

Samuel D. McQuillin, Ph.D.

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Employment

University of South Carolina

Department of Psychology

Associate Professor (Columbia)

2020-Present

Director, School Psychology Ph.D. Program

2020-Present

Assistant Professor (Columbia)

2016-2020

University of Houston

Department of Psychological Health and Learning Sciences

Assistant Professor (Houston)

2012-2016

Education

University of South Carolina, Ph.D. Psychology

2012

Cypress Fairbanks ISD, Pre-Doctoral APA Accredited Internship

2011

University of South Carolina, M.A. Psychology

2010

University of South Carolina, B.A. Experimental Psychology

2007

Professional Affiliation

Research Board Member, National Mentoring Resource Center

2015-present

Editorial Board, Journal of Community Psychology

2017-present

Contributing Editor, Chronicle of Evidence Based Mentoring

2018-present

Accredited Teen Triple P (Positive Parenting Program) Primary Care Provider

2010-present

Core Beta Tester, OpenMx Structural Equation Modeling Software

2009

Publications

*Peer Reviewed Journal Articles, N=55*¹

1. Will, E. A., Hills, K. J., Smith, K., McQuillin, S., & Roberts, J. E. (2024). Developmental associations between motor and communication outcomes in Fragile X syndrome: Variation in the context of co-occurring autism. *Autism*, 0(0). <https://doi.org/10.1177/13623613231225498>
2. Harrod, S. B., Harrison, S. E., McQuillin, S. D., & Weist, M. D. (2024). United States Schools and the Opioid Crisis: Charting New Directions. *American Journal of Health Education*, 1–13. <https://doi.org/10.1080/19325037.2023.2295558>
3. Hagler, M. A., Jones, K. V., Anderson, A. J., McQuillin, S. D., Weiler, L. M., & Sánchez, B. (2024). Striving for safety, impact, and equity: A critical consideration of AJCP publications on formal youth mentoring programs. *American Journal of Community Psychology*, 72, 258–270. <https://doi.org/10.1002/ajcp.12702>
4. Flitner, A.¹, McQuillin, S., Kornbluh, M., & Thompson, D.¹ (2024). Spotlighting racism in schools: Teacher mentors and the mediating effect of school safety. *American Journal of Community Psychology*, 1–11. <https://doi.org/10.1002/ajcp.12680>

¹Indicates author or presenter was student/mentee of Dr. McQuillin.

5. Samuels, J.¹, Davis, A. L.¹, & McQuillin, S. D. (2023). Assessing Longitudinal Impacts of Mentor Role on Youth Outcomes. *Youth & Society*, 55(5), 999-1025. <https://doi.org/10.1177/0044118X231168439>
6. Davis, A. L.¹, & McQuillin, S. D. (2023). Exploring changes in the teacher-child relationship and children's educational expectations. *Journal of Applied Developmental Psychology*, 87, 101564. <https://doi.org/10.1016/j.appdev.2023.101564>
7. Davis, A.L.¹, Yazdani, N., Kornbluh, M., & McQuillin, S.D. (2023). Exploring the impact of natural mentors on sociopolitical stress: Implications for educators and youth workers. *Global Journal of Community Psychology Practice*.
8. Hart, M.J.¹, McQuillin, S.D., Iachini, A. Hills, K., Cooper, D.(2023) Expanding School-Based Motivational Interviewing Through Delivery by Paraprofessional Providers: A Preliminary Scoping Review. *School Mental Health* 15, 673–691 (2023). <https://doi.org/10.1007/s12310-023-09580-3>
9. Hart, M.¹, Sung, J., McQuillin, S., Schleider, J. (2023) Expanding the reach of psychosocial services for youth: Untapped potential of mentor-delivered single session interventions. *Journal of Community Psychology*, 51, 3, 1255-1272. <https://doi.org/10.1002/jcop.22927>
10. Poon, C., Herrera, C., Jarjoura, R., McQuillin, S., Keller, T., Rhodes, J. (2022) Deconstructing "risk" in youth mentoring programs: How environmental stressors and presenting challenges shape mentoring relationship outcomes.
11. Hart M.¹, Sable, R., Gupta, A., McQuillin, S. (2022) Adapting a school-based motivational interviewing mentoring program for use in India. *School Psychology International*. <https://doi.org/10.1177/01430343221080782>
12. Hart, M.¹, Flitner, A.¹, Kornbluh, M., Thompson, D.¹, Davis, A.¹, Lanza-Gregory, J.¹, McQuillin, S., Gonzalez, J., Strait, G. (2021) Combining MTSS community-based mentoring programs. *School Psychology Review*. doi.org/10.1080/2372966X.2021.1922937
13. Raff, N., Mire, S., Frankel, L., McQuillin, S., Loveland, K., Daire, A., Grebe, S., Rosenbrock, G. (2021) Understanding perceptions underlying the self-reported stress among parents of adolescents with autism spectrum disorder: Considerations for supporting families. *Research in Autism Spectrum Disorders*. doi.org/10.1016/j.rasd.2021.101770
14. Davis¹, A. & McQuillin, S. (2021) Supporting autonomy in youth mentoring relationships. *Journal of Community Psychology*.
15. Lyons, M. & McQuillin, S. (2021) It's not a bug, it's a feature: Evaluating mentoring programs with heterogeneous activities. *Child and Youth Care Forum*.
16. Cavell, T., Spencer, R., McQuillin, S. (2021). Back to the Future: Mentoring as Means and End in Promoting Child Mental Health. *Journal of Clinical Child and Adolescent Psychology*. doi.org/10.1080/15374416.2021.1875327
17. McQuillin, S., Lyons, M. (2021). A National Study of Mentoring Program Characteristics and Premature Match Closure: The Role of Program Training and Ongoing Support. *Prevention Science*. 10.1007/s11121-020-01200-9
18. Roberts, J., Bradshaw, J., Will, E., Hogan, A., McQuillin, S., Hills, K. (2020). Emergence and rate of autism in fragile x syndrome across the first years of life. *Development and Psychopathology*. doi.org/10.1017/s0954579420000942
19. McQuillin, S., McDaniel¹, H.(2020), Pilot randomized trial of brief school-based mentoring for middle school students with elevated disruptive behavior. *Annals of the New York Academy of Sciences*. doi:10.1111/nyas.14334
20. Hagler, M., McQuillin, S., Rhodes, J. (2020) Ideological profiles of adults and their support for youth mentoring. *Journal of Community Psychology*. <https://doi.org/10.1002/jcop.22247>
21. Strait, G., Turner, J., Stinson, D., Harrison, S., Bagheri, R., Perez, T., Smith, B., Gonzalez,

- J., Simpson, J., Simpson, J. Paraprofessionals use of group school-based instrumental mentoring: Examining processes and preliminary outcomes. *Psychology in the Schools*, 57 (9), 1492-1505. <https://doi.org/10.1002/pits.22417>
22. Wall, C., Hogan, A., Will, E., Kelleher, B., Roberts, J. (2019) Early negative affect in males and females with fragile X syndrome: implications for anxiety and autism. *Journal of Neurodevelopmental Disorders*, 11 (1), 22. <https://doi.org/10.1186/s11689-019-9284-y>
 23. Roberts, J., Crawford, H., Will, E., Hogan, A., McQuillin, S., Tonnsen, B., O'Connor, S., Roberts, D., Brewe, A. (2019) Infant social avoidance predicts autism but not anxiety in fragile x syndrome. *Frontiers in Psychiatry*
 24. Mire, S., McQuillin, S., Racine¹, M., Goin-Kochel, R. (2019) Using latent class analysis to identify treatment-use subgroups among parents of children with autism spectrum disorder. *Autism Research*.
 25. McQuillin, S., Lyons, M., Becker, K., Hart¹, M., Cohen¹, K. (2019) Strengthening and expanding child services in low resource communities: The role of task-shifting and just-in-time training. *American Journal of Community Psychology*. <https://doi.org/10.1002/ajcp.12314>
 26. Lyons, M., McQuillin, S., Henderson, L. (2019) Finding the sweet spot: Investigating the effects of relationship closeness and instrumental activities in school-based mentoring. *American Journal of Community Psychology*. <https://doi.org/10.1002/ajcp.12283>
 27. McQuillin, S., Lyons, M., Clayton¹, B., Anderson¹, J. (2019) Assessing the impact of school-based mentoring: Common problems and solutions associated with evaluating non-prescriptive youth development programs. *Applied Developmental Science*. <http://doi.org/10.1080/10888691.2018.1454837>
 28. Lyons, M., McQuillin, S. (2018) A reanalysis of the Student Mentoring Program: Estimating treatment effects by the quality of the mentoring relationship. *School Psychology Quarterly*. <https://doi.org/10.1037/spq0000265>
 29. Payan, A., Keller-Margulis, M., Burrige, A., McQuillin, S., Hassett, K. (2018) Assessing teacher usability of written expression curriculum-based measurement. *Assessment for Effective Intervention*, 1-14. <https://doi.org/10.1177/1534508418781007>
 30. Strait, G., Smith, B., McQuillin, S. (2018) Aggregated randomly generated math curriculum-based measurements for middle school students: Reliability, predictive validity, and cut score precision. *Assessment for Effective Intervention*. <https://doi.org/10.1177/1534508418761231>
 31. Nowell¹, K., Kochel, R. P., McQuillin, S., Mire, S. (2017). Intellectual functioning and autism spectrum disorder: Can profiles inform identification of subpopulations? *Journal of Autism and Developmental Disorders*. DOI: <http://dx.doi.org/10.1007/s40489-017-0118-0>
 32. Strait, G., Lee, E., McQuillin, S., Terry, J., Cebada, M., Strait, E. (2017). The student check-up: effects of paraprofessional-delivered motivational interviewing on academic outcomes. *Advances in School Mental Health Promotion*. <http://dx.doi.org/10.1080/1754730X.2017.1333915>
 33. Keller-Margulis, M., McQuillin, S., Ochs¹, S., Castaneda, J., Jones, J. (2017). Identifying students at-risk: An examination of computer-adaptive measures and latent class growth analysis. *Journal of Applied School Psychology*. <https://doi.org/10.1080/15377903.2017.1328627>
 34. Gregus, S., Rodriguez, J., Pastrana, F., Craig, J., McQuillin, S., Cavell, T. (2017). Teacher self-efficacy and intentions to use anti-bullying practices as predictors of children's peer victimization. *School Psychology Review*. <https://doi.org/10.17105/SPR-2017-0060.V46-3>
 35. Lyons, M., Jones, S., Smith, B., McQuillin, S., Reid, E., Jacobs¹, G., McClellan, A. (2017). Motivation coaching training for instructional coaches: A pilot study of motivational interviewing skills training. *Mentoring and Tutoring: Partnership in Learning*. <https://doi.org/10.>

- 1080/13611267.2017.1415796
36. McQuillin, S., Lyons, M (2016). Brief instrumental school-based mentoring for middle school students: theory and impact. *Advances in School Mental Health Promotion*, 9(2), 73-89. <https://doi.org/10.1080/1754730X.2016.1148620>
 37. Ochs¹, S., Keller-Margulis, M., McQuillin, S., Jones, J. (2016). The validity and diagnostic accuracy of a computer adaptive test of reading. *Research And Practice in the Schools*, 4(1), 29-41.
 38. Dempsey, J., McQuillin, S., Butler, A. M., & Axelrad, M. E. (2016). Maternal Depression and Parent Management Training Outcomes. *Journal of Clinical Psychology in Medical Settings*, 1-7. <http://doi.org/10.1007/s10880-016-9461-z>
 39. Robinson, A., Roberts, J., Brady, N., McQuillin, S., Warren, S. (2016). Physiological Correlates of Maternal Responsivity in Mothers of Preschoolers with Fragile X Syndrome. *American Journal on Intellectual and Developmental Disabilities*. 121(2), 111-120. <https://doi.org/10.1352/1944-7558-121.2.111>
 40. McQuillin, S., Strait, G., Saeki, E. (2015). Program support and value of training in mentor satisfaction and anticipated continuation of school-based mentoring relationships. *Mentoring and Tutoring: Partnership in Learning*, 23(2), 133-148. <https://doi.org/10.1080/13611267.2015.1047630>
 41. Terry, J., Smith, A., Warren, P., Miller, M., McQuillin, S., Wolfer, T., & Weist, M. (2015). Incorporation of evidence-based practices into faith-based organization service programs. *Journal of Psychology and Theology*, 43, 212-223. <https://doi.org/10.1177/009164711504300306>
 42. McQuillin, S., Smith, B., & Strait, G., Ingram¹, A., (2015). Brief Instrumental School- Based Mentoring for First and Second Year Middle School Students: A Randomized Evaluation. *Journal of Community Psychology* 43(7), 885-889. <https://doi.org/10.1002/jcop.21719>
 43. Strait, G., McQuillin, S., Terry, J., Smith, B. (2014). School-based motivational interviewing with students, teachers, and parents: new developments and future direction. *Advances in School Mental Health Promotion*, 7(4), 2014, 205-207. <https://doi.org/10.1080/1754730X.2014.949064>
 44. Terry, J. D., Smith, B. H., & McQuillin, S. D. (2014). Teaching evidence-based practice in service-learning: A model for education and service. *Journal on Excellence in College Teaching*, 25(1), 55-69.
 45. Roberts, J., Tonnsen, B., Robinson, M., McQuillin, S., Hatton, D. (2014) Temperament factor structure in fragile x syndrome: The children's behavior questionnaire. *Research in Developmental Disabilities*, 35, 563-571. <https://doi.org/10.1016/j.ridd.2013.11.024>
 46. Terry, J., Strait, G., McQuillin, S., Smith, B. (2014). Dosage effects of motivational interviewing on middle-school students' academic performance: Randomized evaluation of one versus two sessions. *Advances in School Mental Health Promotion*, 7(1), 62-74. <https://doi.org/10.1080/1754730X.2013.851995>
 47. McQuillin, S., Terry, J., Strait, S., Smith, B. (2013). Innovation in school-based mentoring: matching the context, structure, and goals of mentoring with evidence-based practices. *Advances in School Mental Health Promotion*, 6(4), 280-294. <https://doi.org/10.1080/1754730X.2013.832009>
 48. Terry, J., Strait, G., Smith, B., McQuillin, S., (2013). Motivational Interviewing to Improve Middle School Students' Academic performance: a replication study. *Journal of Community Psychology*. <https://doi.org/10.1002/jcop.21574>
 49. Strait, G., Smith, B., McQuillin, S., Terry, J., Swan, S., Malone, P. (2012). Randomized trial of motivational interviewing to improve students' academic performance. *Journal of Community Psychology*, 40(8), 1032-1039. <https://doi.org/10.1002/jcop.21511>

50. Strait, G. McQuillin, S., Smith, B., Englund, J. (2012). Using motivational interviewing with children and adolescents: a cognitive and neuro developmental perspective. *Advances in School Mental Health Promotion*, 5(4), 1-15. <https://doi.org/10.1080/1754730X.2012.736789>
51. Kelly, R., Hills, K., Huebner, S., McQuillin, S. (2012). The longitudinal stability and dynamics of group membership in the dual-factor model of mental health: psychosocial predictors of mental health. *Canadian Journal of School Psychology*, 27(4), 337-355. <https://doi.org/10.1177/0829573512458505>
52. McQuillin, S., Smith, B., & Strait, G. (2011). Randomized evaluation of a single semester transitional mentoring program for first year middle school students: A cautionary result for brief school-based mentoring programs. *Journal of Community Psychology*, 39(7), 844-859. <https://doi.org/10.1002/jcop.20475>
53. Warren, P., Richardson, D., & McQuillin, S. (2011). Distinguishing forms of nondirect aggression. *Aggressive Behavior*, 37, 291-301. <https://doi.org/10.1002/ab.20394>
54. Smith, B., Gahagan, J., McQuillin, S., Haywood, B., Cole, P., Bolton, C., & Wampler, M. (2011). The development of a service-learning program for first-year students based on the hallmarks of high quality service-learning and rigorous program evaluation. *Innovative Higher Education*, 36, 1-17. <https://doi.org/10.1007/s10755-011-9177-9>
55. Fairchild, A., & McQuillin, S., (2010). Evaluating mediation and moderation effects in school psychology: A presentation of methods and review of current practice. *Journal of School Psychology*, 45, 54-84. <https://doi.org/10.1016/j.jsp.2009.09.001>

Other Publications

Thompson, D.¹, McQuillin, S., Griffin, C.B. (2020) Interrupting Racism's Impact on Black Children. *Communiqué*, 49(4), 23.

McQuillin, S. (2018, August 22) Improving Mentoring by Improving Mentor Training [Blog Post]. National Mentoring Resource Center. Retrieved from <https://goo.gl/w61m63>

Strait, G., McQuillin, Anderson¹, J., & Williams, C. (2018). Practical applications of student focused motivational interviewing. In McNamara, E. (eds.), *Motivational Interviewing Theory Practice, and Applications with Children and Young People*. Positive Behaviour Management.

Garringer, M., McQuillin, S., McDaniel¹ H. (2017) Examining Youth Mentoring Services Across America: Findings from the 2016 National Mentoring Program Survey. Technical Report produced by MENTOR: The National Mentoring Partnership. <http://www.mentoring.org/program-resources/mentor-resources-and-publications/national-survey/>

McQuillin, S., Smith, B., McLelland¹, B. (2014) Using practice-based evidence to inform the development of school-based mentoring. *The Community Psychologist*, 47, 2, 31-32.

Strait, G., Terry, J., McQuillin, S., Smith, B. (2013). Motivational interviewing: ready for adults and emergent for adolescents. *The Community Psychologist*, 46(1), 26-28.

Smith, B., McQuillin, S., & Shapiro, C. (2008). An installation adaptation diffusion model of university-community-school partnerships. *The Community Psychologist*, 42(1), 43-46.

Peer Reviewed Presentations

1. McQuillin, S., Reid, E., (2023) Building a Quality Improvement “Culture of Learning” Across all Levels of Your Organization The National Mentoring Summit, Washington DC, January 23rd – January 26th.
2. Simpson, S., McQuillin, S. (2023) Just-In-Time Training for Mentors: Considerations and Recommendations. The National Mentoring Summit, Washington DC, January 23rd – January 26th.
3. Parish, L., Weist, M., McQuillin, S. (2023) The South Carolina School Behavioral Health Academy. Paper presented at the Advancing School Mental Health Conference, New Orleans, LA.
4. Harrison, S., Harrod, S., McQuillin, S. (2023) Paper presented at the Advancing School Mental Health Conference, New Orleans, LA.
5. McQuillin, S. Reid, E., (2021) Using empowerment evaluation to strengthen inclusiveness, team engagement, and program effectiveness. Workshop presented at the annual National Mentoring Summit, Virtual Presentation.
6. McQuillin S., Walsh, S. (2020) Creating Quality Improvement Systems to Improve Program Effectiveness. Workshop presented at the annual National Mentoring Summit, Washington, DC.
7. McQuillin, S., Lyons, M. (2017) Treatment construct validity in school-based mentoring intervention research. Paper presented at the annual meeting for the Society for Research on Educational Effectiveness, Washington, DC.
8. McQuillin, S., McDaniel¹, H. (2017) Using Motivational Interviewing in School-Based Mentoring Programs. Paper presented at the annual meeting for the Society for Prevention Research, Washington, DC.
9. Lyons, M., McQuillin, S., Lamont, A. (2017) A Reanalysis of the Student Mentoring Program: Estimating Treatment Effects by the Quality of the Mentoring Relationship.
10. McQuillin, S. (2017) Changing the way we train mentors: Just in Time Training & Motivational Interviewing. Paper presented at the annual National Mentoring Summit in Washington, DC.
11. McQuillin, S., Jacobs¹, G., Sajovek¹, P., Johnson¹, B., Anderson¹, A. (2016). Brief Instrumental School-Based Mentoring for Adolescents-Theory, Practice, and Impact Evaluations. Symposium presented at the annual meeting for the American Psychological Association, Denver, CO.
12. McQuillin, S. (2015). From harmful to helpful: transforming youth mentoring through task shifting, evidence- based practice, and practice-based evidence. Symposium presented at the annual meeting for the Association of Psychological Science, New York, NY.
13. McQuillin, S. (2014). The University of Houston Academic Mentoring Program for Education and Development (AMPED). Paper presented at the annual meeting of the American Psychological Association, Washington, DC.
14. McQuillin, S., Smith, B., McLelland¹, B. (2014). Motivaitonal Interviewing and School-Based Mentoring: Process, Procedures, Implementation, and Results. Paper presented at the annual meeting of the American Psychological Association, Washington, DC.
15. McQuillin, S. (2014). School-based instrumental mentoring for middle-school students: past, present future. Poster presented at the annual meeting of the Society for Prevention Research, Washington, DC.
16. McQuillin, S., Saeki, E. (2013). Mechanisms of Change in School-Based Psychosocial Interventions. Paper presented at the annual meeting of the National Association of School

Psychologists, Seattle, WA.

17. McQuillin, S., Cavell, T., Elledge, E., Strait, G., Smith, B., Terry, J. (2012). Brief manualized school-based mentoring interventions for secondary students: Results and suggestions from two randomized trials. In McQuillin, S. (Chair), *Principles of change in school-based mentoring and coaching interventions. New findings and implications from five randomized controlled studies*. Presented at the symposium conducted at the 46th annual convention of the Association for Behavioral and Cognitive Therapies, National Harbor, MD.
18. Smith, B., Sanders, M., McQuillin, S., Fairchild, A., & Anello, V. (2010). Investing in the future of psychotherapy research: Statistical best practices and seven methodological considerations for studying mechanisms of action. Symposium presented at the annual meeting of the Association for Cognitive and Behavioral Therapies, San Francisco, CA.
19. McQuillin, S. (2010). Randomized evaluation of a school based mentoring program for transitioning middle school students: An efficacy trial. Poster presented at the annual meeting of the Association for Cognitive and Behavioral Therapies, San Francisco, CA.
20. McQuillin, S. & Anello, V. (2010). Applications of the public health model to school based mental health collaboration in school-university-community partnerships. Paper presented at the annual meeting of the National Association of School Psychologists in Chicago, IL.
21. McQuillin, S. (2010). Statistical mediation and moderation in program design and evaluation. Paper presented at the annual meeting of the National Association of School Psychologists in Chicago, IL.
22. Strait, G., Cole, C., McQuillin, S. (2009, February). Psychometric properties of brief basic math skill assessments. Paper presented at the annual meeting of the National Association of School Psychologist in Boston, MA.
23. Pender, C.A.S., Strait, G., McQuillin, S., Carl, W. (2008, February). Efficacy and psychometrics of a middle-school remedial math curriculum. Oral presentation presented at the annual meeting of the National Association of School Psychologists in New Orleans, LA.
24. Pender, C.A.S., Smith, B., Strait, G., McQuillin, S., Ardoin, S., (2007, November). Math intervention delivered by paraprofessionals to high-risk middle-school students in the challenging horizons program. Poster presented at the annual meeting of the Association for Behavioral and Cognitive Therapies in Philadelphia, PA.
25. Pender, C.A.S., Strait, G., & McQuillin, S. (2007, March). Improving middle school students' math word problem solving skills. Poster presented at the annual meeting of the National Association of School Psychologists in New York, NY.
26. McQuillin, S., & Terry, J. (2007, April). The challenging horizons program: Contributions of USC undergraduates to the development of an evidence-based, award winning program. Paper presented at the annual Discovery Day of the University of South Carolina, Columbia, SC.
27. McQuillin, S., Thompson, S. & Strait, G., Smith, B. & Pender, C. (2006, April). Curriculum based measurement and state-of-the-art training to help middle school students solve math word problems. Paper presented at the annual Discovery Day of the University of South Carolina, Columbia, SC.
28. Strait, G., McQuillin, S., Thompson, S. Smith, B. & Pender, C. (2006, April). State-of-the-Art Individually Paced Intervention to Improve Math Word Problem Solving. Poster presented at the annual Discover Day of the University of South Carolina, Columbia, SC.

Invited talks

McQuillin, S., (2023) The South Carolina School Mentoring Summit. A granted funded meeting hosted by the University of South Carolina via the Duke Endowment. April, 2023.

McQuillin, S., (2022) What is evidence-based mentoring? Invited Keynote Address. European Mentoring Summit. Leeuwarden, Netherlands.

Garringer, M., McQuillin, S. (2017) Key Findings and Conclusions from the 2016 National Mentoring Program Survey. Webinar produced by MENTOR: The National Mentoring Project.

McQuillin, S. (2018) Refining mentoring programs from the margins: Testing small, focused, and iterative changes in the ordinary to spur continuous quality improvement. Invited speaker, Summer Youth Mentoring Institute, Portland, OR.

McQuillin, S., Duncombe, S., Siegfried, A. (2017) A Fresh Look at Logic Models: Enhance and Amplify Their Value. Webinar presented on behalf of the Collaborative Mentoring Webinar Series, produced by MENTOR: The National Mentoring Partnership.

Deustch, N., McQuillin, S. (2016). Getting Results for Our Youth: Evaluating Programs for Continuous Improvement. Webinar presented on behalf of the My Brothers Keeper Alliance Webinar Series, via MENTOR, the National Mentoring Partnership.

Garringer, M., McQuillin, S. (2016). Introduction to Program Evaluation for Youth Mentoring Programs. Workshop presented at MENTOR-Con. Pittsburgh, PA.

McQuillin, S. (2015). Helping kids change. Workshop presented at the Positive Change Conference, Compass Mark, Lancaster, PA.

McQuillin, S. (2015). Improving the impact of school-based mentoring. Keynote speaker, Texas Mentoring Summit, San Antonio, TX.

McQuillin, S. (2014). Using motivational interviewing in the context of teacher coaching. Three day workshop presented to Houston area master coaches. Teach2Lead Houston, Houston, TX.

McQuillin, S., McLelland¹, B. (2013). Motivational Interviewing in Schools. Workshop provided to pre-doctoral interns as part of their APA Accredited Internship in Psychology. Cypress, TX

McQuillin, S., McLelland¹, B. (2012). Motivating students to succeed in school. Workshop provided to student support counselors at YES Prep Charter School, Houston, TX.

McQuillin, S., McLelland¹, B. (2012). Mentoring and Motivational Interviewing. Workshop provided to pre-doctoral interns as part of their APA Accredited Internship in Psychology. Cypress, TX

Awards

3rd Place in Social Psychological Sciences, Discovery Day, University of South Carolina	2006
Megellan Voyager Research Award	2007
2nd Place in Social Psychological Sciences, Discovery Day, University of South Carolina	2007
Inducted into Phi Beta Kappa National Honor Society	2007
USC Graduate Student Travel Grants, totaling \$1,700	2010
American Psychological Association Achievement Award for Early Career Professionals	2014
University of Houston Certificate of Excellence on Behalf of Provost Short	2015
Award for Research Excellence, University of Houston	2015
Society for the Study of School Psychology Early Career Award	2016
Breakthrough Star Award, UofSC, Office of the Vice President of Research	2020
Garnet Apple Award for Teaching Innovation, University of South Carolina,	2021
McCausland Faculty Fellows, University of South Carolina,	2022

Grant Awards/Activity

Site Principal Investigator Evidence-Informed Mental health Prevention, Assessment, Collaboration, and Treatment in Middle Schools (E-IMPACTS). National Institute of Health, \$528,000	2022-2025
Principal Investigator Strengthening and Expanding School Mental Health by Integrating Community Mentors in School Problem Solving Teams. The Duke Endowment, \$580,000	2022-2025
Co-Principal Investigator Supporting Substance Use Disorder Services in South Carolina (SSUDS-SC)—An Innovative Training Program for Health Service Psychology Trainees. Health Resources and Services Administration	2022-2025
Co-Director Development and Implementation of a SC School Behavioral Health Academy Department of Health and Human Services, \$3,224,526	2022-2024
Principal Investigator Development and Evaluation of Distributed Motivational Interviewing Training for Mentors Genetech/MENTOR: The National Mentoring Partnership, \$250,000	2020-2021
Co-Investigator Patient-Centered Enhancements in School Behavioral Health: A Randomized Trial (PI: Mark Weist, University of South Carolina) Patient-Centered Outcomes Research Institute (PCORI), \$5,090,123	2019-2023
Co-Investigator Character and Thriving Among Kenyan Youth (PIs: Onyiko & Geldhof, Maasai Mara and Oregon State University). Templeton World Charity Foundation, \$234,000	2019-2021
Co-Principal Investigator Boys Hope Girls Hope Academy: Program Practices and Positive Youth Development The Stupski Foundation, \$300,000	2017-2018
Co-Investigator (PI: Scott Decker, University of South Carolina) South Carolina Learning Disabilities Research Project Office of Special Education Services, SC, \$738,318	2017-2020
Investigator (PI: Jane Roberts, University of South Carolina) Emergence and Stability of Autism in Fragile X Syndrome: longitudinal extension R01 MH90194-06 National Institute of Mental Health, \$3,550,989	2017-2021
Principal Investigator Brief Instrumental School-Based Mentoring to Reduce Adolescent Disruptive Behavior Society for the Study of School Psychology Early Career Award, \$19,723	2016-2018
Principal Investigator Promoting Adolescent Mental health through School-Based Mentoring Hogg Foundation, \$19,196	2015-2016

Principal Investigator Training Paraprofessionals to Use Motivational Interviewing New Faculty Research Program, University of Houston, \$6,000	2015-2016
Investigator (PI: Anne McClellan, University of Houston) Motivational Coaching Instruction for School Administrators Provost's Teaching Innovation Proposal, \$25,000	2014-2016
Investigator (PI: Jacqueline Hawkins, University of Houston) A+ Program Evaluation Research Design Proposal A+ Challenge Network, \$57,000	2014-2015
Investigator (PI: Norma Olvera, University of Houston) Hispanic Health Coalition, Healthy Lifestyle Programs Harris County Hospital District Foundation, \$36,000	2013-2014
Statistical Consultant (PI: Jane Roberts, University of South Carolina) 1R01MH090194-01A1 Emergence and Stability of Autism in Fragile X Syndrome National Institute of Mental Health, \$1,790,000	2011-2016
Methodological Consultant (PI: Bradley Smith, University of South Carolina) Applications of Triple P Parenting Program in the Promotion of Health and Wellness University of South Carolina, \$20,000	2010-2011
Principal Investigator United Health Heroes, Youth Serve America Supplement for grant funded by the Office of Minority Health, \$1,000	2009-2010
Program Evaluator (PI: Bradley Smith) Marlboro County Youth Empowerment Program Office of Minority Health, \$248,000.	2007-2009

Teaching

Graduate

Evidence-Based Interventions in Psychology, University of Houston
History and Philosophy of Psychological Systems, University of Houston
Research Methods in School Psychology, University of Houston
Ecological Behavioral Interventions, University of Houston
Behavioral Consultation, University of Houston
Systems Applications in Psychological Services, University of South Carolina
Assessment of Emotional and Behavioral Functioning, University of South Carolina
Psychological Consultation and Systems Interventions, University of South Carolina
Academic Intervention, University of South Carolina
Lab Instructor: Quantitative Methods for Behavioral Data I, University of South Carolina
Lab Instructor: Quantitative Methods for Behavioral Data II, University of South Carolina

Undergraduate

Professional Development in Psychology, University of South Carolina
Research Methods in Psychology, University of South Carolina

Research Methods in Human Development, University of Houston
 Children & Exceptionality, University of South Carolina

Service on Student Dissertations and Theses

Susceptibility to Peer Influence and Social Anxiety: An Exploratory Study Chair of candidacy project for Ph.D. student Brent Smith.	2012
ABA Therapy in the ASD Population: Long Term Social Functioning Chair of candidacy project for Ph.D. student Allyson Tagliarina.	2013
Parent Stress Response Relative to Boys and Girls Born Preterm Chair of candidacy project for Ph.D. student Sonia Babu.	2014
Parent Knowledge of Sexual Trauma of Sexually Abused Foster Children Chair of Dissertation project for Ph.D. student Brent Smith.	2014
Psychometric Properties of the Alabama Parenting Questionnaire-Preschool Revision Chair of dissertation project for Ph.D. student Erika Gonzalez.	2014
Comparing Parent Behaviors of Mothers and Fathers of Children with ASD Methodologist of candidacy project for Ph.D. student Rachel H. Fein.	2014
Validation of the Causes of Peer Rejection Scale Chair of dissertation project for Ph.D. student Aaron Boyce.	2015
Relations between Intellectual Profiles, Core Symptoms, and Age in Youth with Autism Chair of dissertation project for Ph.D. student Kerri Nowell.	2015
Motivational Interviewing: Perceptions of Empathy and Reactance Chair of candidacy project for Ph.D. student Brittany McLelland.	2015
Parenting Stress as a Predictor of Child Externalizing Behaviors Chair of dissertation project for Ph.D. student Erika Gonzalez.	2015
An Analysis of National Trends in Composition of Psychologists in the United States Methodologist of dissertation project for Ph.D. student Eliza Alexander.	2015
Predictors of Parent Behaviors During Play Interactions with Children with ASD Methodologist of dissertation project for Ph.D. student Rachel H. Fein.	2015
Motivational Interviewing in Physical Education Chair of dissertation project for Ph.D. student Allyson Tagliarina.	2017
Parent and Teacher Perceptions of Gifted African American and White Students Chair of dissertation project for Ph.D. student Sonia babu.	2017
Advancing the understanding of dynamic mechanisms in onset to event models Second reader of dissertation project for Ph.D. student Heather McDaniel.	2017
Critical Reflection and Positive Youth Development in Afterschool Programs Chair of master's thesis for Ph.D. Student Mackenzie Hart.	2018
Integration of theory and feasibility in learning disability identification Methodologist on student dissertation proeject for Ph.D. student Allison Stafford.	2018

Specific Learning Disability Policy: Rates Across a Southeastern State Methodologist for dissertation project for Ph.D. student Joe Ferraracci.	2018
The Development and Validation of an Automated Screener of Attention Methodologist for dissertation project for Ph.D. student Rachel Bridges.	2021
The Impact of the Teacher-Student Relationship on Students' Educational Expectations Chair of master's thesis project for Ph.D. student Amanda Davis.	2021
Assessing Longitudinal Impacts of Mentor Type within Similar Domains Chair of master's thesis project for Ph.D. student Jody Lanza-Gregory.	2021
Using IRT to Evaluate the Task Demands of a Reading Test Methodologist of master's thesis project for Ph.D. student Michael Eason.	2021
Screening Utility of the Classroom Performance Survey Chair of dissertation project for Ph.D. student Asia Thomas.	2021

Service on Honor's College Theses

Raising Mental Health Awareness in College Athletics Second Reader of Honors College thesis for undergraduate student Regina Schreiber.	2018
Isolation and Mental Health in Antarctica Chair of Honors College thesis for undergraduate student Caroline Caits.	2018
The Relationship Between Parenting Style and Academic Achievement Chair of Honors College thesis for undergraduate student Meredith Cartwright.	2019
The Historical and Current Implications of Desegregation and Racial Prejudice Chair of Honors College thesis for undergraduate student Lauren Steyne.	2020

Service on University and Department Committees

Social Committee, UH	2012
Secretary: Technology Committee, UH	2013
Search Committee Member: Program Director School Psychology, UH	2012
Search Committee Member: School Psychology Assistant Professor, UH	2013
Search Committee Member: Assistant Professor EPSY, UH	2014
Search Committee Member: Quantitative Methods, UH	2015
Search Committee Member: Community Psychology Assistant Professor, UofSC	2019
Faculty Executive Committee Member, Department of Psychology, UofSC	2017-2020
Faculty Welfare Committee Member, University Senate Committee, UofSC	2017-2020
Director of School Psychology Ph.D. Program, UofSC	2020-present
Search Committee Member: Quantitative Methods, UofSC	2021
Search Committee Member: Clinical Faculty in Child and Adolescent Mental Health	2022

Clinical/Field/Industry Experience

Director, School Psychology, Ph.D. Program, Columbia, SC Description: Directed nationally ranked School Psychology Ph.D. Ph.D. program.	2020-current
Program Director, AMPED, Columbia, SC, & 5th Ward, Houston TX Description: Developed, directed and coordinated school-based mentoring program for children	2011-current

who display disruptive behavior in local area middle schools. Approximately 650 youth have participated in this program and related studies.

Organizational Consultant 2012-current

Description: Provided organizational consultation and collaboration to non-profit organizations, school districts, and youth serving organizations. Facilitated training involving hundreds of administrators and counselors in nationally top-ranked charter schools including YES Prep and KIPP public schools, and two of the largest public school districts in the US (Houston Independent School District and Cypress Fairbanks Independent School District). Helped facilitate organizational change in large national and international non-profit organizations. Designed, coordinated, and implemented learning management systems for large-scale professional development. Other services included developing quality improvement systems, integrating evidence-based practices in real-world youth serving settings.

Independent Consultant: MENTOR: National Mentoring Partnership 2016-2017

Description: Aided in the development, deployment, analysis, and reporting of a nationally representative sample of mentoring programs.

Psychologist Intern, Cypress Fairbanks ISD, Cypress, TX 2011-2012

Supervisor: Shawn Hirsch, Ph.D., LP, LSSP

Description: Provided manualized evidence-based counseling services for students with emotional or behavioral disorders, psychological assessment of students suspected of emotional and/or behavioral disorders, parent management training, and assessment/consultation for children with autism spectrum disorders.

Motivational Interviewing Counselor, Columbia, SC 2010-2011

Supervisor: Bradley H. Smith, Ph.D.

Description: Provided counseling services to middle school students over the course of 5 months in the context of a randomized controlled trial of brief school-based motivational interviewing.

Family Therapy Facilitator and Co-Counselor , Columbia SC 2009-2010

Supervisors: Kimberly Hills, Ph.D., LP, LSSP, Ashley Brewer, Ph.D., LP, LSSP

Description: Facilitated a manualized family intervention program designed to help students recover from expulsion in the public school system. Group family sessions involved guided discussions on family communication, family values, discipline, peer pressure, gang activity.

School Psychology Practicum Student, Columbia SC 2009-2011

Supervisors: Kimberly Hills, Ph.D., LP, LSSP

Description: Coordinated the implementation of a manualized tier two behavioral support program for children with emotional and behavioral disorders. Provided psychological services including behavioral consultation, counseling, and crisis intervention. Provided psychological assessment services including academic, cognitive, curriculum-based assessments; assessment of children with autism spectrum disorders; and functional behavioral assessment.

School Psychology Practicum Student, Lexington, SC 2008-2010

Supervisors: Mark Posey, Ph.D., LP, LSSP

Description: Provided supervised psychological services including cognitive, academic, and behavioral assessment, cognitive behavioral therapy, academic intervention, behavior modification, and consultation in the middle and high school context.

Site Supervisors & Program Evaluator, Marlboro County, SC 2007-2009

Supervisors: Bradhley H. Smith, Ph.D. Description: Provided direct and supervisory services in

a youth empowerment intervention for minoritized youth at risk of emotional, behavioral, and health problems. Responsibilities included training the paraprofessional staff of the program and providing direct services including behavior modification, counseling, and health instruction. Later assumed role of program evaluator and intervention coordinator.

Lead Interventionist, Challenging Horizons Program (CHP), Columbia, SC 2006-2008

Supervisors: Carolyn A.S. Pender, Ph.D., LP

Description: Served as Counselor and interventionist in an intensive six-week evidence-based summer treatment program for middle and high school students with severe behavioral, emotional, social, and academic difficulties, including Biopolar Disorder, Attention-Deficit/Hyperactivity Disorder, Learning Disabilities, and thought disorder.