

Samuel Dale McQuillin, Ph.D.

Assistant Professor, University of South Carolina
1512 Pendleton St., Office 462, Barnwell College, Columbia, SC, 29208
✉ MCQUILLS@mailbox.sc.edu ☎ 803-777-6725 🌐 bit.ly/2VUQB1z | Updated: June 10, 2020

Employment

University of South Carolina Assistant Professor (Columbia) 2016-Present
Department of Psychology

University of Houston Assistant Professor (Houston) 2012-2016
Department of Psychological Health and Learning Sciences

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

Board Member, Richland County Public Education Partners 2018-present

Accredited Teen Triple P (Positive Parenting Program) Primary Care Provider 2010-present

Core Beta Tester, OpenMx Structural Equation Modeling Software 2009

Member, Association for Behavioral and Cognitive Therapies 2007-present

Member, American Psychological Association 2013-present

National Association of School Psychologist 2007-present

Grant Awards/Activity

Principal Investigator 2020-2021

Development and Evaluation of Distributed Motivational Interviewing Training for Mentors
Genetech/MENTOR: The National Mentoring Partnership, \$250,000

Co-Investigator 2019-2023

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

Co-Investigator 2019-2021

Character and Thriving Among Kenyan Youth (PIs: Onyiko & Geldhof,
Maasai Mara and Oregon State University).

Templeton World Charity Foundation, \$234,000

Co-Principal Investigator 2017-2018

Boys Hope Girls Hope Academy:

Program Practices and Positive Youth Development The Stupski Foundation, \$300,000	
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

Publications

Peer Reviewed Journal Articles¹

1. Roberts, J., Bradshaw, J., Will, E., Hogan, A., McQuillin, S., Hills, K. (in press). Emergence and rate of autism in fragile x syndrome across the first years of life. *Development and Psychopathology*.
2. McQuillin, S., McDaniel, 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
3. 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>
4. 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>
5. 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*
6. Mire, S., McQuillin, S., Racine, M., Goin-Kochel, R. (2019) Using latent class analysis to identify treatment-use subgroups among parents of children with autism spectrum disorder. *Autism Research*.
7. 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>
8. 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>
9. 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>
10. 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>
11. 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>
12. 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>
13. 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>
14. 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. *Ad-*

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

- vances in School Mental Health Promotion. <http://dx.doi.org/10.1080/1754730X.2017.1333915>
15. 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>
 16. 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>
 17. 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>
 18. 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>
 19. 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.
 20. 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>
 21. 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>
 22. 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>
 23. 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>
 24. 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>
 25. 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>
 26. 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.
 27. 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>
 28. 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>

29. 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>
30. 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>
31. 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>
32. 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>
33. 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>
34. 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>
35. Warren, P., Richardson, D., & McQuillin, S. (2011). Distinguishing forms of nondirect aggression. *Aggressive Behavior*, 37, 291-301. <https://doi.org/10.1002/ab.20394>
36. 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>
37. 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

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., 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.
2. 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.
3. Lyons, M., McQuillin, S., Lamont, A. (2017) A Reanalysis of the Student Mentoring Program: Estimating Treatment Effects by the Quality of the Mentoring Relationship.
4. 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.
5. 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.
6. 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.
7. 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.
8. 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.
9. 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.
10. 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.
11. 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.
12. 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.
13. 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.
14. McQuillin, S. & Annelo, 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.
 15. 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.
 16. 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.
 17. 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.
 18. 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.
 19. 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.
 20. 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.
 21. 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.
 22. 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 and Workshops

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., 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

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

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

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 2012
Chair of candidacy project for Ph.D. Student Brent Smith.

ABA Therapy in the ASD Population: Long Term Social Functioning and Gender Differences 2013
Chair of candidacy project for Ph.D. Student Allyson Tagliarina.

Parent Stress Response Relative to Boys and Girls Born Preterm 2014
Chair of candidacy project for Ph.D. Student Sonia Babu.

Parent Knowledge of Sexual Trauma of Sexually Abused Foster Children 2014
Chair of Dissertation project for Ph.D. Student Brent Smith.

Psychometric Properties of the Alabama Parenting Questionnaire-Preschool Revision 2014
Chair of dissertation project for Ph.D. Student Erika Gonzalez.

Comparing Parent Behaviors of Mothers and Fathers of Children with ASD 2014
Methodologist of candidacy project for Ph.D. Student Rachel H. Fein.

Validation of the Causes of Peer Rejection Scale 2015
Chair of dissertation project for Ph.D. Student Aaron Boyce.

Relations between Intellectual Profiles, Core Symptoms, and Age in Youth with Autism 2015
Chair of dissertation project for Ph.D. Student Kerri Nowell.

Motivational Interviewing: Perceptions of Empathy and Reactance 2015
Chair of candidacy project for Ph.D. Student Brittany McLelland.

Parenting Stress as a Predictor of Child Externalizing Behaviors 2015
Chair of dissertation project for Ph.D. Student Erika Gonzalez.

An Analysis of National Trends in Composition of Psychologists in the United States 2015
Methodologist of dissertation project for Ph.D. Student Eliza Alexander.

Predictors of Parent Behaviors During Play Interactions with Children with ASD 2015
Methodologist of dissertation project for Ph.D. Student Rachel H. Fein.

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

Faculty Executive Committee Member, Department of Psychology, USC 2017-2020

Faculty Welfare Committee Member, University Senate Committee, USC 2017-2020

Clinical/Field/Industry Experience

Program Director, AMPED, Columbia, SC, & 5th Ward, Houston TX 2011-current
Description: Developed, directed and coordinated school-based mentoring program for children who display disruptive behavior in local area middle schools. Approximately 650 youth have participated in this program and related studies.

Independent Consultant 2012-current
Description: Provided private organizational consultation and collaboration to 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). Services involved integrating evidence-based practices-including Motivational Interviewing, School-Based Mentoring, and behavior modification-in routine educational 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 24 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 2009-2010
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 2008-2009
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 minority 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.