

CURRICULUM VITAE

ALEXANDRIA C. ROBERS* PhD, BCBA

EDUCATION

- 2023** **Doctor of Philosophy**
Educational Psychology, University of Minnesota – Twin Cities
Specialization in School Psychology
American Psychological Association (APA) accredited
Dissertation: *Evaluating the role of classroom behavior management in promoting equitable discipline outcomes*
Advisor: Faith G. Miller, Ph.D., LP, NCSP
- 2021** **Master of Arts**
Special Education, University of Minnesota – Twin Cities
Specialization in Applied Behavior Analysis (GPA: 4.00)
Behavior Analyst Certification Board (BACB) Verified Course Sequence
Thesis: *Behavior analytic clinicians documentation of cultural considerations for children with ASD*
Advisor: Jennifer J. McComas, Ph.D., BCBA
- 2020** **Master of Arts**
Educational Psychology, University of Minnesota – Twin Cities
Specialization in School Psychology (GPA: 4.00)
National Association of School Psychologists (NASP) approved
Thesis: *Impact of a culturally responsive PBIS activity on the class-wide behaviors of diverse students*
Advisor: Faith G. Miller, Ph.D., LP, NCSP
- 2017** **Bachelor of Arts, Magna Cum Laude, Departmental Distinction**
Psychology and Public Relations, Coe College (GPA: 3.86)
Senior Thesis: *A new type of indirect contact: Video news media and college students' perceptions of transgender individuals*
Co-Advisors: Daniel Lehn, Ph.D. & Tom Moye, Ph.D.

LICENSURES/CREDENTIALS

- 2022** **Board Certified Behavior Analyst (BCBA)**
Certification number: 1-22-60771
- 2022** **Certified Ohio Behavior Analyst (COBA)**
License number: 01077

POSTDOCTORAL FELLOWSHIP TRAINING

- Present** **Psychology Postdoctoral Fellow**, School-Based ABA Services and Consultation & Autism Evaluations, *Munroe-Meyer Institute (MMI)*
- Providing Applied Behavior Analysis (ABA) services and consultation as part of a contract with Omaha Public Schools (OPS). Primarily working with students kindergarten through transition who have intellectual and developmental disabilities and engage in significant behavior concerns.

- Working with teachers, school psychologists, speech/language therapists, occupational therapists, physical therapists, school administrators, and families in a collaborative problem-solving process to increase student success.
- Leading and evaluating systems change initiatives that focus on increasing educators' knowledge of principles of behavior, functional behavior assessment, and behavior intervention strategies.
- Supervising and managing a team of ABA practicum students.
- Conducting comprehensive psychological evaluations in the Autism Diagnostic Clinic at MMI.

PREDOCTORAL INTERNSHIP TRAINING

- 2022-23** **Psychology Intern**, Center for Autism Spectrum Disorders (CASD), *Nationwide Children's Hospital*
- Completed an APA-accredited internship on the autism treatment track with an emphasis in complex behavior.
 - Participated in interdisciplinary diagnostic assessments for children suspected of having Autism Spectrum Disorder (ASD). Conducted structured interviews, psychological testing, and provided feedback and recommendations to caregivers.
 - Developed and implemented treatment for children with ASD who exhibit significant problem behavior (e.g., self-injurious behavior, aggression, and property destruction). This included conducting functional analyses and structured observations to determine maintaining consequences of problem behavior. Treatment plans increased functional communication and decreased problem behavior. Provided training to caregivers and teachers to generalize intervention effects to community and school environments.
 - Delivered 12-15 week virtual or in-home caregiver training sessions related to the foundational principles of behavior analysis and ASD. Included goal setting and development of interventions for targeted skill areas, such as feeding, toileting, and communication. Provided real-time skills evaluation and coaching to caregivers.
 - Provided culturally competent services with clients from diverse cultural and linguistic backgrounds, including Somali, Ethiopian, Nepali, and Latin American families. Worked with interpreters to provide clinical services and consultation.

PROFESSIONAL TRAININGS/CERTIFICATIONS

- Research
- 2021** **Structural Equation Modeling (SEM) Foundations & Extended Applications Seminar**
Delivered by Todd D. Little Ph.D. & Elizabeth Grandfield Ph.D., Stats Camp
- 2019** **CITI Responsible Conduct of Research (RCR) Social and Behavioral** (University of Washington and University of Minnesota)
- Applied – School & Clinical
- 2022** **Marcus Autism Center Crisis Prevention Program**
(Tier 3: Advanced Skills Training)
Delivered by Brooke Bishop & Sarah Prochak, M.A., BCBA, COBA, Nationwide Children's Hospital

- 2022 NASP PREPaRE Workshop 1 (3rd Ed.) & NASP PREPaRE Workshop 2 (3rd Ed.)**
Delivered by Christopher Walick, Ph.D. NCSP LP, University of Minnesota
- 2021 Equity and Diversity Certificate**
(Completed 4 foundational workshops and 6 identity-based workshops)
Delivered by the Office for Equity and Diversity (OED), University of Minnesota
- 2021 School-wide Information System (SWIS) Facilitator Training**
Delivered by the Minnesota Department of Education
- 2021 Autism Diagnostic Observation Schedule – 2 (ADOS-2) Clinical Training**
(Introductory & Toddler Module training)
Delivered by Somer Bishop, Ph.D., University of California-San Francisco & Amy N. Esler, Ph.D. LP, University of Minnesota
- 2019 & '21 Adult, Child, and Infant First Aid, CPR, AED**
Delivered by CPR Seattle
- 2019 '20 '21 RIGHT RESPONSE® Advanced Re-Certified**
Delivered by Ben Aaronson, Ph.D.

CLINIC EXPERIENCE

- 2021 Head Counselor, Apex Summer Camp, University of Washington Autism Center (Completed 361.00 hours under the supervision of Ben Aaronson, Ph.D., Alexa Matlack, Ph.D. NCSP and Tyler Sasser, Ph.D. LP)**
- The Summer Treatment Program (STP) is widely recognized as the state of the art in treatment for children and adolescents with Attention-Deficit/Hyperactivity Disorder (ADHD) that involves tracking individual child data and communicating progress with caregivers.
 - Founding member of the Equity, Diversity, and Inclusions (EDI) committee and engaged in various tasks related to our EDI efforts (e.g., developing camp-wide statement with short- and long-term actions, training staff on how to respond to prejudiced comments made by children).
 - Responsible for the clinical training and supervision of two groups of adult counselors (n = 14) and school-aged campers (n = 28).
 - Participated in daily collaboration with clinicians to support child needs related to challenging behavior, staff needs related to implementing the STP, and program logistics.
- 2020-21 Advanced Practicum Student, Doctoral Level Clinical Practicum, Fraser (Completed 521.00 hours under the supervision of Tim Moore, Ph.D. BCBA-D LP and Kelly Haack, Ph.D. LP)**
- Fraser is Minnesota's largest and most experienced provider of Autism and early childhood mental health services.
 - Observed family skills training (FST) during intensive applied behavior analysis (ABA) sessions with clients and families via Telehealth.
 - Observed and co-facilitated positive behavior support (PBS) sessions with clients and families via Telehealth.
 - Observed and co-facilitated sessions in the functional analysis (FA)/functional behavioral assessment (FBA) clinic via Telehealth and assisted with report writing.

- Assisted a licensed psychologist with psychological testing conducted based off of results from diagnostic assessments (e.g., WISC-V, WPPSI-IV, GDS, DAS-II, SLDT-E, ADOS-2) as well as report writing.
- 2020** **Lead Counselor**, Apex Summer Camp, *University of Washington Autism Center (Completed 316.00 hours under the supervision of Ben Aaronson, Ph.D. and Tyler Sasser, Ph.D. LP)*
- -See above description of STP-
 - Launched the Racism in America initiative and delivered trainings as well as developed strategic goals to improve the inclusivity of the summer camp program amongst staff, campers, and families.
 - Adhered to the stringent health and safety guidelines during the COVID-19 pandemic.
 - Developed and implemented individualized behavioral health services to address the aggressive, disruptive, and impulsive behaviors of children with ASD and/or ADHD that were not responsive to the manualized STP.
 - Coordinated the schedules, skills, and personal goals of six fellow adult counselors to ensure effective behavioral health service delivery for 14 children with serious emotional disturbance.
- 2019** **Lead Counselor**, Apex Summer Camp, *University of Washington Autism Center (Completed 288.00 hours under the supervision of Ben Aaronson, Ph.D. and Tyler Sasser, Ph.D. LP)*
- -See above description of STP-
 - Assisted campers with Autism Spectrum Disorder (ASD) and/or ADHD with improving challenging behavior and peer relationships in collaboration with the UW Autism Center and Seattle Children's Pearl Clinic.
 - Coordinated the schedules, skills, and personal goals of six fellow adult counselors to ensure effective behavioral health service delivery for 14 children with serious emotional disturbance.
- 2018-19** **Treatment Group Facilitator**, PEERS and Transitioning Together, *University of Minnesota Autism Spectrum and Neurodevelopmental Disorders Clinic (Completed 84.50 hours under the supervision of Rebekah Hudock, Ph.D. LP NCSP)*
- Facilitated various treatment groups for youth with Autism Spectrum Disorder (ASD) and their families under the licensed supervision of a clinical psychologist.
 - These groups focused on social skills, the transition process, coping with anxiety as well as other topics pertinent to the lives of individuals with ASD.
- 2017** **Intern**, Outpatient Psychiatry, *Mercy Hospital*
- Observed the daily activities of a clinical psychologist including therapeutic sessions, assessment, and medical consultations.
 - Scored measures on the WISC-V to help with diagnosing suspected learning and/or intellectual disabilities in children.
 - Rotated through the various medical departments in the behavioral unit at Mercy Hospital (e.g., neurodiagnostic center, substance abuse treatment center, and various support groups).
 - Gained invaluable experience shadowing psychologists, psychiatrists, and neuroscientists in a clinical setting.
- 2016** **Intern**, *Teaching Interventions to Empower and Strengthen Families (TIES)*, St. Luke's Hospital
- Trained to help children with behavioral problems through implementation of evidence-based intervention strategies.

- Worked closely with families to develop new techniques that promote positive behaviors in children.
- Instructed caregivers on different techniques to use when working with their child that ultimately improved the relationship between caregiver and child.

SCHOOL EXPERIENCE

- 2021-22** **Advanced Practicum Student**, Robbinsdale Area Schools (*Completed 630.50 hours under the supervision of Annie Hansen-Burke, Ph.D. LP NCSP, Emily Monn, Ph.D. BCBA, and Tara Nelson-Anderson, MA BCBA*)
- Completed a 600-hour school-based experience.
 - Assisted two board certified behavior analysts (BCBAs) with observations for functional behavior assessments (FBAs), developed and implemented behavior interventions across federal setting educational placements (i.e., Setting 2 resource classrooms and Setting 3 center-based classrooms).
 - Assisted a school psychologist with evaluations for special education services, MTSS implementation, and facilitation of various social emotional behavioral (SEB) groups.
- 2021** **Educational Consultant**, Minnesota Department of Education (MDE)
- Entered into an annual plan agreement with MDE.
 - Responsible for attending and presenting to the Equity Outcomes Team.
 - Developed materials related to the Personal Matrix Activity for schools and districts throughout the state of Minnesota.
 - Facilitated a webinar to explain the core features and benefits of the Personal Matrix Activity.
- 2020** **Lead Teacher**, KinderCare Education
- Worked at an essential center serving families directly impacted by the COVID-19 pandemic.
 - Lead, coached and mentored less experienced teachers via modeling behavior and providing feedback.
 - Partnered and communicated with parents, with a shared desire to provide the best care and education for their children.
- 2019-20** **Comprehensive Practicum Student**, Vertical Team Lead, Jefferson Community School (Minneapolis Public Schools; *Completed 425.50 hours under the supervision of Abbey Karich, Ph.D. NCSP and Karla Buerkle, Ph.D. LP NCSP*)
- Maximized the practicum experience of others through providing supervision to a team of school psychology practicum students.
 - Developed and implemented social, emotional, and behavioral interventions to school-aged youth.
 - Developed and implemented academic interventions to school-aged youth.
 - Worked closely with the school psychologist to conduct comprehensive evaluations for special education.
- 2018-19** **Intermediate Practicum Student**, School Psychology, Hennepin Schools (*Charter; Completed 235.50 hours under the supervision of Annie Hansen-Burke, Ph.D. LP NCSP*)
- Dedicated time throughout the week to assist the school psychologist with evaluations, assessments, interventions, and other responsibilities.
 - Member on the school leadership team to assist with the school-level implementation and evaluation of Positive Behavioral Interventions and Supports (PBIS).
 - Facilitated ongoing consultation with teachers to improve the class-wide behaviors of students in their classrooms.

- 2018** **Lead Teacher**, School-Aged Summer Camp, *KinderCare Education*
- Oversaw the functioning of a classroom of 18 children ages 5 to 13.
 - Established expectations and routines to effectively respond to the challenging behaviors exhibited in my classroom.
- 2017-18** **Introductory Practicum Student**, School Psychology, *Royal Oaks Elementary (South Washington County Schools; Completed 142.50 hours under the supervision of Annie Hansen-Burke, Ph.D. LP NCSP and Sarah Swehla, Ph.D. NCSP)*
- Assisted the advanced practicum student with implementing various academic interventions to meet the reading and math needs of school-aged youth.
 - Collected progress monitoring data to assess the on-going needs of school-aged youth participating in academic and behavioral interventions.
 - Consulted with the school social worker on how to formatively assess the social skills of students identified with Autism.

RESEARCH EXPERIENCE

- 2020-22** **Project Coordinator**, School Mental Health Assessment and Intervention within Multi-tiered Systems of Support (AIMS) Lab, *University of Minnesota*
PI: Faith G. Miller, Ph.D. LP NCSP
- Responsible for presenting at lab meetings, ensuring timely completion of lab projects as well as supervising and training fellow lab members.
 - Oversaw the development of a formative measure to monitor internalizing symptoms which includes facilitating an expert review panel process.
 - Contributed to the evaluation of behavioral health services provided to youth in schools which included secondary data analyses.
- 2021-22** **Lab Coordinator**, Collaborative Action for Radical Equity (CARE) Lab, *University of Minnesota*
PI: Jennifer J. McComas, Ph.D. BCBA
- Responsible for coordinating tasks to ensure the successful functioning of the lab including creating meeting agendas, facilitating lab meetings, and establishing sustainable procedures for future coordinators.
 - Participated in discussions on how to enhance the cultural humility and responsibility of the field of Applied Behavior Analysis (ABA) to promote equity.
- 2021** **Research Mentor**, Specialists (Ed.S.) Students, *University of Minnesota (under the supervision of Elyse Farnsworth, Ph.D. LP NCSP)*
- Assisted students ($n = 10$) with the timely completion of their Master's thesis research project milestone.
 - Facilitated conceptualizations of research projects, specifically, systematic reviews.
- 2019-21** **Research Assistant**, Informant Discrepancies, *University of Minnesota*
PI: Clayton R. Cook, Ph.D. LP
- Due to the COVID-19 pandemic, the purpose of this project shifted to examining the content validity of a measure asking caregivers and their children to share their perspectives on the strengths and difficulties youth in middle school often deal with. Thus, I engaged in the following:
 - Conducted sessions with youth via Telehealth soliciting their feedback on the definitions and examples used in the measure.
 - The original purpose of this project was to evaluate the amount of agreement between teacher, parent, and independent observations of child behavior. Thus, I completed the following:
 - Conducted class-wide observations of participating children.

- Coordinated parent-child interaction tasks in a laboratory setting.
- 2019-20** **Lead Graduate Research Assistant**, School Mental Health AIMS Lab, *University of Minnesota*
 PI: Faith G. Miller, Ph.D. LP NCSP
- Organized lab meetings, oversaw timely completion of lab projects, and supervised fellow lab members.
 - Guided the development of a formative measure to monitor internalizing symptoms.
- 2018-19** **Lead Researcher**, Personal Matrix Activity and the Class-wide Behaviors of Diverse Students, *University of Minnesota*
 PI: Alexandria C. Muldrew
- Independently conceptualized and implemented a research study to meet the requirements for my master's thesis in school psychology.
 - Consulted with classroom teachers, implemented a class-wide activity, and observed class-wide behavior.
 - All data were managed in Excel and analyzed in both SPSS and R.
- 2017-19** **Graduate Research Assistant**, School Mental Health AIMS Lab, *University of Minnesota*
 PI: Faith G. Miller, Ph.D. LP NCSP
- Worked on research projects with my academic advisor, Dr. Faith Miller, which included completing transcription from multiple focus groups and assisting with a systematic review.
 - Obtained familiarity with WebPlotDigitizer and the Tau/Tau-U Calculator to extract and calculate effect sizes from studies utilizing single-case research designs.
 - These projects focused on evaluating and implementing behavioral assessments and intervention in schools.
- 2017-18** **Research Assistant**, Early Bridges, *University of Minnesota*
 PI: Amy Susman-Stillman, Ph.D.
- Conducted assessments and observations to evaluate a preschool theatre outreach program.
 - Obtained reliability with other researchers on the Preschool Theatre Arts Rubric (PTAR)
 - The aim of the program was to build the storytelling and theatre arts skills of linguistically diverse preschoolers in underserved communities.

PUBLICATIONS*

Refereed Journal Article

- ² Bak, M.Y.S., Reilly, A. M., Pan, Q., McComas, J. J., Kolb, R. L., Avina, A., **Robers, A. C.**, Chaxiong, P., & Johnson, J. F. (in press). Social validity in applied behavior analysis research in autistic interventions: Or how to wear our hearts on our sleeves. *Behavior Analysis in Practice*.
- ¹ **Muldrew, A. C.**, & Miller, F. G. (2021). Examining the effects of the Personal Matrix Activity with diverse students. *Psychology in the Schools*, 58(3), 515-533.

Periodical Articles (non-peer-reviewed)

- ⁴ **Robers, A.C.** (September 2022). [A radical approach can change behaviour in and out of the classroom](#). Psyche. www.psyche.co.
- ³ Center on Positive Behavioral Interventions and Supports (July 2021). [Discussing Race, Racism, and Important Current Events with Students: A Guide with Lesson Plans and Resources](#). University of Oregon. www.pbis.org.

- ² Miller, F.G., Sullivan, A.L., McKeveitt, N.M., **Muldrew, A. C.**, & Hansen-Burke, A. (2020). Leveraging MTSS to Advance, Not Suppress, COVID-Related Equity Issues: Tier 2 and Tier 3 Considerations. *Communique: National Association of School Psychologists*, 49 (3).
- ¹ Sullivan, A.L., Miller, F.G., McKeveitt, N.M., **Muldrew, A. C.**, Hansen-Burke, A., & Weeks, M. (2020). [Leveraging MTSS to Advance, Not Suppress, COVID-Related Equity Issues](#). *Communique: National Association of School Psychologists*, 49 (1).

Book Chapters

- ⁴ **Robers, A. C.** (2023) Fight the Power: The Importance of Reciprocal Feedback in Disrupting Inequities in School Discipline. In W. Hunter, J. Taylor, & L. Scott (Eds.), *The Mixtape Volume 1: Culturally Sustaining Practices within MTSS featuring the Everlasting Mission of Student Engagement*. Council for Exceptional Children.
- ³ Kolb, B.L., **Robers, A. C.**, Brown, C., & McComas, J.J. (2022). Beyond cultural responsivity: Applied behavior analysis through a lens of cultural humility. In Farmer, T. W., Talbott, E., McMaster, K., Lee, D., & Aceves, T. C. (Eds.), *Handbook of Special Education Research, Volume 1: Theory, Methods, and Developmental Processes*. Taylor & Francis Group.
- ² Miller, F. G. & **Muldrew, A. C.** (2020). Self-monitoring. In M. I. Axelrod, M. Coolong-Chaffin, & R. O. Hawkins (Eds.), *Case Studies in School Psychology: Behavioral Interventions for Effective Problem Solving*. Routledge Press.
- ¹ Miller, F. G., Wollersheim-Shervey, S., & **Muldrew, A. C.** (2019). School-home notes and daily behavior report cards. In K. Radley & E. Dart (Eds.), *Handbook of Behavioral Interventions in Schools: Multi-Tiered System of Supports*. Oxford University Press.

In Preparation

- ³ Miller, F. G. & **Robers, A. C.** (manuscript in preparation) Examining behavior specific praise as an individual behavior management strategy in high-need settings.
- ² Matlack[†], A. D., **Robers[†], A. C.**, Chatterjee, R., Park Gorstein, T., Nettle, C., McAvoy, H., & Aaronson, B. (manuscript in preparation) Educational and behavioral scripts for school personnel addressing prejudiced statements made by children. {[†]Denotes co-first authorship. }
- ¹ **Robers, A. C.**, Miller, F. G., Houri, A., & Goerd, A. (manuscript in preparation) Time out interventions and strategies in school settings: A review of empirical studies.

SCHOLARLY PRESENTATIONS*

Invited Presentations and Workshop

- ¹⁷ McIntosh, K. & **Robers, A. C.** (2023, March), *Discussing Race, Racism and Current Events with Students and Staff*. Half-day workshop at the 20th International Conference on Positive Behavior Support.
- ¹⁶ **Robers, A. C.** (2023, February), *Interacting with Minimally Verbal Autistic Children*. Community outreach presentation to staff at Nationwide Children's Hospital.
- ¹⁵ **Robers, A. C.** & Melchiorre, A. (2022, September), *Autism Academy: Behavior Management*. Community outreach presentation to families with patients at Nationwide Children's Hospital.
- ¹⁴ **Robers, A. C.** & Pittenger, J. (2022, August), *Autism Academy: Collaborating with the School and Navigating IEPs*. Community outreach presentation to families with patients at Nationwide Children's Hospital.
- ¹³ **Robers, A. C.** & Schwandt, B. (2022, June), *Behavior Analytic Clinicians Documentation of Cultural Considerations for Children with ASD*. Professional development presentation to a staff of over 90 individuals at the Fraser conference.
- ¹² **Robers, A. C.** (2022, June), *Understanding and Engaging in Anti-Racist Behavior*. Professional development presentation to a staff of over 80 individuals at the University of Washington.

11. **Robers, A. C.** (2021, October), *Check-in Check-out (CICO)*. Professional development presentation to school teachers and administrators at Meadow Lake Elementary.
10. **Robers, A. C.** (2021, June), *Engaging in Anti-Racist Behavior*. Professional development presentation to a staff of over 80 individuals at the University of Washington.
9. **Robers, A. C.** (2021, June), *Establishing Preliminary Evidence for Culturally Responsive PBIS: The Personal Matrix Activity*. Research presentation at the Annual Minnesota PBIS Institute on behalf of the Minnesota Department of Education.
8. **Robers, A. C.** (2021, May), *Positive Behavioral Interventions and Supports (PBIS) in Schools*. Professional development presentation to board certified behavior analysts (BCBAs) at Fraser.
7. **Robers, A. C.** (2021, May), *Promise of Culturally Responsive PBIS in Promoting Equity in Schools*. Research presentation to the Equity Outcomes Team at the Minnesota Department of Education.
6. **Muldrew, A. C.** (2021, March), *Implementing Culturally Responsive PBIS in Schools: The Personal Matrix Activity*. Research presentation to the School Mental Health Collaborative (SMHC) at the University of Wisconsin-Madison.
5. **Muldrew, A. C.** (2021, January), *Implementing Culturally Responsive PBIS in Schools: The Personal Matrix Activity*. Research presentation to the PBIS Management Team at the Minnesota Department of Education.
4. **Muldrew, A. C. & McGinnis, J.** (2020, June), *Engaging in Anti-Racist Behavior*. Professional development presentation to a staff of over 60 individuals at the University of Washington.
3. **Muldrew, A. C.** (2020, May), *Special Education Service Delivery*. Professional development presentation to school administrators at Jefferson Community School.
2. **Muldrew, A. C.** (2020, February), *Measuring Social Emotional Learning (SEL) Competencies in Schools*. Professional development presentation to school teachers and administrators at Jefferson Community School.
1. **Muldrew, A. C. & Pauling, S.** (2018, December), *Positive Behavioral Intervention and Supports (PBIS) Feedback and Introduction to Check-in/Check-out*. Professional development presentation to school teachers and administrators Hennepin Elementary School.

Refereed Presentations

18. Tanaka, M. L., Yohannan, J., Baker, B. A., Lim, K., Parr, K. M., **Robers, A. C.**, & Dong, Q. S. (2023, February), *Examining and Promoting Socially Just Practices with Everyday Language*. Paper presentation at the National Association of School Psychologists (NASP), Annual Convention, Denver, CO.
17. Tanaka, M. L., Kulkarni, T., Zahn, M. R., Puff, A. M., Thompsons, H. M., & **Robers, A. C.** (2023, February), *Amplifying Graduate Student Voices: Perspectives on School Psychology Program Climates*. Paper presentation at the National Association of School Psychologists (NASP), Annual Convention, Denver, CO.
16. McGinnis, J. & **Robers, A. C.** (2023, February), *Student Perceptions of Caring Adults in Schools: A Qualitative Multi-Case Study*. Paper presentation at the National Association of School Psychologists (NASP), Annual Convention, Denver, CO.
15. **Robers, A. C.**, Schwandt, B., & McComas, J. J. (2022, May), *Behavior Analytic Clinicians Documentation of Cultural Considerations for Children with Autism Spectrum Disorder: A Qualitative Thematic Analysis*. Poster presentation at the Association for Behavior Analysis International (ABAI), Annual Convention, Boston, MA.
14. **Robers, A. C.**, Murphy, E., & Reinke, P. (2022, February), *The Association Between Components of PBIS and Equitable Discipline Outcomes*. Paper presentation at the National Association of School Psychologists (NASP), Annual Convention, Boston, MA.
13. **Robers, A. C.**, Williams, S. C., Shaver, E. (2022, February), *Is Your School's MTSS Equitable: Centering Equity in MTSS*. Paper presentation at the National Association of School Psychologists (NASP), Annual Convention, Boston, MA.

12. Tanaka, M. L., Kulkarni, T., **Robers, A. C.**, Thompson, H. M., Young, K., & Zahn, M. (2021, August), *Getting to the Root of the Shortage: Graduate Program Climates*. Poster presentation at the American Psychological Association (APA) Annual Convention, virtual.
11. Campbell, S. M., Tanaka, M. L., **Muldrew, A. C.**, & Uribe, C. (2021, February), *Tough But Important Reflections: Interrogating my Implicit Biases*. Practitioner Conversation at the National Association of School Psychologists (NASP), Annual Convention, virtual.
10. Miller, F. G., Goerdts, A., Li, A., Reinke, P., Bose, M., **Muldrew, A. C.**, & Kos, G. (2021, February), *Evaluating the Technical Adequacy of the Behavior Screening Checklist (BSC)*. Poster Presentation at the National Association of School Psychologists (NASP), Annual Convention, virtual.
9. **Muldrew, A. C.**, Campbell, S. M., Jenkins, A., Zakszeski, B., & Ventresco, N. E. (2021, February), *Demystifying the School Psychology Internship: Guidance for Graduate Students*. Paper Presentation at the National Association of School Psychologists (NASP), Annual Convention, virtual.
8. **Muldrew, A. C.**, Miller, F. G., Bose, M. & Kos, G. (2021, February), *Promoting Positive Classroom Behavior: Evaluating the Effectiveness of the CW-FIT*. Paper Presentation at the National Association of School Psychologists (NASP), Annual Convention, virtual.
7. **Muldrew, A. C.**, & Miller, F. G. (2020, February), *Implementing the Personal Matrix Activity with Culturally and Linguistically Diverse Students*. Poster Presentation at the 20th Annual Educational Psychology Graduate Student Research Day (GSRD), Minneapolis, MN.
6. **Muldrew, A. C.**, Miller, F. G., Floyd, A., & Bose, M. (2020, February), *Culturally Responsive PBIS Activity Improves Class-Wide Behaviors of Diverse Students*. Paper presentation at the National Association of School Psychologists (NASP), Annual Convention, Baltimore, MD.
5. **Muldrew, A. C.**, Zakszeski, B., & Ventresco, N. E. (2020, February), *Demystifying the School Psychology Internship: Guidance for Graduate Students*. Paper presentation at the National Association of School Psychologists (NASP), Annual Convention, Baltimore, MD.
4. Campbell, S. M., Zakszeski, B., **Muldrew, A. C.**, & Barton, A. K. (2020, February), *Diversifying the Field: Supporting Minoritized Graduate Students*. Paper presentation at the National Association of School Psychologists (NASP), Annual Convention, Baltimore, MD.
3. **Muldrew, A. C.**, Miller, F. G., Christenson, A. J., Goerdts, A., Houry, A., & Schardt, A. (2019, February), *Time-Out Techniques in School Settings: A Review of Empirical Studies*. Poster presentation at the National Association of School Psychologists (NASP) Annual Convention, Atlanta, GA.
2. **Muldrew, A. C.**, Taylor, H., & Miller, F. G. (2018, July), *Using Stakeholder Input to Inform the Development of a School-based Anxiety Intervention*. Poster presentation at the 40th Annual Conference of the International School Psychology Association (ISPA), Tokyo, Japan.
1. Miller, F. G., **Muldrew, A. C.**, Clayton, R. C., Fiat, A., Larson, M., & Houry, A. (2018, February), *Stakeholder Perceptions of a Novel Tier-II Anxiety Intervention: Lessons Learned*. Poster presentation at the National Association of School Psychologists (NASP) Annual Convention, Chicago, IL.

AWARDS & HONORS

Grants

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| 2021 | Innovative Student Research Grant in Diversity, Equity, and Inclusion (DEI)
<i>Selected by the Society for the Advancement of Behavior Analysis (SABA) Board and the Diversity, Equity, and Inclusion Board as recipient of a grant to support the completion of my Master's thesis project in applied behavior analysis (\$5,000.00)</i> |
| 2021 | Department of Educational Psychology ICR Mini Research Grant |

- Earned funds to support the completion of my dissertation research project in school psychology (\$240.00)*
- 2019 Kim M. and David B. Cooke Fund for School Psychology Student Research Grant**
Earned funds to support the completion of my Master's thesis project in school psychology (\$250.00)
- Fellowships
- 2022 Bruininks-Hagstrum Endowed Fellowship**
Selected as a recipient by the college of education and human development (CEHD) because of my research focused on educational policy and reform of educational programs focused on children and youth with unique learning needs (\$2,800).
- 2022 Seashore Graduate Fellowship**
Selected as recipient by the college of education and human development (CEHD) because my research interests focus on issues of broad social inquiry problems, social and cultural change as well as social justice (\$3,300).
- 2021 Project Leaders Enhance Evidence-Based Practice (LEEP) Fellowship**
Selected for a second time as the recipient for a leadership development grant to prepare future faculty in school psychology (\$43,000.00 for one academic year)
- 2021 Russell W. Burris Memorial Fellowship in Educational Psychology**
Recognized as the top graduate student in the department based on my research, initiative, and leadership (\$2,500.00 for one academic year)
- 2020 Project Leaders Enhance Evidence-Based Practice (LEEP) Fellowship**
Selected as the recipient for a leadership development grant to prepare future faculty in school psychology (\$43,000.00 for one academic year)
- 2017 McElroy Fellowship Program Recipient**
One of two recent college graduates awarded a stipend to pursue a Ph.D. (\$34,000.00 for three years)
- Recognitions
- 2022 Department of Educational Psychology Nominee for Doctoral Dissertation Fellowship (DDF)**
Received the department's nomination for the university-wide competition to devote full-time effort to an outstanding dissertation research project.
- 2022 Outstanding Social Justice Contributions to Behavioral School Psychology Recognition**
Selected as the inaugural recipient of this recognition presented by the Behavioral School Psychology Interest Group (BSPIG) of the National Association of School Psychologists for my impressive contributions in approaching behavioral school psychology through a lens of social justice.
- 2021 National Association of School Psychologists (NASP) 2021 Student Leadership Champion**
Recognized for going above and beyond as a leader and champion of the school psychology training program, university, community, and profession - especially in the pursuit of equity and social justice.

PROFESSIONAL LEADERSHIP & SERVICE

- National
- Present Social Media Content Creator, Black School Psychologist Network (BSPN)**

- Developing and executing a comprehensive social media strategy to increase engagement, awareness, and followership of BSPN across various social media platforms.
- Present** **Graduate Student Representative**, PBIS Center Equity Workgroup, *University of Oregon*
- Collaborating with national leaders on how to promote equitable decision-making within the PBIS framework.
 - Assisted in the development of *Discussing Race, Racism, and Important Current Events with Students: A Guide with Lesson Plan(s) and Resources*.
- 2020-21** **Graduate Student Social Media Contributor**, *School Psychology Review*
- Reached out to school psychology associations and organizations to promote recent publications from the journal, *School Psychology Review*.
- 2020-21** **Student Leader**, *National Association of School Psychologists*
- Communicated monthly updates from NASP to graduate students in the University of Minnesota's school psychology program.
 - Developed National School Psychology Week (NSPW) events which included an Instagram Live Q&A series and a BuzzFeed quiz that garnered over 11,000 views.
 - The University of Minnesota's school psychology program received an Honorable Mention for the 2020 NSPW Outstanding Graduate Program.
- 2020** **Graduate Student Mentor**, *National Association of School Psychologists*
- Provided guidance to an undergraduate student selected to attend the NASP 2020 convention.
- 2018-20** **Advocacy Coordinator**, Graduate Student Committee (GSC), *National Association of School Psychologists*
- Created the Graduate Student Advocacy Series.
 - Assisted in the publication of the following:
 - *How to Advocate for...Self-care in the Midst of a Crisis*
 - *How to Advocate for...Supervision*
 - *How to Advocate for...SPAW*
 - *How to Advocate for...Yourself*
 - *How to Advocate for...Self-care*
 - Coordinated the evaluation of applications for recognition of School Psychology Awareness Week (SPAW) efforts.
- 2018-20** **Editor**, Student Affiliates in School Psychology, *American Psychological Association*
- Facilitated in the creation of the *Student Corner* which is a column in *The School Psychologist* (TSP) newsletter
 - Prepared for publication the following periodicals:
 - Wierzchowski, A. (2019). How to maximize practicum to meet your professional goals: Qualitative insights from a graduate student. *The School Psychologist*, 73(3).
 - Williams, E. & Barone, A. (2019). Structured peer group supervision: Utilization for graduate students. *The School Psychologist*, 73(2).

- Thayer, A. J., Fiat, A. E., & Miller, F. G. (2019). Innovating practicum: The benefits of a vertical practicum team structure. *The School Psychologist*, 73(1).
- Muldrew, A. C. (2019). Letter from the SASP student corner editor. *The School Psychologist*, 73(1).
- Fiat, A. E. & Thayer, A. J. (2018). Benefits of student participation in professional organizations. *The School Psychologist*, 72(3).
- Muldrew, A. C. (2018). Letter from the SASP student corner editor. *The School Psychologist*, 72(3).

University

- 2019-22** **Student Mentor**, School Psychology Student Association (SPSA), *University of Minnesota*
- Served as a mentor to three graduate students who were earlier in the school psychology program at the University of Minnesota
- 2021-22** **Participant on the Social Committee**, School Psychology Student Association (SPSA), *University of Minnesota*
- Coordinated social events to foster inter-cohort collaboration amongst school psychology students.
- 2021** **Student Representative**, School Psychology Faculty Search, *University of Minnesota*
- Served as the sole student representative for an open-rank faculty position in the Department of Educational Psychology
- 2020-21** **Co-President**, School Psychology Student Association (SPSA), *University of Minnesota*
- Oversaw the coordination and completion of tasks throughout all SPSA committees.
 - Served as student representative during the public portion of school psychology faculty meetings.
 - Facilitated efforts to offer PREPaRE training to school psychology students.
- 2019-20** **Participant on the Equity & Diversity Committee**, School Psychology Student Association (SPSA), *University of Minnesota*
- Coordinated Diversity Dialogues for school psychology students to share their thoughts on a variety of topics related to identity development and social justice.
 - Assisted in the data collection and analysis of results from the annual program climate survey.
- 2018-19** **Secretary**, Black Graduate and Professional Student Association (BGAPSA), *University of Minnesota*
- Assisted with the coordination and facilitation of social events for Black graduate and professional students.
- 2018-19** **Professional Development Committee Chair**, School Psychology Student Association (SPSA), *University of Minnesota*
- Invited speakers to present to school psychology students on topics to further their professional development as future school psychologists.

- Coordinated ‘brunch and learn’ sessions and provided food and drinks to attendees.
- 2018** **Grant Reviewer**, Council of Graduate Students (COGS), *University of Minnesota*
- Reviewed grant applications from graduate students seeking funds to support their travel to disseminate their research findings.
- Community
- 2020-22** **Graduate Student Representative**, Legislative Committee, *Minnesota School Psychologists Association*
- Worked with school psychologists to advocate for the promotion and recognition of our profession.
- 2018-22** **Participant**, Minnesota Collective for Educational Equity (MnCEE)
- Worked to support schools in Minnesota implement equity-centered multi-tiered systems and supports (MTSS).
 - Coordinated efforts with other grassroots advocacy groups.
 - Met with legislatures to explain the collective’s purpose and mission.
- 2021-22** **Graduate Student Representative**, Minnesota School Based Behavior Analyst (MNSBBA), *Minnesota Department of Education*
- Collaborating with behavior analysts who apply their training in applied behavior analysis in the school setting.

TEACHING EXPERIENCE

Undergraduate

- Spring 2022** **EPSY 3801 Contemporary Issues in School Psychology (in-person)**
Instructor: Sarah Wollersheim-Shervey, Ph.D. LP NCSP
- Guest lectured on *Educators as Agents of Social Justice*

Graduate

- Fall 2022** **Boston University: Evidence-Based practice in Occupational Therapy**
Instructor: Emily Rothman, ScD
- Guest lectured on *Cultural Responsiveness in Education: Promoting Social Justice & Equitable Outcomes*
- Spring 2022** **EPSY 8815 Behavioral and Social Emotional Prevention and Intervention (hybrid)**
Instructor: Faith Miller, Ph.D. LP NCSP
- Provided feedback to students on various assignments (e.g., reading reflections, intervention critiques, and solution focused counseling videos)
 - Developed and led lectures on the following topics:
 - *Engaging Youth, Families, and Communities*
 - *Behavior Intervention Planning*
 - *Supporting Neurodiverse Students: ASD and ADHD*
- Fall 2021** **EPSY 8822 Research in School Psychology: Secondary Analysis Research Subsection (in-person)**
Instructor: Mollie Weeks, Ph.D. NCSP

- Provided feedback to students on their Master's thesis research projects that use secondary data analysis.
- Developed and led lectures on the following topics:
 - *Considerations for Large-Scale Analysis Part I*
 - *Considerations for Large-Scale Analysis Part II*

Spring 2021 EPSY 8815 Behavioral and Social Emotional Prevention and Intervention (virtual)

Instructor: Annie Hansen-Burke, Ph.D. LP NCSP

- Engaged in weekly item writing to check student understanding on key points from required readings.
- Developed and led lectures on the following topics:
 - *Tier 1 Positive Behavioral Interventions and Supports (PBIS)*
 - *Introduction to Tier 2: Targeted Interventions and Groups*
 - *Behavior Intervention Planning (BIP) and Self-Monitoring Interventions*
 - *Externalizing Behaviors: Targeted Interventions and Supports*

Spring 2021 EPSY 8708 Functional Behavior Assessment (virtual)

Instructor: Jennifer J. McComas, Ph.D. BCBA

- Engaged in weekly item writing to check student understanding on key points from required readings.
- Provided students with on-going feedback on their capstone project (i.e., FBA report) which include contingency space analyses (CSAs).
- Developed and led a lecture on the following topic:
 - *Descriptive Assessments and Analyses*

Fall 2020 EPSY 8812 Assessment in School Psychology II: Intellectual and Social-Emotional Domains (virtual)

Instructor: Annie Hansen-Burke, Ph.D. LP NCSP

- Supervised a group of 6 students in their development of understanding and implementing assessments (i.e., KABC-2 NU, WISC-V, WJ IV-Ach, and WJ IV-Cog).
- Scored multiple protocols and provided direct feedback and training on the use of cognitive and achievement assessments.
- Engaged in weekly item writing to check student understanding on key points from required readings.
- Developed and led lectures on the following topics:
 - *Theories of Intelligence; Interpreting Intelligence Test Scores*
 - *Large-Scale Assessment and CAT*

Spring 2020 EPSY 8815 Behavioral and Social Emotional Prevention and Intervention (hybrid)

Instructor: Annie Hansen-Burke, Ph.D. LP NCSP

- Engaged in weekly item writing to check student understanding on key points from required readings.
- Supported the transition from in-person learning to virtual learning
- Provided feedback on students' capstone projects (i.e., intervention critiques) that included a handout, presentation, and paper.
- Developed and led a lecture on the following topic:
 - *Tier 1 Positive Behavioral Interventions and Supports (PBIS) and Culturally Responsive PBIS*

Fall 2019 EPSY 8821 Issues in School Psychology (in-person)

Instructor: Amanda L. Sullivan, Ph.D. LP

- Assisted in the restructuring of course readings and lecture materials to include diverse perspectives in understanding the history and future of school psychology.
- Provided weekly feedback to students on discussion posts.
- Developed and led lectures on the following topics:
 - *Contemporary Models of Practice*
 - *Supporting Students' Wellbeing and Development*
 - *School Psychologists as Change Agents*

PROFESSIONAL AFFILIATIONS

Member, Association for Behavior Analysis International (ABAI)

Member, Division 16, American Psychological Association (APA)

Member, Association for Positive Behavior Support (APBS)

Member, National Association of School Psychologists (NASP)