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**ALEXANDRIA C. ROBERS\* PhD, BCBA, NCSP, LP**

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**EDUCATION**

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- 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.

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**CURRENT POSITION**

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- Present**                      **Assistant Professor**, Department of Pediatrics, *Medical College of Wisconsin (MCW)*
- Collaborating with local school districts and community providers on how to improve the implementation of positive behavior supports for children with developmental disabilities
- Present**                      **Pediatric Psychologist**, Center for Child Development, *Children's Wisconsin*
- Serving on the Autism services team and conducting comprehensive psychological evaluations as well as delivering therapeutic interventions to children and their families

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## LICENSURES/CREDENTIALS

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- 2024**                    **Licensed Psychologist (LP) in the state of Wisconsin (WI)**  
License number: 5257
- 2024**                    **Nationally Certified School Psychologist (NCSP)**  
Certification number: 68161
- 2022**                    **Board Certified Behavior Analyst (BCBA)**  
Certification number: 1-22-60771

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## POSTDOCTORAL FELLOWSHIP TRAINING

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- 2023-24**            **Psychology Postdoctoral Fellow, School-Based ABA Services and Consultation & Autism Evaluations, *Munroe-Meyer Institute (MMI)***
- Provided 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.
  - Worked 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.
  - Led and evaluated systems change initiatives that focus on increasing educators' knowledge of principles of behavior, functional behavior assessment, and behavior intervention strategies.
  - Supervised and managed a team of ABA practicum students.
  - Conducted comprehensive psychological evaluations in the Autism Diagnostic Clinic at MMI.

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## PREDOCTORAL INTERNSHIP TRAINING

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- 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.

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## PROFESSIONAL TRAININGS/CERTIFICATIONS

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- 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.*

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## PUBLICATIONS\*

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### Refereed Journal Article

- <sup>3</sup> **Robers, A. C. & Matlack, A.** (2024). Cultivating belongingness in a summer treatment program (STP): Empowering clinicians to address microaggressions made by children. *Evidence-Based Practice in Child and Adolescent Mental Health*.
- <sup>2</sup> Miller, F. G., Swenson Wagner, N., & **Robers, A. C.** (2023). Examining behavior specific praise as an individual behavior management strategy in a high-need educational setting. *Preventing School Failure: Alternative Education for Children and Youth*, 1-11.
- <sup>1</sup> **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 responsiveness: 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 I: 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

1. **Robers, A. C.**, Miller, F. G., Hour, A., & Goerd, A. (manuscript in preparation) Time out interventions and strategies in school settings: A review of empirical studies.
2. Tanaka, M. L., Kulkarni, T., Zahn, M. R., **Robers, A. C.**, Thompson, H., & Young, K. (submitted). Beyond self-care: Developing a climate survey for school psychology programs.

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### **SCHOLARLY PRESENTATIONS\***

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#### Invited Presentations and Workshop

20. **Robers, A. C.** (2024, October), *BCBAs Documentation of Cultural Considerations for Children with ASD: A Qualitative Thematic Analysis*. Research presentation at the 2024 Wisconsin Association for Behavior Analysis (WisABA) conference.
19. **Robers, A. C.** (2024, June), *Addressing Racism and Ableism at Camp: Intersectionality, Anti-Racism, and Neurodiversity*. Professional development presentation to a staff of over 60 individuals at Camp Andy.
18. **Robers, A. C.** (2023, June), *Anti-Racism & Intersectionality*. Professional development presentation to a staff of over 90 individuals at the University of Washington.
17. McIntosh, K. & **Robers, A. C.** (2023, March), *Discussing Race, Racism and Current Events with Students and Staff*. Half-day workshop at the 20<sup>th</sup> 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., Goerdt 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 20<sup>th</sup> 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., Goerdt, A., Hour, 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., & Hour, 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.

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## AWARDS & HONORS

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### Grants

- 2021 Innovative Student Research Grant in Diversity, Equity, and Inclusion (DEI)**  
*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)*
- 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.*

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## PROFESSIONAL LEADERSHIP & SERVICE

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- Present**                      National  
**Member, PBIS Center Equity Workgroup, *University of Oregon***
- Collaborating with national leaders on how to promote equitable decision-making within the positive behavioral interventions and supports (PBIS) framework.
- Present**                      **Program Ambassador**
- Providing prospective applicants (N = 7) valuable insight into professional experiences at multiple institutions, including the University of Minnesota, Nationwide Children’s Hospital, and Munroe-Meyer Institute.
  - Offering firsthand perspectives on the unique contexts and strengths of each institution, helping prospective applicants make informed decisions about their academic and professional pursuits.
- Present**                      **Mentor**
- Collaborating with current and prospective students (N = 8) interested in pursuing graduate degrees in school psychology and/or applied behavior analysis.
  - Conducting one-on-one sessions to address individual concerns, clarify academic and professional goals, and offer insights into graduate study.
- 2023-24**                      **Social Media Content Creator, Black School Psychologist Network (BSPN)**
- Developed and executed a comprehensive social media strategy to increase engagement, awareness, and followership of BSPN across various social media platforms.
- 2018-23**                      **Graduate Student Representative, PBIS Center Equity Workgroup, *University of Oregon***
- Collaborated 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.

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## PROFESSIONAL AFFILIATIONS

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**Member,** National Association of School Psychologists (NASP)

**Member,** Wisconsin Association for Behavior Analysis (WisABA)