

Austin H. Johnson

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Current Position

Associate Professor, University of California, Riverside
Associate Dean of Undergraduate Education, University of California, Riverside

Education

2014	Educational Psychology, University of Connecticut	Ph.D.
2010	Educational Psychology, University of Connecticut	M.A.
2007	Psychology, Summa Cum Laude, University of Arizona	B.A.

Professional Licenses/Certifications

2017-Present	Licensed Psychologist (CA29540)
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Awards, Fellowships, and Honors

2023	School Psychology 2023 Reviewer of the Year: Early Career
2022	American Council on Education (ACE) Fellow (2022-23 Cohort)
2022	Honorable Mention, Article of the Year, School Psychology
2019	Honorable Mention, Article of the Year, School Psychology Review
2018	Runner-Up, Article of the Year, Journal of School Psychology
2017	Article of the Year, School Psychology Review
2017	Early Career Scholar, Society for the Study of School Psychology
2014	Intern of the Year (UConn), CASP
2013	Irwin Hyman and Nadine Lambert Memorial Scholarship, AASP
2013	J. Raymond and Augusta Gerberich Fellowship, UConn
2013	Graduate Student Travel Award, UConn
2013	Student Travel Award, APA
2012	School Psychology Summer Fellowship, UConn
2012	Graduate Student Fellowship, DATIC

Publications

Articles

- [43] Pierce*, A. M., Sanetti, L. M. H., Collier-Meek, M. A., and Johnson, A. H. (2024). Evaluating the correspondence between expert visual analysis and quantitative methods. *School Psychology*. <https://doi.org/10.1037/spq0000644>
- [42] Pierce*, A. M., Sanetti, L. M. H., Collier-Meek, M. A., and Johnson, A. H. (2024). Evaluating the impact of implementation planning: A preregistered meta-analysis. *School Psychology Review*, 1–16. <https://doi.org/10.1080/2372966x.2024.2365624>
- [41] Beahm*, L. A., Mandracchia*, N. R., Cook, B. G., and Johnson, A. H. (2023). Pre-service teachers' perceptions of websites that feature research-based practices. *Remedial and Special Education*. <https://doi.org/10.1177/07419325231217522>
- [40] Fallon, L. M., Cathcart*, S. C., Johnson, A. H., Minami, T., O'Keeffe, B. V., DeFouw*, E. R., and Sugai, G. (2023). A teacher self-assessment of culturally relevant practice to inform educator professional development decisions in MTSS contexts. *Assessment for Effective Intervention*, 48(2), 100–112. <https://doi.org/10.1177/15345084221111338>
- [39] Fallon, L. M., Robinson-Link*, P., Womack*, T., Alba*, L., Sunda*, R., Ballard*, S., Veiga*, M., and Johnson, A. H. (2023). Learning to decenter whiteness in schools through teacher professional development: A systematic review. *School Psychology*. <https://doi.org/10.1080/2372966x.2023.2194236>
- [38] Johnson, A. H., Malone, C. M., Raines, T. C., Womack*, T. A., and Bains*, B. K. (2023). Characteristics of school psychology faculty in 2021. *School Psychology*. <https://doi.org/10.1037/spq0000578>
- [37] Johnson, A. H., Yu, R., Bains*, B. K., Alba*, L. A., and Womack*, T. A. (2023). Understanding preferences of general educators for supporting classwide behavior. *School Psychology*, 38(2), 100–109. <https://doi.org/10.1037/spq0000521>
- [36] Alba*, L. A., Mercado Anazagasty*, J., Ramirez, A., and Johnson, A. H. (2022). Parents' perspectives about special education needs during COVID-19: Differences between Spanish and English-speaking parents. *Journal of Latinos and Education*, 21(3), 239–250. <https://doi.org/10.1080/15348431.2022.2056184>
- [35] Johnson, A. H. (2022). The weight of harm: A response to “Editor’s note: Societal changes and expression of concern about Rekers and Lovaas’ (1974) behavioral treatment of deviant sex-role behaviors in a male child”. *Behavior Analysis in Practice*, 15, 971–979. <https://doi.org/10.1007/s40617-022-00683-y>
- [34] Womack*, T. A. and Johnson, A. H. (2022). Examining the likelihood of parents' homework involvement with elementary-aged students with individualized education plans. *Remedial and Special Education*, 43, 211–221. <https://doi.org/10.1177/07419325211047956>
- [33] Bargagliotti, A. E., Martonosi, S. E., Orrison, M. E., Johnson, A. H., and Fefer, S. A. (2021). Using ranked survey data in education research: Methods and applications. *Journal of School Psychology*, 85, 17–36. <https://doi.org/10.1016/j.jsp.2020.12.005>
- [32] Cook, B. M., Johnson, A. H., Maggin, D. M., Therrien, W., Barton, E., Lloyd, J., Reichow, B., Talbott, E., and Travers, J. C. (2021). Open science and single-case research. *Remedial and Special Education*, 43(5), 359–369. <https://doi.org/10.1177/0741932521996452>

- [31] Fallon, L. M., Cathcart*, S. C., and Johnson, A. H. (2021). Assessing differential item functioning in a teacher self-assessment of cultural responsiveness. *Journal of Psychoeducational Assessment*, 39(7), 816–831. <https://doi.org/10.1177/07342829211026464>
- [30] Kratochwill, T. R., Horner, R., Levin, J. R., Machalicek, W., Ferron, J., and Johnson, A. H. (2021). Single-case design standards: An update and proposed upgrades. *Journal of School Psychology*, 89(1), 91–105. <https://doi.org/10.1016/j.jsp.2021.10.006>
- [29] Sullivan, A. L., Harris, B., Miller, F. G., Fallon, L. M., Weeks, M. R., Malone, C. M., Kulkarni, T., Proctor, S. L., Johnson, A. H., Rossen, E., Nguyen, T., and Shaver, E. (2021). A call to action for school psychology to address COVID-19 health disparities and advance social justice. *School Psychology*, 36(5), 410–421. <https://doi.org/10.1037/spq0000463>
- [28] Chaffee*, R. K., Briesch, A. M., Volpe, R. J., Johnson, A. H., and Dudley, L. (2020). Effects of a class-wide positive peer reporting intervention on middle school student behavior. *Behavioral Disorders*, 45(4), 224–237. <https://doi.org/10.1177/0198742919881112>
- [27] Johnson, A. H., Connolly, J. J. G., Collier-Meek, M. A., Cornell*, B. L., and Walker*, W. V. (2020). Developing a measure to evaluate perceptions of team meetings in schools. *Journal of Educational and Psychological Consultation*, 30(1), 1–28. <https://doi.org/10.1080/10474412.2019.1629945>
- [26] Katic*, B., Alba*, L. A., and Johnson, A. H. (2020). A systematic evaluation of restorative justice practices: School violence prevention and response. *Journal of School Violence*, 1–15. <https://doi.org/10.1080/15388220.2020.1783670>
- [25] Collier-Meek, M. A., Johnson, A. H., and Sanetti, L. M. H. (2019). Evaluating the fit of the ecological framework for implementation variables. *Assessment for Effective Intervention*, 45(1), 14–26. <https://doi.org/10.1177/1534508418777848>
- [24] Collier-Meek, M. A., Johnson, A. H., Sanetti, L. M. H., and Minami, T. (2019). Identifying critical components of classroom management implementation. *School Psychology Review*, 48(4), 348–361. <https://doi.org/10.17105/spr-2018-0026.v48-4>
- [23] Johnson, A. H. and Cook, B. G. (2019). Preregistration in single-case design research. *Exceptional Children*, 86(1), 95–112. <https://doi.org/10.1177/0014402919868529>
- [22] Johnson, A. H., Goldberg*, T., Hinant*, R., and Couch*, L. (2019). Trends and practices in functional behavior assessments completed by school psychologists. *Psychology in the Schools*, 56(3), 360–377. <https://doi.org/10.1002/pits.22191>
- [21] Maggin, D. M. and Johnson, A. H. (2019). Meta-analytic evaluation of FRIENDS: A rejoinder of Barrett, Cooper, Stallard, Zeggio, and Gallegos-Guajardo (2017). *Education and Treatment of Children*, 42(1), 129–146. <https://doi.org/10.1353/etc.2019.0006>
- [20] Collier-Meek, M. A., Johnson, A. H., and Farrell, A. F. (2018). Development and initial evaluation of the measure of active supervision and interaction. *Assessment for Effective Intervention*, 43(4), 212–226. <https://doi.org/10.1177/1534508417737516>
- [19] Miller, F. G., Johnson, A. H., Yu, H., Chafouleas, S. M., McCoach, D. B., Riley-Tillman, T. C., Fabiano, G. A., and Welsh, M. E. (2018). Methods matter: A multi-trait multi-method analysis of student behavior. *Journal of School Psychology*, 68, 53–72. <https://doi.org/10.1016/j.jsp.2018.01.002>
- [18] Tanner*, N., Eklund, K., Kilgus, S. P., and Johnson, A. H. (2018). Generalizability of universal screening measures for behavioral and emotional risk. *School Psychology*, 47

- (1), 3–17. <https://doi.org/10.17105/spr-2017-0044.v47-1>
- [17] Chaffee*, R. K., Briesch, A. M., Johnson, A. H., and Volpe, R. J. (2017). A meta-analysis of class-wide interventions for supporting student behavior. *School Psychology*, 46, 149–164. <https://doi.org/10.17105/spr-2017-0015.v46-2>
- [16] Common*, E. A., Lane, K. L., Pustejovsky, J. E., Johnson, A. H., and Johl, L. E. (2017). Functional assessment-based interventions for students with or at-risk for high-incidence disabilities: Field testing single-case synthesis methods. *Remedial and Special Education*, 38 (6), 331–352. <https://doi.org/10.1177/0741932517693320>
- [15] Johnson, A. H., Chafouleas, S. M., and Briesch, A. M. (2017). Dependability of data derived from time sampling methods with multiple observation targets. *School Psychology*, 32 (1), 22–34. <https://doi.org/10.1037/spq0000159>
- [14] Maggin, D. M., Pustejovsky, J. E., and Johnson, A. H. (2017). A meta-analysis of school-based group contingency interventions for students with challenging behavior: An update. *Remedial and Special Education*, 38 (6), 353–370. <https://doi.org/10.1177/0741932517716900>
- [13] Riley-Tillman, T. C. and Johnson, A. H. (2017). Current advances and future directions in behavior assessment. *Assessment for Effective Intervention*, 42 (2), 77–80. <https://doi.org/10.1177/1534508416666068>
- [12] Briesch, A. M., Chafouleas, S. M., and Johnson, A. H. (2016). Use of generalizability theory within K-12 school-based assessment: A critical review and analysis of the empirical literature. *Applied Measurement in Education*, 29 (2), 83–107. <https://doi.org/10.1080/08957347.2016.1138955>
- [11] Chafouleas, S. M., Johnson, A. H., Overstreet, S., and Santos, N. M. (2016). Toward a blueprint for trauma-informed service delivery in schools. *School Mental Health*, 8 (1), 144–162. <https://doi.org/10.1007/s12310-015-9166-8>
- [10] Johnson, A. H., Miller, F. G., Chafouleas, S. M., Welsh, M. E., Chris Riley-Tillman, T., and Fabiano, G. (2016). Evaluating the technical adequacy of DBR-SIS in tri-annual behavioral screening: A multisite investigation. *Journal of School Psychology*, 54, 39–57. <https://doi.org/10.1016/j.jsp.2015.10.001>
- [9] Fallon, L. M., Collier-Meek, M. A., Maggin, D. M., Sanetti, L. M. H., and Johnson, A. H. (2015). Is performance feedback for educators an evidence-based practice? A systematic review and evaluation based on single-case research. *Exceptional Children*, 82 (2), 227–246. <https://doi.org/10.1177/0014402914551738>
- [8] Jaffery, R., Johnson, A. H., Bowler, M. C., Riley-Tillman, T. C., Chafouleas, S. M., and Harrison, S. E. (2015). Using consensus building procedures with expert raters to establish comparison scores of behavior for direct behavior rating. *Assessment for Effective Intervention*, 40 (4), 195–204. <https://doi.org/10.1177/1534508415569527>
- [7] Maggin, D. M. and Johnson, A. H. (2015). The reporting of core program components: An overlooked barrier for moving research into practice. *Preventing School Failure*, 59 (2), 73–82. <https://doi.org/10.1080/1045988x.2013.837812>
- [6] Kilgus, S. P., Collier-Meek, M. A., Johnson, A. H., and Jaffery, R. (2014). Applied empiricism: Ensuring the validity of causal response to intervention decisions. *Contemporary School Psychology*, 18, 1–12. <https://doi.org/10.1007/s40688-013-0009-z>
- [5] Maggin, D. M. and Johnson, A. H. (2014). A meta-analytic evaluation of the FRIENDS program for preventing anxiety in student populations. *Education and Treatment of Children*, 37 (2), 87–116. <https://doi.org/10.1353/etc.2014.0018>

- [4] Collier-Meek, M. A., Fallon, L. M., Johnson, A. H., Sanetti, L. M. H., and DelCampo, M. A. (2012). Constructing self-modeling videos: Procedures and technology. *Psychology in the Schools*, 49(1), 3–14. <https://doi.org/10.1002/pits.20614>
- [3] Maggin, D. M., Johnson, A. H., Chafouleas, S. M., Ruberto, L. M., and Berggren, M. (2012). A systematic evidence review of school-based group contingency interventions for students with challenging behavior. *Journal of School Psychology*, 50(5), 625–654. <https://doi.org/10.1016/j.jsp.2012.06.001>
- [2] Maggin, D. M., Chafouleas, S. M., Goddard, K. M., and Johnson, A. H. (2011). A systematic evaluation of token economies as a classroom management tool for students with challenging behavior. *Journal of School Psychology*, 49(5), 529–554. <https://doi.org/10.1016/j.jsp.2011.05.001>
- [1] Maggin, D. M., O’Keeffe, B. V., and Johnson, A. H. (2011). A quantitative synthesis of methodology in the meta-analysis of single-subject research for students with disabilities: 1985–2009. *Exceptionality*, 19(2), 109–135. <https://doi.org/10.1080/09362835.2011.565725>

Books

- [1] Chafouleas, S. M., Johnson, A. H., Riley-Tillman, T. C., and Iovino, E. (2021). *School-based behavioral assessment: Informing prevention and intervention* (2nd ed.). Guilford.

Book Chapters

- [7] Alba*, L. A., Mercado Anazagasty*, J., Ramirez*, A., and Johnson, A. H. (2024). Parents’ perspectives about special education needs during COVID-19: Differences between Spanish and English-speaking parents. In E. G. Murillo Jr., F. Contreras, E. Martinez Jr., & J. E. Arroyo- Romano (Eds.), *Latinos and education in the time of COVID-19* (1st ed.). Routledge. <https://doi.org/10.4324/9781003558415-4>
- [6] Buren*, M. K., Johnson, A. H., Maggin, D. M., Bains*, B. K., Ledoux Galligan*, M. R., and Couch, L. K. (2021). Research utilization in special education. In B. M. Cook, T. J. Landrum, & M. Tankersley (Eds.), *Advances in learning and behavioral disabilities* (pp. 29–46, Vol. 31). Emerald Insight. <https://doi.org/10.1108/s0735-004x20210000031003>
- [5] Womack*, T. A., Mercado Anazagasty*, J., Vega, D., and Johnson, A. H. (2021). Interrogating cognitive assessment using a critical study of whiteness lens. In S. L. Proctor & D. P. Rivera (Eds.), *Critical theories for school-based practice: A foundation for equity and inclusion in school psychology and counseling critical theories for school-based practice: A foundation for equity and inclusion in school psychology and counseling* (pp. 144–158). Routledge.
- [4] Erchul, W. P., Schulte, A. C., Johnson, A. H., and Geraghty, C. A. (2019). Adults as change agents. In S. G. Little & A. Akin-Little (Eds.), *Behavioral interventions in schools: Evidence- based positive strategies* (2nd ed., pp. 171–189). APA.
- [3] Johnson, A. H., Crovello, N. J., and Chafouleas, S. M. (2016). Considerations and developments in DBR-SIS assessment training. In A. M. Briesch, S. M. Chafouleas, & T. C. Riley- Tillman (Eds.), *Direct behavior rating: Linking assessment, communication, and intervention* (pp. 120–135). Guilford.
- [2] Johnson, A. H., Riley-Tillman, T. C., and Chafouleas, S. M. (2016). Summarizing DBR data for interpretation and decision-making. In A. M. Briesch, S. M. Chafouleas, & T. C.

- Riley- Tillman (Eds.), *Direct behavior rating: Linking assessment, communication, and intervention* (pp. 213–235). Guilford.
- [1] Kilgus, S. P., Miller, F. M., Johnson, A. H., and Chafouleas, S. M. (2016). Use of DBR for targeted screening. In A. M. Briesch, S. M. Chafouleas, & T. C. Riley-Tillman (Eds.), *Direct behavior rating: Linking assessment, communication, and intervention* (pp. 99–119). Guilford.

* denotes student author at time of publication

Grants

2024-27	<i>Co-Principal Investigator</i> , From Classroom to Community: Building Educational Partnerships and Pipelines to Diversify the Teacher Workforce in IE. Inland Empire Regional K-16 Education Collaborative.	\$999,999
2018-21	<i>Co-Investigator</i> , Smooth sailing: Teacher directed intervention to improve outcomes for young children with ASD in general education classrooms. Institute of Education Sciences (Goal 2).	\$1,399,956
2018-20	<i>Principal Investigator</i> , Understanding how teachers select and adopt practices for students with behavior problems. Regents Faculty Fellowship, Committee on Research, UCR Academic Senate.	\$2,750
2016-20	<i>Consultant</i> , Validation of the Assessment of Culturally and Contextually Relevant Supports (ACCRoS): Supporting educators of diverse students with or at risk for disabilities. National Center for Special Education Research, Institute of Education Sciences.	\$398,722

National Presentations

- [52] Johnson, A. H. (2023, May). *Reporting null results* [Invited discussant]. Wing Institute Single Case Conference, Nashville, TN.
- [51] Collins, T. A., Vega, D., Garbacz, S. A., and Johnson, A. H. (2022, February). *Enacting anti-racism in the journal of school psychology* [Paper presentation]. Annual Convention of National Association of School Psychologists, Boston, MA.
- [50] Johnson, A. H., Swan, D. M., and Maggin, D. M. (2022, April). *Clarity before causality: Understanding and articulating approaches to single-case design* [Paper presentation]. American Educational Research Association Annual Meeting, San Diego, CA.
- [49] DeFouw*, E. R., Johnson, A. H., Collier-Meek, M. A., Coddling, R. S., and Gould*, K. M. (2021, February). *Delivering math interventions to maximize student outcomes: Meta-analysis findings* [Paper presentation]. Annual Convention of National Association of School Psychologists Conference, Virtual.
- [48] Johnson, A. H. (2021, May). *Response to Journal of Applied Behavior Analysis' statement of concern on Rekers and Lovaas (1974)* [Paper presentation]. Association for Behavior Analysis International's Annual Convention, Online.

- [47] Bains*, B. K., Johnson, A. H., and Ing, M. (2020, February). *Student perceptions of teacher- student relationships in general and special education* [Poster session]. Annual Convention of National Association of School Psychologists, Baltimore, MD.
- [46] Fallon, L. M., Cathcart*, S. C., Johnson, A. H., DeFouw*, E. R., Minami, T., O’Keeffe, B. V., and Sugai, G. (2020, February). *Constructing a teacher self-assessment for culturally and contextually relevant practice* [Paper presentation]. Annual Convention of National Association of School Psychologists, Baltimore, MD.
- [45] Johnson, A. H., Travers, J. C., Maggin, D. M., and Cook, B. M. (2020, February). *Examining and addressing potential sources of bias in single-case design research* [Paper presentation]. Council for Exceptional Children Annual Conference, Portland, OR.
- [44] Johnson, A. H., Yu, R., Alba*, L. A., Bains*, B. K., and Womack*, T. A. (2020, February). *Understanding preferences of general educators for addressing disruptive classroom behavior* [Poster session]. Annual Convention of National Association of School Psychologists, Baltimore, MD.
- [43] Katic*, B., Alba*, L. A., and Johnson, A. H. (2020, February). *Dismantling the school-to-prison pipeline: Identifying interventions for aggression among adolescents* [Paper presentation]. Annual Convention of National Association of School Psychologists, Baltimore, MD.
- [42] Susilo, A., Eisenhower, A., Blacher, J. B., Collier-Meek, M. A., and Johnson, A. H. (2020, February). *Voices from the classroom: Exploring teachers’ perspectives on effective professional development* [Poster session]. Annual Convention of National Association of School Psychologists, Baltimore, MD.
- [41] Cathcart*, S. C., Fallon, L. M., Johnson, A. H., Minami, T., and DeFouw*, E. R. (2019, February). *Instrument development for culturally and contextually relevant practice: EFA results* [Poster session]. Annual Convention of the National Association of School Psychologists, Atlanta, GA.
- [40] Johnson, A. H., Ledoux*, M., Bains*, B., Maggin, D. M., Buren*, M., and Couch*, L. (2019, February). *Special educator research utilization: Bridging the gap* [Paper presentation]. Annual Convention of the National Association of School Psychologists, Atlanta, GA.
- [39] Johnson, A. H., Talbott, E., and Travers, J. (2019, October). *Open science and single-case research* [Paper presentation]. Teacher Educators for Children with Behavior Disorders Conference, Tempe, AZ.
- [38] Katic*, B., Alba*, L. A., and Johnson, A. H. (2019, February). *Responding to school violence through a restorative justice framework* [Poster session]. Annual Convention of the National Association of School Psychologists, Atlanta, GA.
- [37] Collier-Meek, M. A., Johnson, A. H., Connolly, J., Walker*, W., and Cornell*, B. C. (2018, February). *Evaluating the effectiveness of team meetings in schools* [Paper presentation]. Annual Convention of National Association of School Psychologists, Chicago, IL.
- [36] Johnson, A. H., Couch*, L., Goldberg*, T., and Hinant*, R. (2018, February). *Current FBA practices used by school psychologists* [Paper presentation]. Annual Convention of National Association of School Psychologists, Chicago, IL.
- [35] Collier-Meek, M. A., Johnson, A. H., and Farrell, A. F. (2017, August). *Development and initial evaluation of the measure of active and supervision and interaction* [Poster session]. 125th Annual Convention of American Psychological Association, Washington,

- DC.
- [34] Collier-Meek, M. A., Johnson, A. H., and Sanetti, L. M. H. (2017, September). *Evaluating the fit of the ecological framework for implementation influences in school settings* [Poster session]. 4th Biennial Society for Implementation Research Collaboration, Seattle, WA.
 - [33] Crovello*, N. J., Chafouleas, S. M., and Johnson, A. H. (2017, February). *DBR online training: Links between usability and use in practice* [Poster session]. Annual Convention of National Association of School Psychologists, San Antonio, TX.
 - [32] Fallon, L. M., O’Keeffe, B. V., Sugai, G., and Johnson, A. H. (2017, March). *Assessment of culturally and contextually relevant (CCR) supports: Validation of a teacher self-assessment* [Poster session]. Council for Exceptional Children Special Education Convention, Boston, MA.
 - [31] Johnson, A. H., Collier-Meek, M. A., and Sanetti, L. M. H. (2017, August). *Specific classroom management strategies as predictors of class-wide behavior outcomes* [Poster session]. 125th Annual Convention of American Psychological Association, Washington, DC.
 - [30] Collier-Meek, M. A., Johnson, A. H., Brodsky*, L., Gould*, K., DeFouw*, E., Silva*, M., and Sanetti, L. M. H. (2016, February). *Evaluating system-wide influences to intervention implementation* [Poster session]. Annual Convention of National Association of School Psychologists, New Orleans, LA.
 - [29] Crovello*, N. J., Chafouleas, S. M., and Johnson, A. H. (2016, February). *Examination of the usability of the DBR training module* [Poster session]. Annual Convention of National Association of School Psychologists, New Orleans, LA.
 - [28] Fallon, L. M., O’Keeffe, B. V., Sugai, G., and Johnson, A. H. (2016, March). *Preliminary content validation results of the culturally and contextually relevant teacher self-assessment* [Poster session]. International Conference on Positive Behavior Support, San Francisco, CA.
 - [27] Johnson, A. H., Miller, F. G., Chafouleas, S. M., Riley-Tillman, T. C., Fabiano, G. A., and Welsh, M. E. (2016, February). *Evaluating the technical adequacy of DBR-SIS in tri-annual behavioral screening* [Paper presentation]. Annual Convention of National Association of School Psychologists, New Orleans, LA.
 - [26] Collier-Meek, M. A., Johnson, A. H., Sanetti, L. M. H., and Gould, K. M. (2015, August). *A measure to assess systemic barriers to implementation in schools* [Poster session]. 123rd Annual Convention of American Psychological Association, Toronto, Ontario.
 - [25] Crovello, N. J., Johnson, A. H., Chafouleas, S. M., and Riley-Tillman, T. C. (2015, February). *Examination of usage patterns in an online DBR training module* [Poster session]. National Association of School Psychologists Annual Convention, Orlando, FL.
 - [24] Johnson, A. H., Chaffee, R., Chafouleas, S. M., Briesch, A. M., Dineen, J., and McCoach, D. B. (2015, August). *Review of national trends in school mental health policy* [Poster session]. 123rd Annual Convention of the American Psychological Association, Toronto, Ontario.
 - [23] Johnson, A. H., Chafouleas, S. M., and Briesch, A. M. (2015, February). *Reliability of data derived from time sampling methods with multiple observation targets* [Paper presentation]. National Association of School Psychologists Annual Convention, Orlando, FL.

- [22] Pustejovsky, J. E., Swan, D. M., and Johnson, A. H. (2015, April). *Estimating the prevalence and incidence of a state behavior: Models for interval recording data and a novel observation system* [Paper presentation]. American Educational Research Association Annual Meeting, Chicago, IL.
- [21] Fallon, L. M., Collier-Meek, M. A., and Johnson, A. H. (2014, February). *Performance feedback as an evidence-based practice: A review of research*. [Paper presentation]. National Association of School Psychologists Annual Convention, Washington, DC.
- [20] Miller, F. G., Johnson, A. H., and Rosen, R. (2014, February). *Construct validation of DBR-SIS: A multi-trait multi-method analysis* [Paper presentation]. National Association of School Psychologists Annual Convention, Washington, DC.
- [19] Rosen, R., Johnson, A. H., Cohen, D., and Sims, W. (2014, February). *Exploring direct behavior ratings in a middle school population* [Paper presentation]. National Association of School Psychologists Annual Convention, Washington, DC.
- [18] Berggren, M. L., Johnson, A. H., Ruberto, L. M., Chafouleas, S. M., and Maggin, D. M. (2013, February). *Review of evidence for self-modeling interventions in school settings* [Paper presentation]. National Association of School Psychologists Annual Convention, Seattle, WA.
- [17] Farrell, A. F., Collier-Meek, M. A., and Johnson, A. H. (2013, March). *Assessing implementation of positive behavior support components in out-of-school-time*. [Paper presentation]. 9th International Conference on Positive Behavior Support, San Francisco, CA.
- [16] Johnson, A. H., Miller, F. G., Chafouleas, S. M., Riley-Tillman, T. C., Fabiano, G. A., and Welsh, M. E. (2013, August). *Using composite scores to determine behavioral risk with direct behavior rating* [Poster session]. American Psychological Association Annual Convention, Honolulu, HI.
- [15] Johnson, A. H., Miller, F. G., Welsh, M. E., Chafouleas, S. M., Riley-Tillman, T. C., and Fabiano, G. A. (2013, February). *Using ROC curves to determine risk with direct behavior rating* [Poster session]. National Association of School Psychologists Annual Convention, Seattle, WA.
- [14] Miller, F. G., Johnson, A. H., Welsh, M. E., Chafouleas, S. M., Riley-Tillman, T. C., and Fabiano, G. A. (2013, February). *Comparing biannual and triennial behavioral screenings using DBR-SIS* [Poster session]. National Association of School Psychologists Annual Convention, Seattle, WA.
- [13] Miller, F. G., Johnson, A. H., Welsh, M. E., Chafouleas, S. M., Riley-Tillman, T. C., and Fabiano, G. A. (2013, August). *Evaluation of universal screening methods to identify behavioral risk* [Poster session]. American Psychological Association Annual Convention, Honolulu, HI.
- [12] Chafouleas, S. M., Briesch, A., Maggin, D. M., Johnson, A. H., and Reddy, L. (2012, February). *Review of meta-analyses for three common behavior support strategies* [Symposium session]. National Association of School Psychologists Annual Convention, Philadelphia, PA.
- [11] Collier-Meek, M. A., Fallon, L. M., Johnson, A. H., and Sanetti, L. M. H. (2012, February). *Video self-modeling: Procedures and technology* [Poster session]. Annual Convention of National Association of School Psychologists, Philadelphia, PA.
- [10] Jaffery, R., Brooks, S. R., Johnson, A. H., Riley-Tillman, T. C., Chafouleas, S. M., and Sen, R. (2012, February). *Do duration-based indicators improve accuracy of direct*

- behavior ratings?* [Poster session]. National Association of School Psychologists Annual Convention, Philadelphia, PA.
- [9] Johnson, A. H., Kilgus, S. P., Chafouleas, S. M., Riley-Tillman, T. C., Christ, T. J., Welsh, M. E., Brooks, S., and Tomasula, J. (2012, February). *Direct behavior rating as a screener of student behavioral risk* [Poster session]. National Association of School Psychologists Annual Convention, Philadelphia, PA.
- [8] Johnson, A. H., Maggin, D. M., Chafouleas, S. M., Ruberto, L., and Berggren, M. (2012, February). *Review of evidence for group contingency interventions in school settings* [Paper presentation]. National Association of School Psychologists Annual Convention, Philadelphia, PA.
- [7] Maggin, D. M. and Johnson, A. H. (2012, April). *A meta-analytic evaluation of the FRIENDS program for reducing internalizing behavior problems* [Poster session]. Council for Exceptional Children Convention, Denver, CO.
- [6] Harrison, S. E., Jaffery, R., Johnson, A. H., Chafouleas, S. M., Riley-Tillman, T. C., and Christ, T. J. (2011, February). *Evaluating the effectiveness of a direct behavior rating training module* [Poster session]. National Association of School Psychologists Annual Convention, San Francisco, CA.
- [5] Jaffery, R., Johnson, A. H., Bowler, M. C., Chafouleas, S. M., and Riley-Tillman, T. C. (2011, August). *Options in agreement indices for establishing expert consensus on behavioral ratings within school and industrial/organizational psychology* [Poster session]. American Psychological Association Annual Convention, Washington, DC.
- [4] Johnson, A. H., Jaffery, R., Harrison, S. E., Music, A., Chafouleas, S. M., Riley-Tillman, T. C., and Christ, T. J. (2011, February). *Building consensus to establish expert ratings on direct behavior rating* [Poster session]. National Association of School Psychologists Annual Convention, San Francisco, CA.
- [3] Johnson, A. H., Maggin, D. M., and Wehby, J. H. (2011, February). *The impact of working alliance, social validity, and teacher burnout on implementation fidelity of the good behavior game* [Poster session]. National Association of School Psychologists Annual Convention, San Francisco, CA.
- [2] Johnson, A. H., Riley-Tillman, T. C., and Chafouleas, S. M. (2011, August). *Utility of the direct behavior rating - behavior assessment school information system (DBR-BASIS)* [Poster session]. American Psychological Association Annual Convention, Washington, DC.
- [1] Maggin, D. M., Wehby, J. H., Johnson, A. H., and Symons, F. J. (2011, February). *Improving intervention implementation and fidelity in evidence-based practice: Integrating teacher preference into intervention selection* [Poster session]. National Association of School Psychologists Convention, San Francisco, CA.

Regional Presentations

- [28] Johnson, A. H. (2024, February). *Making it happen: Implementation planning and support* [Workshop presentation]. Antelope Valley SELPA, Virtual.
- [27] Cannava, A., Crossing, A. E., Davidson, J., and Johnson, A. H. (2022, April). *Trainers of school psychologists town hall: Supporting LGBTQIA+ students. Invited panelist for national town hall*, Trainers of School Psychologists (TSP), Virtual.
- [26] Johnson, A. H. (2022, March). *Problem identification, consultation, and effective*

- behavior support*. Invited keynote speaker for PENT Forum, Virtual.
- [25] Vega, D., Noltemeyer, A., Johnson, A. H., and Van Norman, E. (2022, April). *Achieving tenure and promotion: Advice from current school psychology faculty*. Invited panelist for national panel discussion, Virtual.
 - [24] Johnson, A. H. (2021, January). *Response to “Editor’s note: Societal changes and expression of concern about Rekers and Lovaas’(1974) behavioral treatment of deviant sex-role behaviors in a male child”*. Invited speaker for The Reilly Behavioral Group, LLC, Virtual.
 - [23] Johnson, A. H. (2021, February). *Understanding and modifying the environment for student success*. Invited keynote speaker for PENT Forum, Virtual.
 - [22] Johnson, A. H. (2021, November). *Whose rights do we prioritize, and whose power do we value?* [Paper presentation]. Annual Conference of the Florida Association of School Psychologists, Virtual.
 - [21] Moscoe, T. and Johnson, A. H. (2021, July). *Conversion therapy in everyday practice: Current issues and practical solutions*. Invited speaker for 2021 UtABA Annual Conference, Virtual.
 - [20] Johnson, A. H. (2020, February). *Inclusion-focused supports for students with behavioral challenges* [Keynote speaker]. Region 10 Professional Learning Opportunity, Norco, CA.
 - [19] Johnson, A. H. (2020, November). *Response to “Editor’s note: Societal changes and expression of concern about Rekers and Lovaas’(1974) behavioral treatment of deviant sex-role behaviors in a male child”* [Conference presentation]. Connecticut BCBA Community of Practice, Virtual.
 - [18] Johnson, A. H. (2019, June). *Crisis prevention and preparedness: Comprehensive school safety planning* (PREPaRE school crisis prevention and intervention training curriculum, Workshop 1). Full-day workshop for UCR Graduate School of Education, Riverside, CA.
 - [17] Johnson, A. H. (2019, February). *Developing usable and effective behavior intervention plans: From FBA to BIP*. Full-day workshop for West San Gabriel Valley SELPA, Alhambra, CA.
 - [16] Johnson, A. H. (2019, May). *A legacy of relationships: Strategies for supporting positive behavior for all*. Full-day workshop for West San Gabriel Valley SELPA, Alhambra, CA.
 - [15] Johnson, A. H. (2019, February). *Making behavior interventions happen: Real strategies for supporting implementation*. Invited keynote speaker for PENT North and PENT South Forums, Fontana and Stockton, CA.
 - [14] Katic*, B., Alba*, L. A., and Johnson, A. H. (2019, April). *Responding to school violence through a restorative justice framework* [Poster session]. California State University, Los Angeles, Charter College of Education, Mental and Behavioral Health Conference 2019, Los Angeles, CA.
 - [13] Womack*, T., Mercado Anazagasty*, J., and Johnson, A. (2019, April). *Solutions to problem behavior in linguistically diverse classrooms: A systematic literature review* [Poster session]. California State University, Los Angeles, Charter College of Education, Mental and Behavioral Health Conference 2019, Los Angeles, CA.
 - [12] Johnson, A. H. (2018, March). *Implementation science: Understanding it, planning for it, and doing it*. Full-day workshop for West San Gabriel Valley SELPA, Arcadia, CA.
 - [11] Johnson, A. H., Berggren, M. L., Chafouleas, S. M., Maggin, D. M., and Ruberto, L. M. (2013, May). *An evaluation of the evidence base for self-modeling interventions using what works clearinghouse standards* [Poster session]. Northeastern University SASP

- Spring Conference, Boston, MA.
- [10] Johnson, A. H. (2012, May). *A proposed relationship between homophobic victimization and causal attributions* [Poster session]. Northeastern University SASP Spring Conference, Boston, MA.
 - [9] Fallon, L. M., Johnson, A. H., McCarthy, S. R., and Sugai, G. (2011, May). *Construction of brief video modules to support staff implementation of SWPBS practices* [Poster session]. Center for Behavioral Education and Research Student Research Symposium, Storrs, CT.
 - [8] Jaffery, R., Johnson, A. H., Harrison, S. E., Chafouleas, S. M., Riley-Tillman, T. C., and Christ, T. J. (2011, May). *Evaluating the effectiveness of a direct behavior rating training module* [Poster session]. Center for Behavioral Education and Research Student Research Symposium, Storrs, CT.
 - [7] Jaffery, R., Johnson, A. H., Harrison, S. E., Music, A., Chafouleas, S. M., Riley-Tillman, T. C., and Christ, T. J. (2011, May). *Building consensus to establish expert ratings on direct behavior rating* [Poster session]. Center for Behavioral Education and Research Student Research Symposium, Storrs, CT.
 - [6] Johnson, A. H., Saripalle, R., Chafouleas, S. M., and Riley-Tillman, T. C. (2011, May). *Utility of the direct behavior rating – behavior assessment school information system (DBR-BASIS)* [Poster session]. Center for Behavioral Education and Research Student Research Symposium, Storrs, CT.
 - [5] Sen, R., Johnson, A. H., Jaffery, R., and Chafouleas, S. M. (2011, May). *Direct behavior rating: Impact of behavioral wording on data accuracy* [Poster session]. Center for Behavioral Education and Research Student Research Symposium, Storrs, CT.
 - [4] Sen, R., Johnson, A. H., Jaffery, R., and Chafouleas, S. M. (2011, May). *Project VIABLE: Bootstrapping Levene’s test of homoscedasticity and t-test using DBR data* [Poster session]. Center for Behavioral Education and Research Student Research Symposium, Storrs, CT.
 - [3] Alfano, M., Fagella-Luby, M. N., Johnson, A. H., Tucker, S., and Yakimowski, M. (2010, November). *Extreme assessment: Going beyond the classroom* [Paper presentation]. New England Educational Assessment Network’s Fall Forum, Worcester, MA.
 - [2] Johnson, A. H. (2010, May). *Using Excel to consolidate and describe large data sets* [Workshop session]. Neag School of Education: Colloquia Series 2009-10, Storrs, CT.
 - [1] Johnson, A. H., Jaffery, R., and Chafouleas, S. M. (2010, October). *Using online training to improve rater accuracy when recording student observations using direct behavior rating* [Poster session]. Berkshire Association for Behavior Analysis and Therapy Annual Conference, Amherst, MA.

Media and Public Relations

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| 2021, Jan 27 | Editorial: Child abuse doesn’t belong in science. UCR School of Education. https://education.ucr.edu/news/2021/01/27/child-abuse- doesnt-belong-science |
| 2020, Nov 24 | Interview with Beautiful Humans: The Social ChangeCast. Ep 30: Retract Rekers and Lovaas (1974) with Dr. Austin Johnson. https://anchor.fm/beautiful-humans/episodes/Ep-30-Retract-Rekers-and-Lovaas1974-with-Dr–Austin-Johnson-emptvna |

2019, Aug 22 Interview with Joseph Hong @ Desert Sun. Helping valley students manage behavior is no longer just a job for special education, teachers say. <https://tinyurl.com/desertsun2019ahj>

Teaching

University of California, Riverside | School of Education

EDUC 181/231A *Introduction to Applied Behavior Analysis*
 EDUC 217 *Single-Case Experimental Design*
 EDUC 254C *Social, Emotional, and Behavioral Assessment*
 EDUC 255A *Social, Emotional, and Behavioral Intervention*

University of Illinois at Chicago | Department of Special Education

SPED 467 *Social and Emotional Development and Disabilities*
 SPED 472 *Promoting Academic and Prosocial Behavior I*

Professional Experience

2023-Present Associate Dean of Undergraduate Education, School of Education, University of California, Riverside
 2021-Present Associate Professor, University of California, Riverside
 2023-24 Member of UCR-CORO Leadership Collaborative, University of California, Riverside
 2015-21 Assistant Professor, University of California, Riverside
 2015-22 Board Certified Behavior Analyst, Behavior Analyst Certification Board [declined to renew]
 2014-15 Postdoctoral Research Fellow, Center for Behavioral Education and Research, University of Connecticut
 2014-15 Adjunct Professor, Department of Special Education, University of Illinois at Chicago
 2014-15 Consultant, New Haven Trauma Coalition, Clifford Beers Clinic, New Haven, CT
 2013-14 Predoctoral Intern, Psychological and Behavioral Consultation Services, EASTCONN Regional Educational Service Center, Hampton, CT
 2009-13 Research Assistant, Center for Behavioral Education and Research, University of Connecticut
 2012-13 Consultant, School-Wide Positive Behavior Interventions and Supports, Meriden Public Schools, Meriden, CT
 2011 Consultant, Assessment, Eastford Elementary School, Eastford, CT
 2007-09 Support Group Leader / Program Assistant, Emerge! Center Against Domestic Abuse, Tucson, AZ
 2006-08 Community Mentor, Department of Psychology, University of Arizona, Tucson; Bruce Normile Juvenile Justice Center, Kirksville, MO

Editorial Service

2022-Present	Statistical and methodological editorial board member, School Psychology
2016-Present	Editorial board member, Behavioral Disorders
2018-22	Associate editor, Journal of School Psychology
2016-22	Editorial board member, Assessment for Effective Intervention
2016-19	Editorial board member, School Psychology Forum
2015-18	Editorial board member, Journal of School Psychology
Ad hoc	Advances in School Mental Health Promotion Campbell Systematic Reviews Educational and Psychological Measurement Journal of Applied School Psychology Journal of Early Adolescence Journal of Intellectual Disability Research Journal of Positive Behavior Interventions Remedial and Special Education School Mental Health

University Service

Campus-level

2024-Present	Member, Admissions, Recruitment, and Yield Planning Group
2023-Present	Member, Academic Steering Committee for Summer Sessions
2023-Present	Member, Assessment Advisory Committee
2023-Present	Member, Course Scheduling Committee
2023-Present	Member, Retention and Persistence Committee
2023-Present	Member, Reimagining Orientation Workgroup 2025 and Beyond
2019-22	Member, Committee on Diversity, Equity, and Inclusion
2018-19	Member, Basic Needs Working Group
2016-17	Member, Graduate Academic Integrity Committee

School-level

2024-Present	Chair, Search Committee (Assistant Professional Researcher in Prevention of Childhood Sexual Abuse)
2023-Present	Member, Undergraduate Education Committee
2017-Present	Faculty Sponsor, National Association of School Psychologists Student Leader Program
2023-24	Chair, Search Committee (Assistant Director of Undergraduate Programs)
2023-24	Chair, Search Committee (Associate Professor in School Psychology)
2022	Member, Search Committee (Senior Grants Facilitator for School of Education)
2022	Member, Search Committee (Dean of School of Education)
2021-22	Co-chair, Faculty Welfare Committee
2019-22	Program Director, School Psychology Program

2019-22	Member, Unit Leadership Committee
2021-22	Member, Search Committee (Dee Endowed Chair in Special Education)
2019-21	Member, Executive Committee
2019-20	Chair, Search Committee (Two Assistant/Associate Tenure Track Faculty Positions in School Psychology)
2019-20	Member, Quantitative Methods Review Committee
2019	Chair, Search Committee (Visiting Open Rank Position in School Psychology)
2017-18	Member, Undergraduate Education Committee
2017-18	Member, Search Committee (Open Rank Tenure Track Faculty Position in School Psychology)
2017	Member, Search Committee (Associate/Full Tenure Track Faculty Position in Learning and Behavioral Sciences with Endowed Chair)
2016-17	Member, Search Committee (Lecturer with Potential for Security of Employment, School Psychology)
2016	Member, Search Committee (Associate/Full Tenure Track Faculty Position in School Psychology, Program Director)
2015-17	Member, Graduate Advisory Council
2015-16	Member, Search Committee (Lecturer with Potential for Security of Employment, School Psychology)

Professional Service

2019-Present	Member, Equity Task Force, Riverside Unified School District
2022	Member, New Opportunities: A National Initiative to Prevent Youth Homelessness, Chapin Hall at the University of Chicago
2022	Grant Panel Member, IES NCER Postdoctoral Research Training Grant Panel
2018-22	Member at large, NASP Ethics and Professional Practices Board
2018	Proposal Reviewer, NASP 2019 Annual Convention
2017	Proposal Reviewer, NASP 2018 Annual Convention
2016-17	Member, Vision 20/20 District Leadership Committee, San Jacinto USD
2016-17	Member, Technical Review Committee (Behavior Screening), National Center on Intensive Interventions
2014-16	Member, Trauma Informed School Based Services Subgroup, APA Division 16 – Mental Health in Schools Working Group
2016	Proposal Reviewer, APA 2017 Annual Convention, Division 16
2016	Proposal Reviewer, NASP 2017 Annual Convention
2015	Expert Reviewer, Progress Monitoring Assessment, National Center on Intensive Interventions
2014	Proposal Reviewer, APA 2015 Annual Convention, Division 16
2013	Proposal Reviewer, NASP 2014 Annual Convention
2013	Member, Search Committee for Vice President of Student Affairs, University of Connecticut
2011-13	President, Student Association of School Psychology, University of Connecticut

2011-13	Senator representing School of Education, Graduate Student Senate, University of Connecticut
2009-13	Member, Human Subjects Institutional Review Board (HSIRB), University of Connecticut

Professional Memberships

American Educational Research Association • American Psychological Association • California Association of School Psychologists • Council for Exceptional Children • National Association of School Psychologists • Phi Beta Kappa • Psi Chi

Advising

Undergraduate Honors

Faculty Mentor Alexis Ziemann, *Graduate with Highest Distinction*

Master's Committee

Chair	Laura Alba, School Psychology
	Bhawandeep Bains, School Psychology
	Benjamin Cornell, School Psychology
	Danielle Cravalho, School Psychology
	Linsey Donovan, School Psychology
	Barbara Katic, School Psychology
	Daniel Kwak, School Psychology
	Jessica Mercado Anazagasty, School Psychology
	Mikaela Pulse, School Psychology
	Manasi Rajadhyaksha, School Psychology
	Tyler Womack, School Psychology
	Ruiwen Zheng, School Psychology
Member	Amy Allen, School Psychology
	Alessandra Cipani, School Psychology
	Taryn Goldberg, School Psychology
	Guadalupe Guzman, School Psychology
	Rachel Hinant, School Psychology
	Tali Kasser, School Psychology
	Ainsley Losh, School Psychology
	Nina Mandracchia, School Psychology
	Chanel Nettle, School Psychology
	Anacary Ramirez, School Psychology
	Elina Veytsman, School Psychology
	Valencia Youkhanna, School Psychology

Dissertation Proposal Committee

Chair	Laura Alba [Co-chair with Dr. Shulamite Green], School Psychology
	Benjamin Cornell, School Psychology
	Danielle Cravalho, School Psychology
	Lauren Couch, School Psychology
	Linsey Donovan, School Psychology
	Taryn Goldberg, School Psychology
	Barbara Katic, School Psychology
	Richard Kong, School Psychology
	Nina Mandracchia, School Psychology
	Jessica Mercado Anazagasty, School Psychology
	Mikaela Pulse, School Psychology
	Manasi Rajadhyaksha, School Psychology
	Tyler Womack, School Psychology
	Ruiwen Zheng, School Psychology
Member	Emad Alussaif, Special Education
	Elvira Caro-Michel, Cal State Fullerton
	Ruth Chaffee, Northeastern University
	Alessandra Cipani, School Psychology
	Nicholas Crovello, University of Connecticut
	Guadalupe Guzman, School Psychology
	Rachel Hinant, School Psychology
	Leslie Huscher, Special Education
	Brian Jones, School Psychology
	Tali Kasser, School Psychology
	Jennifer Kong, Special Education
	Megan Ledoux, Special Education
	Elizabeth Llanes, School Psychology
	Marina Murphy, School Psychology
	Geovanna Rodriguez, School Psychology
	Vanessa Valenzuela, School Psychology
	Soungwha Walker, Educational Psychology
	Danielle Zahn, School Psychology
	Kary Zarate, University of Illinois at Chicago

Dissertation Defense Committee

Chair	Laura Alba [Co-chair with Dr. Shulamite Green], School Psychology
	Benjamin Cornell, School Psychology
	Lauren Couch, School Psychology
	Taryn Goldberg, School Psychology
	Rachel Hinant, School Psychology
	Tali Kasser, School Psychology
	Barbara Katic, School Psychology
	Richard Kong, School Psychology
	Nina Mandracchia, School Psychology
	Jessica Mercado Anazagasty, School Psychology
	Manasi Rajadhyaksha, School Psychology
	Diana Socie, School Psychology
	Tyler Womack, School Psychology
	Ruiwen Zheng, School Psychology
Member	Kavita Atwal, School Psychology
	Elvira Caro-Michel, CSU-Fullerton
	Ruth Chaffee, Northeastern University
	Sarah Charbonneau, University of Connecticut
	Alessandra Cipani, School Psychology
	Kristine Cramer, School Psychology
	Nicholas Crovello, University of Connecticut
	Ashley Donham, School Psychology
	Guadalupe Guzman, School Psychology
	Abigail Hatch, School Psychology
	Rebecca Hickey, School Psychology
	Leslie Huscher, Special Education
	Jennifer Kong, Special Education
	Megan Ledoux, Special Education
	Jason Lloyd, School Psychology
	Ainsley Losh, Special Education
	Elissa Monteiro, School Psychology
	Corrie Nishikawa, School Psychology
	Andres Olide, Educational Psychology
	Alexandra Pierce, University of Connecticut
	Nicholas Tanner, University of Arizona
	Vanessa Valenzuela, School Psychology
	Kary Zarate, University of Illinois at Chicago