

SUSAN C. DAVIES, Ed.D., NCSP

Department of Counselor Education and Human Services
University of Dayton
300 College Park
Dayton, OH 45469-2962
937-229-3652 (work)
sdavies1@udayton.edu

PROFESSIONAL EXPERIENCE

- University of Dayton**, Department of Counselor Education and Human Services
SEHS Leary Chair for Innovation in Education, Health, & Wellness, August 2020-present
Professor, August 2019-present
Associate Professor, August 2013-August 2019
Assistant Professor, August 2008-August 2013
Clinical Faculty, August 2006-August 2008
- School psychology program director, January 2011-present
 - School psychology internship coordinator, August 2010-present
 - Teach graduate level courses in the school psychology program
 - Maintain an active research agenda focusing on traumatic brain injuries in children
 - Serve on departmental, unit, and university-wide committees
 - Recruit, interview, and advise school psychology graduate students
 - Faculty supervisor for NASP student leaders and graduate student organization
 - Led study abroad program; Argentina (2011, 2014, 2016) and Costa Rica (2018)
- Miami University**, Department of Educational Psychology, Oxford, Ohio
Visiting Instructor, August 2003-August 2006
- Taught graduate level courses in the school psychology program
 - Taught undergraduate level courses in educational psychology
 - Served on departmental and early childhood education committees
 - Supervised graduate and undergraduate students during field experiences
 - Supervised undergraduate honors student course extensions
- Adjunct Instructor, January 1999-December 2002
- Fulfilled all responsibilities in organizing and teaching undergraduate courses in human development and learning
- Cincinnati Public School District**, Cincinnati, Ohio
Consultant and Program Evaluator
- Conducted program evaluations for the Social Skills and Anger Management program, Jun 2003 and June 2004
 - Consultant to transition new psychologists into behavior specialist positions, October 2003
- School Psychologist, August 2001-June 2003
- Developed and monitored academic and behavioral interventions
 - Conducted psychoeducational evaluations
 - Provided ongoing consultation with teachers, families, and agencies
 - Designed and implemented weekly group counseling
 - Counseled students on an ongoing basis and during crisis situations
 - Collected and analyzed program evaluation data

Oak Hills Local School District, Cincinnati, Ohio

School Psychologist, August 1999-June 2001

- Fulfilled traditional responsibilities of a school psychologist, including consultation, intervention, assessment, and counseling
- Managed cases for students with multiple disabilities
- Implemented procedures for curriculum-based measurement norming
- Planned and coordinated an after-school tutoring program
- Initiated home-school collaboration efforts
- Assisted in implementation of Intervention-Based Assessment Model
- Participated in Ohio Best Practices grant writing

Hamilton County Educational Service Center, Cincinnati, Ohio

School Psychology Intern, August 1998-June 1999

- Fulfilled traditional responsibilities of a school psychologist, including consultation, intervention, assessment, and counseling
- Collaborated on development and implementation of district crisis intervention plan, after-school tutoring program, and Head Start parenting programs

Hamilton City Schools, Hamilton, Ohio

Substitute Teacher, January 1996-May 1996

- Provided continuity of instruction in all grades, regular and special education

Englishton Park Remediation and Training Center, Lexington, Indiana

Teacher-Therapist, Summers 1994-1996

- Taught, tutored, and applied behavior modification techniques with students with severe emotional disturbances
- Conveyed effective techniques to caregivers through conferences and reports

EDUCATION

Doctor of Education, School Psychology

December 2006, Indiana University of Pennsylvania

Specialization area: Neuropsychology

Dissertation: Self-management of behavior: An intervention for students with traumatic brain injuries

Specialty Internship: Cincinnati Children's Hospital Medical Center Pediatric Rehabilitation

Educational Specialist, School Psychology

August 1999, Miami University

Masters thesis title: Utilizing self-management and peer-monitoring within a group contingency to improve the behavior of children with attention-deficit/hyperactivity disorder

Master of Science, School Psychology

August 1997, Miami University

Bachelor of Arts with Honors in Psychology

December 1995, University of North Carolina at Chapel Hill

Honors thesis title: Adolescent friendship and deviance

University of North Carolina Honors Program Semester Abroad

Autumn 1994, London School of Economics and Political Science, London, England

PROFESSIONAL CREDENTIALS AND HONORS

LICENSURES AND CERTIFICATIONS

- Nationally Certified School Psychologist, NCSP
- Licensed School Psychologist by Ohio State Board of Education, #SP548

PROFESSIONAL MEMBERSHIPS

- National Association of School Psychologists (NASP), Member
- National Collaborative on Children's Brain Injury (NCCBI), Member and subcommittee chair
- Trainers of School Psychologists (TSP), Member
- Inter-University Council (IUC), Member
- Ohio School Psychologists Association (OSPA), Member
- Southwestern School Psychologists Association (SWOSPA), Member
- Ohio Injury Prevention Partnership (OIPP), Member
 - Child Injury Action Group (CIAG), Member

HONORS AND AWARDS

- Faculty/Staff Employee of the Semester, University of Dayton (2020)
- Alumni Award in Scholarship, University of Dayton (2016)
- Outstanding Advocacy Activities Award to the University of Dayton School Psychology Program by the National Association of School Psychologists (2015-16)
- School Psychology Awareness Week Award presented to the University of Dayton School Psychology Program by the National Association of School Psychologists (2013-14, 2015-16, 2017-18)
- Scholarship Award, University of Dayton School of Education and Health Sciences (2014)
- Spotlight on Technology, Art, Research, and Scholarship (STARS) presenter, University of Dayton (2011)
- Miller Award Recipient, Miami University
- Phi Kappa Phi Honor Society, Miami University
- Graduate Student Achievement Awards and Assistantship, Miami University
- Phi Beta Kappa Honor Society, University of North Carolina
- Psi Chi Psychology Honor Society, University of North Carolina

SCHOLARSHIP/RESEARCH

GRANTS AND SPONSORED RESEARCH

Current Research

Primary Investigator: Meredith Montgomery, University of Dayton

Investigators: Dr. Susan Davies and Dr. Elana Bernstein, University of Dayton

Funding Organization: Health Resources and Services Administration (HRSA)

Amount of Award: \$1.92 million (\$480,000/year for 4 years)

Title of Project: Behavioral Health Workforce Education and Training (BHWET) Program for Professionals

Role on Project: Investigator

Primary Investigators: Dr. Ann Glang and Deanne Unruh, Center on Brain Injury Research and Training

Co-Investigator: Dr. Susan Davies
Funding Organization: Centers for Disease Control and Prevention
Amount Awarded: \$2.2 million
Period of Grant: January 2020-January 2024
Title of Project: Return to School Program for Students with Traumatic Brain Injury
Role on Project: Investigator
Provide input on project methodology, including measurement and protocols; oversee recruitment of comparison sites.

Completed Research

Primary Investigator: Susan C. Davies
Funding Organization: School of Education and Health Sciences Summer Research Grant
Amount Awarded: \$7000.
Period of Grant: Summer 2019.
Title of Project: School-based Support for Families of Students with Traumatic Brain Injuries

Primary Investigator: Susan C. Davies; Co-Investigators: Elana Bernstein, Corinne Daprano
Funding Organization: Ohio Department of Public Safety, EMS Division
Amount Awarded: \$38,589
Period of Grant: 2017-18
Title of Project: Social and emotional support for students with persistent TBI symptoms

Primary Investigator: Susan C. Davies
Funding Organization: School of Education and Health Sciences Summer Research Grant
Amount Awarded: \$7000
Period of Grant: Summer 2017
Title of Project: Social and emotional support for students with persistent concussion symptoms

Primary Investigator: Susan C. Davies
Funding Organization: Partners for Success and Innovation (PSI)
Amount Awarded: \$1000
Period of Grant: 2017
Title of Project: Effectiveness of preschool parent TBI training

Primary Investigator: Allie Hundley, University of Dayton
Funding Organization: Child Injury Action Group
Amount Awarded: \$1500
Period of Grant: Summer 2016
Title of Project: Preschool parent training for TBI prevention and response
Role on Project: Co-Investigator

Project Manager: Susan C. Davies
Funding Organization: Ohio Department of Health
Amount Awarded: \$56,000
Period of Grant: 2015-16
Title of Project: Return-to-Learn/Concussion Team Model Development and Implementation

Primary Investigator: Susan C. Davies
Funding Organization: Child Injury Action Group

Amount Awarded: \$1500
Period of Grant: 2014
Title of Project: School-based training and consultation to improve concussion recognition and response

Primary Investigator: Susan C. Davies
Funding Organization: University of Dayton Research Council Seed Grant.
Amount Awarded: Summer Fellowship, \$5000. Grant-in-Aid, \$1500.
Period of Grant: 2012
Title of Project: School-Based Consultation to Improve Outcomes for Students with Concussions

Primary Investigator: Susan C. Davies
Funding Organization: University of Dayton Research Fellows Grant-in-Aid, Ryan C. Harris Learning Teaching Center
Amount Awarded: \$1500
Period of Grant: 2012
Title of Project: Traumatic brain injury training in school psychology graduate programs

Primary Investigator: Susan C. Davies
Funding Organization: University of Dayton Ryan C. Harris Learning Teaching Center Innovations Grant
Amount Awarded: \$5000
Period of Grant: 2009
Title of Project: Cultural Immersion Programs for SOEAP Graduate Students

Primary Investigator: Susan C. Davies Gfroerer
Funding Organization: Miami University, School of Education and Allied Professions
Amount Awarded: \$2500
Period of Grant: 2005
Title of Project: Self-monitoring of target behaviors for students with traumatic brain injury

Primary Investigator: Susan C. Davies Gfroerer
Funding Organization: Indiana University of Pennsylvania, School of Graduate Studies and Research
Amount Awarded: \$500
Period of Grant: 2005
Title of Project: Self-management of behavior: An intervention for students with traumatic brain injuries

PUBLICATIONS

Books

Davies, S. C. (2016). *Managing concussions in schools: A guide to recognition, response, and leadership*. New York, NY: Springer Publishing Company. <https://doi.org/10.1891/9780826169235>

Jantz, P., **Davies, S. C.**, & Bigler, E. (2014). *Working with traumatic brain injury in schools: Transition, assessment, and intervention*. New York, NY: Routledge Publishing.

Chapters

Davies, S. C., (in press). Best Practices in Family-School-Medical Agency Collaboration for Children with

Traumatic Brain Injuries. In P. L. Harrison & A. Thomas (Eds.), *Best Practices in School Psychology-7*. Bethesda, MD: National Association of School Psychologists.

Glang, A., McCart, M., & **Davies, S. C.** (2021). Educational Issues and Return to School. In *Brain Injury Medicine Principles and Practice (3rd edition)*. <https://doi.org/10.1891/9780826143051.0036>

Davies, S. C. & Kolber-Jamieson, A. (2018). Traumatic brain injury/concussions. In S. Forman & J. Shahidullah (Eds.), *Handbook of Pediatric Behavioral Healthcare: An Interdisciplinary, Collaborative Approach*. New York, NY: Springer Publishing Company. <https://doi.org/10.1007/978-3-030-00791-1>

Davies, S. C. (2014). Mental health integration: Collaboration within communities. In R. Witte & S. Mosley-Howard (Eds.), *Mental Health Practice in Today's Schools: Current Issues and Interventions*. New York, NY: Springer Publishing Company.

Davies, S. C. (2014). Best practices in working with children with traumatic brain injury. In P. L. Harrison & A. Thomas (Eds.), *Best Practices in School Psychology: System-level Services*. Bethesda, MD: National Association of School Psychologists.

Peer-Reviewed Publications

Prater, A., Bernstein, E. R., & **Davies, S. C.** (under review). The impact of a canine-assisted reading intervention on students' oral reading fluency (ORF) and attitude toward reading. *Reading Psychology*.

Shook, B., Palusak, C., **Davies, S. C.**, & Lundine, J. (2022). A scoping review to inform strategies for youth with traumatic brain injuries: Care coordination tools. *International Journal of Care Coordination*. <https://doi.org/10.1177/20534345211070653>

Palusak, C., Shook, B., **Davies, S. C.**, & Lundine, J. (2021). A scoping review to inform strategies for youth with traumatic brain injuries: Care coordination personnel. *International Journal of Care Coordination*. <https://doi.org/10.1177/20534345211070653>

Davies, S. C., Lundine, J. P., & Justice, A. F. (2021). Care coordination for children with special healthcare needs: A scoping review to inform strategies for students with TBI. *Journal of School Health*. <http://doi.org/10.1111/josh.13132>

Anderson, D., Gau, J. M., Beck, L., Unruh, D., Gioia, G., McCart, M., **Davies, S. C.**, Slocumb, J., Gomez, D., & Glang, A. E (2021). Management of return to school following brain injury: An evaluation model. *International Journal of Educational Research*. <https://doi.org/10.1016/j.ijer.2021.101773>

Irwin, A. M., Oberhelman, N. A. & **Davies, S. C.** (2020). Study abroad and school psychologists' perceptions of intercultural competence. *Contemporary School Psychology*, 25(3), 367-376. <https://doi.org/10.1007/s40688-020-00337-2>

Davies, S. C. (2020). School-based support for families of children with traumatic brain injuries. *Journal of Applied School Psychology*. <https://doi.org/10.1080/15377903.2020.1734708>

Morrison, J. Q., **Davies, S. C.**, & Noltemeyer, A. (2020). An analysis of the workforce pipeline in school psychology. *Contemporary School Psychology*, published online ahead of print, 1-8. <https://doi.org/10.1007/s40688-020-00319-4>

- Davies, S. C.,** Bernstein, E. R., & Daprano, C. M. (2020). A qualitative inquiry of social and emotional support for students with persistent concussion symptoms. *Journal of Educational and Psychological Consultation*, 30(2), 156-182. <https://doi.org/10.1080/10474412.2019.1649598>
- Davies, S. C.,** Hundley, A. E., & Adams, S. M. (2019). Preschool parent training for traumatic brain injury prevention and response. *Perspectives on Early Childhood Psychology and Education*, 4(2), 95-114.
- Daprano, C. M., **Davies, S. C.,** & Bernstein, E. R. (2019). Parent perspectives on youth sport concussion management. *Journal of Amateur Sport*, 5, 1-20. <https://doi.org/10.17161/jas.v5i1.7698>
- Davies, S. C.,** Bernstein, E. R., & Crenshaw, M. (2019). A qualitative examination of college disability services for students with traumatic brain injuries. *Journal of Postsecondary Education and Disability*, 32(2), 133-146. https://higherlogicdownload.s3.amazonaws.com/AHEAD/38b602f4-ec53-451c-9be0-5c0bf5d27c0a/UploadedImages/JPED/JPED_Vol_32/JPED_32_2.pdf
- Glang, A. E., McCart, M., Slocumb, J., Gau, J. M., **Davies, S. C.,** Gomez, D., & Beck, L. (2019). Preliminary efficacy of online traumatic brain injury professional development for educators: An exploratory randomized clinical trial. *Journal of Head Trauma Rehabilitation*, 34(2), 77-86. <https://doi.org/10.1097/htr.0000000000000447>
- Bernstein, E. R. & **Davies, S. C.** (2018) Persistent social-emotional symptoms following concussion: Recommendations for school psychology practice. *School Psychology Forum*, 12(4), 106-117. [https://www.nasponline.org/publications/periodicals/spf/volume-12/volume-12-issue-4-\(winter-2018\)/persistent-social%E2%80%93emotional-symptoms-following-a-concussion-recommendations-for-school-psychology-practice](https://www.nasponline.org/publications/periodicals/spf/volume-12/volume-12-issue-4-(winter-2018)/persistent-social%E2%80%93emotional-symptoms-following-a-concussion-recommendations-for-school-psychology-practice)
- Lopez, L. B., **Davies, S. C.,** & Schaller, M. A. (2018). Training college staff to recognize and respond to concussions. *Journal of College and University Student Housing*, 45(1), 58-70. https://www.nxtbook.com/nxtbooks/acuho/journal_vol45no1/index.php?startid=95#/p/58
- Davies, S. C.,** Coxe, K., Harvey, H. H., Singichetti, B., Guo, J., & Yang, J. (2018). Qualitative evaluation of high school implementation strategies for youth sports concussion laws. *Journal of Athletic Training*, 53(9), 873-879. <https://doi.org/10.4085/1062-6050-529-17>
- Davies, S. C.,** & Tedesco, M. F. (2018). Efficacy of an Online Concussion Training Program for School Professionals. *Contemporary School Psychology*, 22(4), 479-487. <https://doi.org/10.1007/s40688-018-00213-0>
- Glang, A. E., McCart, M., Moore, C. L., & **Davies, S. C.** (2018). School Psychologists' knowledge and self-efficacy in working with students with TBI. *Exceptionality Education International*, 27(2), 94-109. <https://doi.org/10.5206/eei.v27i2.7754>
- Kramer, M. & **Davies, S. C.** (2016). Challenges and supports during the transition from high school to college for students with traumatic brain injuries. *Contemporary School Psychology*, 20(4), 370-382. <https://doi.org/10.1007/s40688-016-0095-9>
- Davies, S. C.** (2016). School-based traumatic brain injury and concussion management program. *Psychology in the Schools*, 53(6), 567-582. <https://doi.org/10.1002/pits.21927>
- Ettel, D., Glang, A. E., Todis, B., & **Davies, S. C.** (2016). Traumatic brain injury: Persistent misconceptions and

- knowledge gaps among educators. *Exceptionality Education International*, 26(1), 1–18.
<https://doi.org/10.5206/eei.v26i1.7732>
- Davies, S. C.**, & Bird, B. (2015). Motivations for Under-Reporting Suspected Concussion in College Athletics. *Journal of Clinical Sport Psychology*, 9, 101-115. <https://doi.org/10.1123/jcsp.2014-0037>
- Davies, S. C.**, Lewis, A. A., Anderson, A. E., & Bernstein, E. R. (2015). The development of intercultural competency in school psychology graduate students. *School Psychology International*, 36(4), 375–392.
<https://doi.org/10.1177/0143034315592664>
- Aldridge, M. J., Bernstein, E. R., & **Davies, S. C.** (2015). Graduate preparation of school psychologists in serving English language learners. *Trainers' Forum: Journal of the Trainers of School Psychologists*, 33(2), 42-70. <https://works.bepress.com/elana-bernstein/31/>
- Davies, S. C.**, Sandlund, J. M., & Lopez, L. B. (2015). School-based consultation to improve concussion recognition and response. *Journal of Educational and Psychological Consultation*, 26(1), 49–62.
<https://doi.org/10.1080/10474412.2014.963225>
- Davies, S. C.**, Trunk, D., & Kramer, M. (2014). Traumatic brain injury and the transition to postsecondary education: Recommendations for student success. *School Psychology Forum*, 8(3), 168-181.
[https://www.nasponline.org/publications/periodicals/spf/volume-8/volume-8-issue-3-\(fall-2014\)/traumatic-brain-injury-and-the-transition-to-postsecondary-education-recommendations-for-student-success](https://www.nasponline.org/publications/periodicals/spf/volume-8/volume-8-issue-3-(fall-2014)/traumatic-brain-injury-and-the-transition-to-postsecondary-education-recommendations-for-student-success)
- Davies, S. C.**, & Ray, A. M. (2014). Traumatic brain injury: The efficacy of a half-day training for school psychologists. *Contemporary School Psychology*, 18(1), 81–89. <https://doi.org/10.1007/s40688-013-0003-5>
- Davies, S. C.**, Fox, E. E., Glang, A., Ettl, D., & Thomas, C. (2013). Traumatic brain injury and teacher training: A gap in educator preparation. *Physical Disabilities and Related Services*, 32(1), 55-65.
- Davies, S. C.** (2013). School psychology programs: Graduate preparation in traumatic brain injury. *Trainers' Forum: Journal of the Trainers of School Psychologists*, 31(2), 5-16.
- Hunley, S. A., **Davies, S. C.**, & Miller, C. R. (2013). The relationship between curriculum-based measures in oral reading fluency and high-stakes tests for seventh grade students. *RMLE Online*, 36(5), 1–8.
<https://doi.org/10.1080/19404476.2013.11462098>
- Davies, S. C.**, Russo, C. & Osborne, A. G. (2012). Concussions and student sports: A “silent epidemic.” Education Law into Practice special section of the *Education Law Reporter*.
- Kraemer, E. E., **Davies, S. C.**, Arndt, K. J., & Hunley, S. (2012). A comparison of the mystery motivator and the get 'em on task interventions for off-task behaviors. *Psychology in the Schools*, 49(2), 163–175.
<https://doi.org/10.1002/pits.20627>
- Davies, S. C.** (2011). Concussion awareness: Getting school psychologists into the game. *NASP Communique*, 39(7). <https://www.nasponline.org/publications/periodicals/communique/issues/volume-39-issue-7/research-based-practice-concussion-awareness-getting-school-psychologists-into-the-game>
- Ayers, J. & **Davies, S. C.** (2011). Adolescent dating and intimate relationship violence: Issues and implications for school psychologists. *School Psychology Forum*, 5(1), 1-12.

[https://www.nasponline.org/publications/periodicals/spf/volume-5/volume-5-issue-1-\(spring-2011\)/adolescent-dating-and-intimate-relationship-violence-issues-and-implications-for-school-psychologists](https://www.nasponline.org/publications/periodicals/spf/volume-5/volume-5-issue-1-(spring-2011)/adolescent-dating-and-intimate-relationship-violence-issues-and-implications-for-school-psychologists)

- Davies, S. C., Jones, K., & Rafoth, M. A.** (2010). Effects of a self-monitoring intervention on children with traumatic brain injury. *Journal of Applied School Psychology, 26*, 308-326. <https://doi.org/10.1080/15377903.2010.518587>
- Walk, A., & **Davies, S. C.** (2010). Munchausen syndrome by proxy: Identification and intervention. *NASP Communique, 39*(4). <https://www.nasponline.org/publications/periodicals/communique/issues/volume-39-issue-4/pediatric-school-psychology-munchausen-syndrome-by-proxy-identification-and-intervention>
- Parkins, J., & **Gfroerer, S. D.** (2009). Chronic pain: The impact on academic, social, and emotional functioning. *NASP Communique, 38*(1). <https://www.nasponline.org/publications/periodicals/communique/issues/volume-38-issue-1/chronic-pain-the-impact-on-academic-social-and-emotional-functioning>
- Gfroerer, S. D., Morrison, J. Q., & Hunley, S. A.** (2008). Training school psychology graduate students to address regional shortages: A distance learning model. *Trainers' Forum, 28*, 5-18.
- Gfroerer, S. D., Wade, S., & Wu, M.** (2008). Parent perceptions of school-based services for children with traumatic brain injuries. *Brain Injury, 22*, 649-656. <https://doi.org/10.1080/02699050802227162>
- Davies, S. C., & Witte, R.** (2000). Self-management and peer-monitoring within a group contingency to decrease uncontrolled verbalizations. *Psychology in the Schools, 37*, 135-147. [https://doi.org/10.1002/\(SICI\)1520-6807\(200003\)37:2<135::AID-PITS5>3.0.CO;2-U](https://doi.org/10.1002/(SICI)1520-6807(200003)37:2<135::AID-PITS5>3.0.CO;2-U)

Invited Book and Media Reviews

- Davies, S. C.** (2016). Book review of *Living with Brain Injury: Narrative, Community, & Women's Renegotiation of Identity* by J. Eric Steward (New York UP, 2014). Review appeared in *Women's Studies: An Interdisciplinary Journal, 45*, 309-311. <https://doi.org/10.1080/00497878.2016.1151743>
- Davies, S. C., Sullivan, T. S., & Timms, S.** (2011). Review of the PAR concussion app for smartphones. *NASP Communique, 40*(4), 15. <https://www.nasponline.org/publications/periodicals/communique/issues/volume-40-issue-4/software-review-an-app-for-concussion-management>
- Gfroerer, S. D.** (2009). Book review of *Evidence-based Interventions for Students with Learning and Behavioral Challenges*. *NASP Communique, 37*(8). <https://www.nasponline.org/publications/periodicals/communique/issues/volume-37-issue-8/summer-reading>
- Gfroerer, S. D.** (2009). Book review of *Handbook of Multicultural Assessment (3rd edition)*. *Education and Urban Society, 41*(3), 410-413. <https://doi.org/10.1177/0013124508327686>

Publications in professional organization newspapers, magazines, and other periodicals

- Davies, S. C.**, Kladias, A., Bernstein, E., & Montgomery, M. (Spring 2022). Behavioral health workforce education and training at the University of Dayton. *The Ohio School Psychologist*.
<https://www.ospaonline.org/index.php/members/tosp/1208-ud-behavioral-health-workforce>
- Solesbee, C. & **Davies, S. C.** (2021). Data-based decision-making within an MTSS framework for students with concussion/TBI. *NASP Communique*, 50(4), 18-20. [https://www.nasponline.org/resources-and-publications/periodicals/communique%20C3%A9-volume-50-number-4-\(december-2021\)/data-based-decision-making-within-an-mtss-framework-for-students-with-concussion/tbi](https://www.nasponline.org/resources-and-publications/periodicals/communique%20C3%A9-volume-50-number-4-(december-2021)/data-based-decision-making-within-an-mtss-framework-for-students-with-concussion/tbi)
- Davies, S. C.**, & Walsh-Messinger, J. (October 29, 2021). [How to help kids with 'long COVID' thrive in school](https://theconversation.com/how-to-help-kids-with-long-covid-thrive-in-school-169076). *The Conversation*. <https://theconversation.com/how-to-help-kids-with-long-covid-thrive-in-school-169076>
Reprinted in the [Atlanta Journal](#) November 2, 2021 and 60 other news outlets November 7&8, 2021
- Davies, S. C.**, Walsh-Messinger, J., & Greenspan, N. (2021). [Supporting students with post-acute sequelae of SARS-CoV-2 infection: Applying lessons learned from postconcussion symptoms](https://www.nasponline.org/resources-and-publications/periodicals/communique%20C3%A9-volume-50-number-1-(september-2021)/supporting-students-with-post-acute-sequelae-of-sars-cov-2-infection-applying-lessons-learned-from-postconcussion-symptoms). *NASP Communique*, 50(1), 1; 18-20. [https://www.nasponline.org/resources-and-publications/periodicals/communique%20C3%A9-volume-50-number-1-\(september-2021\)/supporting-students-with-post-acute-sequelae-of-sars-cov-2-infection-applying-lessons-learned-from-postconcussion-symptoms](https://www.nasponline.org/resources-and-publications/periodicals/communique%20C3%A9-volume-50-number-1-(september-2021)/supporting-students-with-post-acute-sequelae-of-sars-cov-2-infection-applying-lessons-learned-from-postconcussion-symptoms)
- Davies, S. C.**, Lundine, J., Wade, S. & Glang, A. (2020). Brain injury is treatable. *Brain Injury Professional*, 16(4), 24-26. <http://braininjuryprofessional.com/wp-content/uploads/2020/05/Pediatric-edition.pdf>
- Mosca, E. N., & **Davies, S. C.** (2020). University of Dayton school psychology program: Training in interventions and mental health services to develop social and life skills (NASP Domain 4). *The Ohio School Psychologist (TOSP)*, 64(4), 9-11.
- Davies, S. C.**, & Solesbee, C. (2020). Traumatic brain injury, National Association of School Psychologists (NASP) interest group. *Communique*, 48(5), 35.
<https://www.nasponline.org/publications/periodicals/communique/issues/volume-48-issue-5/traumatic-brain-injury>
- Davies, S. C.** (2019). Concussions and Return to School: What Parents Need to Know. *The Conversation*. <https://theconversation.com/concussions-and-children-returning-to-school-what-parents-need-to-know-121357>
- Davies, S. C.** (2019). Helping children at home and school: Traumatic brain injury and concussion. In G. Bear & K. Minke (Eds.), *Helping Children Handouts: Prevention and Intervention Strategies for Common Concerns at School and Home*. Washington, DC: National Association of School Psychologists.
- Davies, S. C.** & Bernstein, E. R. (2018). Social and emotional support for students with persistent concussion symptoms. *The Ohio School Psychologist*, 63(2).
<https://www.ospaonline.org/index.php/members/tosp/994-students-with-persistent-concussions>
- Russo, C.J. & **Davies, S.** (2017). "Recent Federal case spotlights school's concussion protocol." *Maintaining Safe Schools*, 23(12), 6.

- Davies, S. C.**, Tedesco, M. F., Garofano, J. S., & Jantz, P. B. (2016). The school psychologist as concussion team leader. *NASP Communique*, 45(2).
<https://www.nasponline.org/publications/periodicals/communique/issues/volume-45-issue-2/the-school-psychologist-as-concussion-team-leader>
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- Davies, S. C.** (2015). Ohio School Psychologists' Involvement with Concussion Cases. *The Ohio School Psychologist*, 59(3), 1, 5-8.
- Davies, S. C.** & Gosser, B. (2013). Conference on the future of school psychology. *The Ohio School Psychologist*, 59(1), 8-10.
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<https://www.nasponline.org/publications/periodicals/communique/issues/volume-41-issue-7/traumatic-brain-injury-interest-group>
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https://www.nasponline.org/Documents/Resources%20and%20Publications/Handouts/Families%20and%20Educators/May_13_Sexting.pdf
- Aldridge, M., Arndt, K. J., & **Davies, S. C.** (2013). Sexting: You found the sext, what to do next? How school psychologists can assist with policy, prevention, and intervention. *The Ohio School Psychologist*, 58(2), 1, 6-10.
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https://www.nasponline.org/Documents/Resources%20and%20Publications/Handouts/Families%20and%20Educators/Student_Services_-_Oct_2012.pdf
- Davies, S. C.**, & La Riche, A. (2012). Cultural immersion experience in Buenos Aires, Argentina. *The Ohio School Psychologist*, 57(2), 14-17. https://www.ospaonline.org/images/tosp/winter_tosp_2012.pdf
- Davies, S. C.**, & Jensen, M. (2011). Cultural immersion experience in Buenos Aires, Argentina. *The Scoop Newsletter*, (published by Southwestern Ohio School Psychologists Association), 2-5.
- Davies, S. C.** (2011). Concussions. *Principal Leadership*, 12-16.
- Doran-Myers, D., & **Davies, S. D.** (2010). School-based services for traumatized refugee children. *NASP Communique Online Exclusive*, 39(5).
<https://www.nasponline.org/publications/periodicals/communique/issues/volume-39-issue-5/school-based-services-for-traumatized-refugee-children> (Requested reprint from TOSP)
- Gfroerer, S. D.** (2010). Traumatic brain injury: Transition and intervention. *Southwestern Ohio School Psychologists Association Newsletter*, 2-4.

Doran-Myers, D., & Gfroerer, S. D. (2009). School-based services for traumatized refugee children. *The Ohio School Psychologist*, 55(1). https://www.ospaonline.org/images/tosp/fall_2009_tosp.pdf

Gfroerer, S. D. (2007). Part-time work as a school psychologist. *The Ohio School Psychologist*, 53(1), 10-11. https://www.ospaonline.org/images/tosp/fall_2007_tosp.pdf

Davies, S. (2000). New school assignment? Tips for a positive start. *NASP Communique*.

MEDIA CONTRIBUTIONS AND FEATURES

“[How to help kids with ‘long COVID’ thrive in school.](#)” Article originally published in *The Conversation* (October 29, 2021) reprinted in The Atlanta Journal-Constitution (November 2, 2021) and 55 other news outlets including the St. Louis Post-Dispatch, The Buffalo News, and The Arizona Daily Star (November 7 & 8, 2021).

“In the Classroom after Concussion: What University Faculty Need to Know” Video created with colleagues at the Center on Brain Injury Research and Training. <https://vimeo.com/599046777/066078ddbd> or <https://returntoschool.org/videos/228>

“Post-Secondary Transition for TBI.” Webinar for therapist training website as part of the Teen Online Problem Solving Program. Patient-Centered Outcomes Research Institute (PCORI). My contributions include segments on:

- College services and accommodations
- Transitioning to work
- Symptom-related challenges
- Self-advocacy and care coordination

<https://topstherapisttraining.fghx1wsl-liquidwebsites.com/webinars/>

“Concussion Management in Schools.” (December 2020) Webinar for Center on Brain Injury Research and Training. University of Oregon. <https://youtu.be/yuFtccgf3rQ>

“Brain Injury Prevention & Response: Training for Childcare Professionals” (August 2020). Webinar for Ohio Department of Health Early Childhood Health Trainings. http://progressive.powerstream.net/008/00153/ECH_TBI_SusanDavies.mp4

Interviewed for The Real Psychobabble Podcast on “Concussions” (December 2019). kzum.org/psychobabble

Interviewed on "Wellness Wednesday" segment on Ann Fisher's "All Sides" program on WOSU-NPR in Columbus (September 2019). All Sides is a live public affairs talk show-affiliate with NPR. The segment was titled "Wellness Wednesday: Concussion Awareness for Children." <https://radio.wosu.org/post/wellness-wednesday-concussion-awareness-children>

Created “Social and emotional support for students with concussions” (May 2018). A brief animated video designed for school psychologists and school counselors. Provided to Ohio Department of Public Safety, EMS Division. <https://youtu.be/BY0tsaYInbI>

“Kids & Concussions. It’s Not Just Sports” (May 2018). 90-Second Lecture created for the University of Dayton <https://youtu.be/jNgMxB-dICA>

Interviewed for “Academic Minute (March 24, 2017). <https://academicminute.org/2017/03/susan-davies-university-of-dayton-concussions-in-the-classroom/>. *The Academic Minute* is a platform for professors

from top universities across the country to share “groundbreaking research and how that research helps us understand and solve the big problems that matter to us all.”

Produced by WAMC/Northeast Public Radio, it airs in nearly 70 markets across the country. Inside Higher Ed, a leading website on higher education news, also shares the program daily.

Interviewed for Columbus Radio Group (March 5, 2017). Concussions in children and recovery
<http://sunny95.com/perspective/concussions-in-children/>

Developed content for Ohio Department of Health website. (2017). Return to learn: A concussion team model. Includes handbook, comprehensive team training video, teacher training video, handouts, and sample policies.
<https://www.odh.ohio.gov/health/vipp/child/returntoplay/returntolearn/Return%20to%20Learn%20-%20A%20Concussion%20Team%20Model.aspx>

Featured in University of Dayton Magazine (Winter 2016-17). Hard Knocks: Concussions, children and our schools. http://ecommons.udayton.edu/dayton_mag/215

Davies, S. C. (November 2016). *Assessment of students with traumatic brain injuries*. Webinar, as part of series for Oregon TBI Teams Training. Sponsored by Center for Brain Injury Research and Training. <https://www.youtube.com/watch?v=gNrjU7DwV4w>

Davies, S. C. (September 2016). *Managing concussions in schools: Return to Learn!* Webinar sponsored by Partners for Success and Innovation.

Interviewed for *Dayton Daily News* bullying article (December 1, 2013).
https://daytondailynews.newspapers.com/browse/dayton-daily-news_7809/2013/12/01/

Invited brain injury blog contributor for Lash Publishing. Wrote “Helping siblings of children with TBI,” posted February 27, 2013. <http://www.lapublishing.com/blog/2013/siblings-children-brain-injury/>

Interviewed for and quoted in concussion and summer sports article. *Cincinnati Enquirer* article (May 16, 2012).

Concussion podcast (recorded February 23, 2012). Sponsored by *School Psychology Forum* online journal.

Concussion webinar (October 20, 2011). Concussion identification and management: The role of the school psychologist. Co-presented with Gerald Gioia and Karen McAvoy. Sponsored by the National Association of School Psychologists (NASP).

NASP Dialogues: Adolescent Dating and Intimate Relationship Violence: Issues and Implications for School Psychologists. Podcast on Adolescent Dating Violence (Spring 2011). Presenter. (430 downloads as of 11/8/11)

PRESENTATIONS

Griffo, M. & **Davies, S. C.** (February 2022). *Fostering resilience through social emotional learning in high school students*. Poster presentation at the National Association of School Psychologists Convention. Boston, MA.

- Purdy, J., **Davies, S. C.**, & Trunk, D. (February 2022). *Instructional delivery format and student social emotional competency during the covid-19 pandemic*. Poster presentation at the National Association of School Psychologists Convention. Boston, MA.
- Davies, S. C. (October 21, 2021). *Fostering collaboration to advance brain injury research*. Installation Address at the Endowed Chair Installation Ceremony. The University of Dayton.
<https://youtu.be/mVezzR2lpFA>
- Griffo, M. & **Davies, S. C.** (February 2022). *Fostering resilience through social emotional learning in high school students*. Poster presentation at the National Association of School Psychologists Convention. Boston, MA.
- Purdy, J., **Davies, S. C.**, & Trunk, D. (February 2022). *Instructional delivery format and student social emotional competency during the covid-19 pandemic*. Poster presentation at the National Association of School Psychologists Convention. Boston, MA.
- *McCart, M. & **Davies, S. C.** (May 2021). *Best practices in return to school*. Presentation at The Center on Brain Injury Research and Training's Conference Childhood Brain Injury: Best Practices in Return to School. <https://vimeo.com/558724535/1271661509>
- ***Davies, S. C.**, & Lundine, J. P. (April 2021). *Care coordination*. Presentation at the Virtual Galveston Brain Injury Conference: Knowledge Transfer: Moving Recommendations to Actions for Young People with Brain Injury.
- Smith, L., & **Davies, S. C.** (April 2021). *School-Based Supports for Foster Families: Understanding the Experiences and Needs of the Biological Children of Foster Parents*. Poster presentation at the Ohio School Psychologists Association Spring Conference.
https://ecommons.udayton.edu/cgi/viewcontent.cgi?article=1019&context=grad_showcase
- Davies, S. C.** (February 2021). *School-based support for families of students with traumatic brain injuries*. Paper presentation at the National Association of School Psychologists Convention.
<https://doi.org/10.1080/15377903.2020.1734708>
- Noltmeyer, A., Morrison, J. & **Davies, S. C.** (February 2021). *Attracting, preparing, and retaining school psychologists: A workforce pipeline analysis*. Poster presentation at the National Association of School Psychologists Convention. <https://apps.nasponline.org/professional-development/convention/session-detail.aspx?id=19358>
- Staley, L. & **Davies, S. C.**, Hunley, S., & Boone, E. (February 2021). *Persistent developmental delays in children born with neonatal abstinence syndrome and in utero drug exposure*. Poster presentation at the National Association of School Psychologists Convention.
- Davies, S. C.** (August 2020). *Brain Injury Prevention & Response: Training for Childcare Professionals*. Webinar for Ohio Department of Health, posted to TRAIN (a public-health training site) and shared with providers through the Ohio Professional Registry on OCCRR. http://progressive.powerstream.net/008/00153/ECH_TBI_SusanDavies.mp4
- Davies, S. C.**, & Solesbee, C. (February 2020). *Data-Based Decision Making within an MTSS Framework for Students with Concussions*. Practitioner conversation presentation at the National Association of School Psychologists Convention. Baltimore, MD.

- Rockwell, R. & **Davies, S. C.** (February 2020). *Concussion Knowledge and Attitudes Among Youth Athletes and Non-Athletes*. Poster presentation presentation at the National Association of School Psychologists Convention. Baltimore, MD.
- Kolber-Jamieson, A. & **Davies, S. C.** (February 2020). *Social and Emotional Support for Siblings of Children with Autism Spectrum Disorder*. Poster presentation presentation at the National Association of School Psychologists Convention. Baltimore, MD.
- Bernstein, E. R. & **Davies, S. C.** (February 2019). *Social and Emotional Support for Students with Persistent TBI Symptoms*. Paper presentation at the National Association of School Psychologist Convention. Atlanta, GA.
- Guzman, N. & **Davies, S. C.** (February 2019). *Future School Psychologists' Perceived Intercultural Competence Growth through Studying Abroad*. Poster presentation at the National Association of School Psychologist Convention. Atlanta, GA.
- Keller, E. & **Davies, S. C.** (February 2019). *Executive Functioning Intervention for High School Students with ADHD*. Poster presentation at the National Association of School Psychologist Convention. Atlanta, GA.
- Irwin, A. & **Davies, S. C.** (February 2019). *The Influence of Study Abroad on School Psychologists' Cultural Competence*. Poster presentation at the National Association of School Psychologist Convention. Atlanta, GA.
- Davies, S. C.** (April 2018). *Brain Injury Parent Training: Prevention and Response*. Presented to Preschool Parents at Child Focus, Inc. Clermont County, OH.
- Davies, S. C.** (February 2018). *Social and Emotional Support for Students with Persistent Concussion Symptoms*. Practitioner Conversation Series at the National Association of School Psychologist Convention. Chicago, IL.
- Mescher, S. & **Davies, S. C.** (February 2018). *Experiences of School Professionals with Students Who are Homeless*. Poster presentation at the National Association of School Psychologist Convention. Chicago, IL.
- Polanco, N. & **Davies, S. C.** (February 2018). *Cyberbullying Perceptions: Middle School Students in Special and General Education*. Poster presentation at the National Association of School Psychologist Convention. Chicago, IL.
- Prater, A., & **Davies, S. C.** (February 2018). *Examining the Efficacy of a Canine-Assisted Reading Intervention*. Poster presentation at the National Association of School Psychologist Convention. Chicago, IL.
- Davies, S. C.** (May 2017). Keynote speaker. *Maintaining excellence in scholarship*. University of Dayton Graduate Student Showcase Awards.
- Davies, S. C.** (March 2017). Featured Speaker. *Ohio Return to Learn/Concussion Team Model*. Ohio Concussion Summit, sponsored by the Brain Injury Association of Ohio. Columbus, OH.
- Davies, S. C.** (February 2017). *Concussion management and progress monitoring*. Miniskills presentation at the National Association of School Psychologists Convention, San Antonio, TX.

- Tedesco, M. F. & **Davies, S. C.** (February 2017). *Concussion in school-aged children: Evaluating the effectiveness of an online training program*. Poster presentation at the National Association of School Psychologists Convention, San Antonio, TX.
- Ponzi, J. & **Davies, S. C.** (November 2016). *“Return-to-Learn” Concussion Team Model for Ohio Schools*. All Ohio Counselors Conference. Columbus, OH.
- Davies, S. C.** (October 2016). *Concussion team model/return to learn*. Presentation sponsored by Ohio Department of Health, Ohio Injury Prevention Partnership, and the Child Injury Action Group. Columbus, OH.
- Davies, S. C.** (August 2016). *Excellence in scholarship*. Presentation to Research Fellows at the University of Dayton. Dayton, OH.
- Davies, S. C.** (August 2016). *Excellence in scholarship: Tips for incoming faculty*. Presentation to new faculty members at the University of Dayton. Dayton, OH.
- Davies, S. C.** (May 2016). *A concussion team model for Ohio: The return to learn/concussion team model pilot project*. Presentation to the Ohio Injury Prevention Partnership (OIPP). Columbus, OH.
- Davies, S. C.** (April 2016). *Return-to-learn project/concussion team model*. Presentation to Ohio Brain Injury Advisory Committee. Columbus, OH.
- Davies, S. C.** (March 2016). *Traumatic brain injury and school age youth*. Presentation to faculty of Immaculate Conception School; Dayton OH.
- Feltz, L. & **Davies, S. C.** (February 2016). *Perceptions of social functioning of students with traumatic brain injuries*. Poster presentation at the National Association of School Psychologists Convention, New Orleans, LA
- Giller, K. & **Davies, S. C.** (February 2016). *Long-term executive functioning deficits in children following traumatic brain injury*. Poster presentation at the National Association of School Psychologists Convention, New Orleans, LA
- Davies, S. C.** (2015). *Ohio Return to Learn/Concussion Team Model*. Presented to teams at Milford High School (9-29-15), West Carrollton School District (10-6-15), and Watkins Memorial High School (10-19-15).
- Davies, S. C.** (2015). *Traumatic brain injury and the classroom*. Invited Presentation at Brain Injury Association of Ohio Conference, Columbus, Ohio.
- Davies, S. C.** (2015). *Concussion training for schools*. Presentation of study outcomes at the Child Injury Action Group at the Ohio Injury Action Program annual meeting.
- Lopez, L. & **Davies, S. C.** (2015). *Training college staff to recognize and respond to concussions*. Poster presentation at the National Association of School Psychologists Convention, Orlando, FL

- Anderson, N., Fehring, H, & **Davies, S. C.** (2015). *Psychosocial intervention for students with traumatic brain injuries and executive functioning difficulties*. Poster presentation at the National Association of School Psychologists Convention, Orlando, FL
- Kramer, M. & **Davies, S. C.** (2015). *Postsecondary transition for young adults with traumatic brain injuries*. Poster presentation at the National Association of School Psychologists Convention, Orlando, FL
- Lewis, A. & **Davies, S. C.** (2015). *A short-term study abroad program for school psychology graduate students*. Poster presentation at the National Association of School Psychologists Convention and Trainers of School Psychologists Conference, Orlando, FL
- Davies, S. C. (2014). *Concussion Recognition and Response in Schools*. Presented to educational teams at Miamisburg School District (9-29-14), Pickerington School District (11-5-14), and Valley View Local School District (11-17-14). Presented to school psychologists and other support staff at Hamilton County Educational Service Center (12-2-14).
- Lopez, L. & **Davies, S. C.** (2014). *Conmociones cerebrales en la escuela*. Presentation at Eseade University, Buenos Aires, Argentina.
- Davies, S. C.** (2014). *Supporting students with concussion: Getting school psychologists into the game*. Half-day workshop, at the National Association of School Psychologists Summer Conference, Pittsburgh, PA.
- Jantz, P. & **Davies, S. C.** (2014). *School-based assessment and intervention development for students with TBI*. Miniskills presentation at the National Association of School Psychologists Convention, Washington, DC.
- Davies, S. C.** & Gioia, G., (2014). *Supporting students with concussion: Getting school psychologists into the game*. Documented session, at the National Association of School Psychologists Convention, Washington, DC.
- Powers, C. & **Davies, S. C.**, (2014). *Traumatic brain injury assessment training: Current practices in graduate programs*. Poster session at the National Association of School Psychologists Convention, Washington, DC.
- Bird, B. & **Davies, S. C.** (2014). *Motivations for under-reporting concussions in collegiate athletics*. Posters session at the National Association of School Psychologists Convention, Washington, DC.
- Hendricks, E., Fritz, A., & **Davies, S. C.** (2014). *Recruitment strategies increasing students' knowledge and interest in school psychology*. Poster session at Trainers of School Psychologists Conference, Washington, DC.
- Davies, S. C.** (November 2013). *Transition from school to post-secondary life for students with TBI*. Presentation at the TBI Summit at Ohio Center for Autism and Low Incidence Disabilities Conference. Columbus, OH.
- Davies, S. C.**, & Sandlund, J. (February 2013). *School-based training and consultation to improve concussion awareness*. Paper presentation at the National Association of School Psychologists Convention, Seattle, WA.

- Jantz, P., & **Davies, S. C.** (February 2013). *Neuroimaging technology and TBI—What am I looking at?* Miniskills workshop at the National Association of School Psychologists Convention, Seattle, WA.
- Aldridge, M., Bernstein, E., & **Davies, S. C.** (February 2013). *Preparation of school psychologists in serving English language learning students.* Poster presentation at Trainers of School Psychologists Conference, Seattle, WA.
- Davies, S. C.**, & Sandlund, J. (February 2013). *Concussions in the schools.* Invited presentation to clinical educators, Dayton, OH.
- Davies, S. C.** (November 2012). *Traumatic brain injury: Teacher training programs and teacher candidate knowledge.* Poster presentation at traumatic brain injury summit at Ohio Center for Autism and Low Incidence Disabilities (OCALI) conference, Columbus, OH.
- Davies, S. C.**, Bernstein, E. R., May, J. M., & Aldridge, M. J. (April 2012). *The importance of cultural immersion in advancing cultural competency in school psychology graduate students.* Poster presentation at the Ohio School Psychologists Association Spring conference, Columbus, OH.
- Davies, S. C.** (February 2012). *Pediatric concussions: Best practices for return to school and play.* Paper presentation at National Association of School Psychologists Convention, Philadelphia, PA.
- Fox, E. & **Davies, S. C.** (February 2012). *Traumatic brain injury: Teacher training programs and teacher candidate knowledge.* Poster presentation at National Association of School Psychologists Convention, Philadelphia, PA.
- Davies, S. C.**, Bernstein, E. R., & Aldridge, M. J. (February 2012). *A cultural immersion program for school psychology graduate students.* Poster presentation at Trainers of School Psychologists Conference, Philadelphia, PA.
- Davies, S. C.**, & Ray, A. (February 2011). *Traumatic brain injury: Efficacy of a training workshop.* Paper Presentation at National Association of School Psychologists Convention, San Francisco, CA.
- Armstrong-Betts, A., & **Davies, S. C.** (February 2011). *Perceptions of executive functioning in children following traumatic brain injury.* Paper presentation at National Association of School Psychologists Convention, San Francisco, CA.
- Davies, S. C.** (November 2010). *Educational services for students with traumatic brain injuries.* Ohio Center for Autism and Low Incidence Disabilities Conference, Columbus, OH.
- Gfroerer, S. D.**, Armstrong-Betts, A., DeMers, L., & Vo, V. (February 2010). *Assessment and intervention for pediatric sleep disturbances.* Mini-skills workshop at National Association of School Psychologists Convention, Chicago, Illinois.
- Gfroerer, S. D.**, & Timms, S. (November 2009). *Improving services for students with traumatic brain injuries.* Half-day workshop at Ohio School Psychology Association Fall conference, Columbus, Ohio.
- Gfroerer, S. D.** (October 2009). *Writing and implementing appropriate educational plans for students with traumatic brain injuries.* Presentation at Brain Injury Association of Ohio Annual Conference, Columbus, Ohio.

- Gfroerer, S. D., & Timms, S.** (February 2009). *Improving services for students with traumatic brain injuries*. Mini-skills workshop at National Association of School Psychologists Convention, Boston, Massachusetts.
- Gehring, M., Brown, S., & **Gfroerer, S. D.** (February 2009). *Staff beliefs that can impact systems change*. Poster presentation at National Association of School Psychologists Convention, Boston, Massachusetts.
- Gfroerer, S. D., & Sullivan, T. S.** (September 2008). *Translating neuropsychological evaluations for educational service plans*. Presentation at Brain Injury Association of Ohio Annual Conference, Columbus, Ohio.
- Gfroerer, S. D., Morrison, J. M., & Hunley, S. A.** (February 2008). *Training school psychologists in underserved regions*. Paper presentation at National Association of School Psychologists Conference, New Orleans, Louisiana.
- Gfroerer, S. D.** (February 2008). *School-based services for students with traumatic brain injuries*. Paper presentation at National Association of School Psychologists Conference, New Orleans, Louisiana.
- Gfroerer, S. D.** (September 2007). *Improving school-based services for students with traumatic brain injuries*. Presentation at Brain Injury Association of Ohio Annual Conference, Columbus, Ohio.
- Gfroerer, S. D.** (March 2007). *Self-management of behavior: An intervention for students with traumatic brain injuries*. Poster presentation at National Association of School Psychologists Conference, New York City, New York.
- Gfroerer, S. D.** (March 2007). *Basics about brain injury*. Invited presentation at 16th Annual Early Childhood Conference, Ohio University, Lancaster.
- Gfroerer, S. D.** (March 2007). *Interventions for children and families of traumatic brain injury*. Invited presentation at 16th Annual Early Childhood Conference, Ohio University, Lancaster.
- Jones, D., & **Gfroerer, S. D.** (September and November 2005). *Brain injury and behavior*. Presentations to mental health staff in outpatient units at Cincinnati Children's Hospital Medical Center.
- Gfroerer, S. D.** (July 2003). *Self-assessment of target behaviors*. Presentation at Indiana University of Pennsylvania Symposium on Current Issues and Future Trends in Assessment.
- Gfroerer, S. D.** (April 2003). *Social skills and anger management interventions for students with emotional disorders*. Paper presentation at National Association of School Psychologists Conference, Toronto, Canada.
- Davies, S., & Witte, R.** (March 2000). *Self-management and peer-monitoring to improve behavior of children with ADHD*. Paper presentation at National Association of School Psychologists Conference, New Orleans, Louisiana.
- Davies, S., & Luftig, R.** (April 1999). *Self-management and peer-monitoring to improve behavior of children with ADHD*. Presentation at American Educational Research Association (AERA) Meeting, Montreal, Canada.
- Davies, S., & Wang, A.** (November 1997). *A comparison of student, alumni, and faculty suggestions for improving college instruction*. Paper presentation at 17th Annual Lilly Conference on College Teaching,

Miami University.

Davies, S., & Wang, A. (March 1997). Alumni suggestions on good college teaching. Paper presentation at Lilly Conference on College Teaching, Lake Arrowhead, California.

Wang, A., & **Davies, S.** (March 1997). *A cross-cultural comparison on students' perceptions of good teaching.* Paper presentation at Lilly Conference on College Teaching, Lake Arrowhead, California.

Witte, R., & **Davies, S.** ADHD In-Services presented to Middletown City Schools (March, 1997) and Fairfield Central Elementary School (November 1996), Ohio.

TEACHING

Graduate Classes at UD:

Internship	Fall, Summer, Spring 2009-2020; Spring 2022
Counseling Diverse Learners (Study abroad course in Buenos Aires, Argentina)	Summer 2018, 2016, 2014, 2011
Role and Function of the School Psychologist	Annually fall 2016 to present; 2006-2014
Orientation to the Educational Process	Spring, 2011-2018; Fall, 2009; Spring, 2007
Child and Adolescent Psychopathology	Spring 2020; 2014; Spring, 2012; Spring, 2010; Summer
Thesis	Spring 2020; Spring 2016
Biological Bases of Behavior	Spring 2019; 2017; 2015; 2011; 2009; 2008
Shadowing Practicum	Annually fall 2016 to present; 2006-2014
Crisis Intervention and Prevention in Educational Settings	Summer 2012-2015; Spring, 2010; Spring, 2009
Human Development and Learning	Summer, 2014, 2015
Academic Assessment for Intervention	Spring, 2008; Spring, 2007
Practicum for Academic Assessment for Intervention	Spring, 2008; Spring, 2007
Social/Behavioral Assessment For Intervention	Fall, 2008
Practicum for Social/Behavioral Assessment For Intervention	Fall, 2008
Assessment for Intervention and Accountability	Spring, 2009; Spring, 2008
Practicum for Assessment and Intervention and Accountability	Spring, 2009; Spring, 2008
Counseling Diverse Learners	Fall, 2007
Culminating Seminar	Summer, 2007
Organization and Administration of School Systems	Summer, 2009; Spring, 2007
Curriculum and Instruction for Diverse Learners	Summer, 2007
Counseling Theories	Spring, 2007
Evaluation of Mental and Emotional Disorders	Summer, 2007-2013
The Psychology of Learning Disabilities and	Summer, 2007

Other Exceptionalities	
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Graduate Classes Taught at Miami University

Group Counseling
 Counseling Practicum
 Supervised Public School Experience

Undergraduate Level Courses

Taught at Miami University

Human Development and Learning
 Assessment, Evaluation, and Educational Planning for Children Ages 3-8
 Assessment and Evaluation in Educational Settings

Directed Student Learning

Thesis Committees—Completed Projects

***Bold**=I was chair

Intern Year 2020-21

NAME	THESIS TOPIC
Little, Erika	School psychologists' perceptions of educators on special assignment
Staley, Elizabeth	Persistent developmental delays in children born with neonatal abstinence syndrome and In utero drug exposure
Alkhafaf, Farah	Culturally and linguistically diverse students and acculturative stress
Gear, Brooks	The efficacy of online traumatic brain injury training for pre-service educators
Hube, Carly	Restraint, seclusion and implementation of positive behavior interventions and supports
Mosca, Emily	Restraint and seclusion in Ohio: school psychologists' experiences and perceptions
Osterhaus, Paige	Educators' perspective of suicide prevention program: Hope squad
Smith, Lauren	School-based support for foster families: Understanding the experiences and needs of the biological children of foster parents
Steidl, Kristina	The impact of coloring mandalas on test anxiety in adolescents

Intern Year 2019-20

NAME	THESIS TOPIC
Boyer, Zachary	The Relationship Between Socioeconomic Status and Grit
Dudley, Brianna	Teacher Perceptions and Discipline Disproportionalities in Schools
Kolber-Jamieson, Alison	Social Emotional Support for Siblings of Children with ASD
Rockwell, Rachael	Concussion Knowledge and Attitudes in Youth Athletes in High Risk and Low Risk Sports

Trame, Kearsten	Best Practices for Parental Involvement in Suburban Schools
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Intern Year 2018-19

NAME	THESIS TOPIC
Boyd, Rachel	Effects of Free Response and Prompted Gratitude Journaling on Middle School Students' Subjective Well-Being
Irwin, Alexa	The Long-Term Influence of Study Abroad on Mid-Career School Psychologists' Perceived Cultural Competence
Keller, Elizabeth	Executive Functioning Intervention for Middle School Students with Attention-Deficit/Hyperactivity Disorder
Lovett, Sara	The perceived plausibility of full service community schools
Moeller, Juliana	Evaluation of a Small Group Executive Functioning Intervention with Fourth Grade Students
Tipple, Caitlyn	Teacher Knowledge of Child and Adolescent Suicide Warning Signs and Risk Factors

Intern Year 2017-18

NAME	THESIS TOPIC
Ameigh, Asia	Evaluation of the Sparkle Effect program: Its impact on adolescent self-esteem and social relationships
Depew, Molly	The Relationship between Perceived Parenting Styles and College Sophomores' Independence
Fragapane, Emily	School discipline practices: Language differences in office discipline referrals
Guzman, Nicole	Perceptions of short-term study abroad experiences on intercultural competence in school psychology graduate students
Hiatt, Sara	Middle school teachers' knowledge and training regarding anxiety identification
Lazarte, Katrina	Evaluation of a school-based cognitive behavioral group intervention: The Worry Box technique
Mescher, Sarah	Collaboration and Experiences of School Professionals with Students Who Are Homeless
Polanco, Noelia	Cyberbullying in Middle Schools: Perceptions of Special Education and General Education Students
Prater, Amanda	The Effect of a Canine-Assisted Reading Intervention on Second Grade Students' Oral Reading Fluency (ORF) Performance and Attitude toward Reading

Stasiak, Megan	Teachers' Experiences with and Perceptions of Working with Students Exposed to Trauma
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Intern Year 2016-17

NAME	THESIS TOPIC
Drake, Brian	An Examination of the Alignment between Individualized Education Program (IEP) Goals and IEP Progress Reports
Evans, Lauren	Encouraging Parental Involvement: The effectiveness of parent education program in one urban charter school
Ferris, Caitlin	The Brief Coping Cat Program for Children with Comorbid Autism and Anxiety: Implementation in a school setting
Flynn, Michaeline (Maxie)	Post-Secondary Transitions for High-Functioning students with disabilities
Hundley, Allie	Effectiveness of Preschool Parent Training for TBI Prevention and Response
Jones, Brad	Animal Assisted Therapies and Reading Interventions: Attitudes and Perceptions of Educators
Kuebel, Laura	Effectiveness of Social Skills Curricula on Preschool Social Intelligence and Emotion Recognition
May, Ryan	Implementation of a stress reduction intervention for third grade students
Pitts, Shantell	Self-care and school psychologists: A qualitative study examining burnout prevention and career satisfaction
Tedesco, Maria	Concussion in school-aged children: identifying the effectiveness of an online concussion training program

Intern Year 2015-16

NAME	THESIS TOPIC
Beigel (Burdiss), Lesley	Twice Exceptionality: Examining intervention outcomes for students who are gifted and experience anxiety in a school setting
Feltz, Lindsey	Teacher, parent, and self-perceptions of social functioning in youth with traumatic brain injury
Giller, Kayla	Long-term executive functioning deficits in children after a traumatic brain injury
Koehler, Kourtney	Teacher alignment with school discipline practices: impact on student outcome
Lopez, Lisa	Training college staff to recognize and respond to concussions
Metze, Melodie	Teachers' experiences with students who are homeless
Welch, Melissa	School-based application of a cognitive-behavioral intervention for students with anxiety and co-occurring academic skill deficits

Intern Year 2014-15

NAME	THESIS TOPIC
Anderson, Natalie	Evaluation of a psychosocial intervention for a study with a traumatic brain injury and executive functioning difficulties
Deacon, Sharon	Evaluation of a training on teachers' identification of anxiety in students

Drought, Sarah	School climate for sexual minority youth: Reflections by college-age adults on K-12 experiences
Fehring, Heather	Evaluation of a psychosocial intervention for a study with a traumatic brain injury and executive functioning difficulties
Kramer, Michaela	The post-secondary transition experience for young adults with traumatic brain injuries
Lewis, Abigail	Evaluating the effectiveness of a short-term study abroad program for school psychology graduate students
Long, Polly	Diminishing the discipline gap: restorative justice as a promising alternative in one urban school
Stidham, Kelley	General education teachers' perceptions of educating students with autism spectrum disorder in an inclusive classroom setting
Thomas, Myra	Evaluation of a packaged intervention for treating selective mutism: Application in a school setting

Intern Year 2013-14

NAME	THESIS TOPIC
Bird, Brenna	Motivations for underreporting concussions in collegiate athletics
Kunert, Rachel	Number sense: A comparison of a packaged program and a research-based strategy
Fletcher, Bradford	Current school-based assessment methods for identifying students with anxiety: A survey of school psychologists
Flynn, Lauren	School psychologists use and awareness of social emotional learning programs
Fritz, Amanda	Efficacy of targeted recruitment strategies on students' knowledge of and interest in school psychology
Gosser, Brooke	Anxiety interventions in schools: A survey of school psychologists
Hendricks, Emily	The impact of school psychology awareness week activities on graduate program recruitment
Peltz, Lindsay	At-risk students' participation in after school programs: Impact on academic achievement
Powers, Chris	School psychologists' training and TBI assessment: Current practices in graduate programs
Stevens, Keilah	Teachers' experiences working with students in foster care

Intern Year 2012-13

NAME	THESIS TOPIC
Jim Ayers	Should he stay or should he go? How parents decide to enroll or withhold a late-birthdate child from kindergarten
Nick DeGrazia	Measuring and estimating reading growth using dynamic indicators of basic early literacy skills
Morgan Jensen Aldridge	English language learners: The amount of instruction school psychology graduate students are receiving and the knowledge of current school psychology interns
Mike Crenshaw	College services for students with TBI
Kemba Hubbard	Barriers to Parental Involvement: Exploring the Voice of the Urban, Indigent Parent

Jenna Harmon Sandlund	School-based training and consultation to improve concussion awareness
Ryan Sheets	General education teachers' knowledge of response to intervention

Intern Year 2011-12

NAME	THESIS TOPIC
Gillespie, Debbie	Exploring internal consistency for DIBELS ORF passages for educational decision making
La Riche, Autumn	Curriculum-based measures for students of diverse ethnicities
Parkins, Jason	Teachers' understanding of chronic pain and its impact on student functioning
Seaver, Allison	International student success

Intern Year 2010-11

NAME	TOPIC
Armstrong-Betts, Alison	Perceptions of executive functioning in preschool aged children following traumatic brain injury <ul style="list-style-type: none"> • Presented at NASP 2011
Walk, Alex	TBI: Teacher knowledge and skills <ul style="list-style-type: none"> • Presented at NASP 2011
Doran-Myers, Dana	TBI: School psychologist knowledge and skills <ul style="list-style-type: none"> • Presented at NASP 2011 and Stander
Ray, Ashlyn	Efficacy of a TBI training workshop <ul style="list-style-type: none"> • Presented at NASP 2011
Fox, Emily	Teacher training programs and TBI <ul style="list-style-type: none"> • Presented at NASP 2012
Vo, Vi	ELL intervention case studies
Harrison, Jessi	Yoga intervention for test anxiety
Stanley, Brooke	Sleep correlates with negative behaviors in elementary students
Rhinehart, Barb	Video modeling, autism
Sinclair, Liz	The instructional response to RTI in the classroom: How teachers met the demands of a tiered system

Intern Year 2009-10

NAME	THESIS TOPIC
Kraemer, Lisa	The mystery motivator for students with behavior problems <ul style="list-style-type: none"> • Published in <i>Psychology in the Schools</i> in February 2012
Paputsakis, Rachel	Adolescent gender differences in perceived general and interpersonal mattering
Gilmore, Amanda	Autism program evaluation
MacLennan, Kari	Treatment integrity in ORF intervention for third grade students
Herre, Jamie	Effects of story mapping on comprehension skills of students with ADHD
Lovins, Kristen	Artstreet assessment: Measuring changes in community, creativity, and diversity in University of Dayton students

Shawnee State Cohorts (Satellite UD Training Program)

NAME	TOPIC
Applegate, Marin	Assessing the homework component of a tier one social skills curriculum
Caproni, Regina	Assessing the homework component of a tier one social skills curriculum
Ellis, Amy	Assessing the homework component of a tier one social skills curriculum
Barr, Cathy	Effects of a repeated reading intervention on the reading fluency and comprehension of secondary students with disabilities
Goodwin-Gerrard, Amy	Social stories: A behavior intervention for preschool children
Payton, Deana	Support services for college students w/Aspergers Syndrome
Gulley, Jean	The effects of social connectedness on resiliency and emotional competence in preschoolers
Kyne, Carrie	Repeated reading: An intervention to help the older struggling reader
Malone, Talitha	Program evaluation: The impact of using fast forward as an intervention for reading achievement in an Appalachian elementary school

Intern Year 2008-09 or earlier

NAME	TOPIC
Sarah Cooney	Comparison of video and live modeling for autism
Boertje, Mark	The effectiveness of the phonics dance
Miller, Chrissy	Correlation between ORF and Gr. 7 reading achievement test
Rabatsky, Julie	Case study evaluation
Trunk, Dan	Assessing treatment integrity in an RTI case study framework
Weber, Katie	An analysis of faculty development levels of use outcomes at one higher education institution
Case, Amy	The effects of a class-wide group contingency to increase tootling

External Dissertation Committee Member

2018

NAME	TOPIC
Bobbie Fiori	School principal as an instructional leader: Connections between principal evaluation and student achievement
Chair: Dr. Dave Dolph	Institution: University of Dayton; Educational Administration

2016

NAME	TOPIC
Holly Manley	Development of an instrument to assess decision making among persons with and without traumatic brain injuries.
Chair: Dr. Christy M. Walcott	Institution: Eastern Carolina University

Graduate Student Fellowship Awardees

2019: Alison Kolber-Jamieson

2018: Alexa Irwin

2017: Nicole Guzman
2011: Allison Seaver
2010: Dana Doran-Myers, Ashlyn Ray, Alexandra Walk
2009: Dana Doran-Myers

SERVICE and LEADERSHIP

DEPARTMENT

- School psychology program director (January 2011-present)
- School psychology internship coordinator (August 2010-June 2020)
- Developed and led school psychology diversity, equity, and inclusion team (August 2019-present)
- Supervised two graduate students on UD Human Rights Center Research and Advocacy Summer Grant—Restraint and seclusion in Ohio schools (2019)
- Developed and led cultural immersion program in Buenos Aires, Argentina (Summer 2016, 2014, and 2011) and San Jose/Osa Peninsula, Costa Rica (2018)
- Chair, Search committee for Assistant Professor, School Psychology (2018)
- Chair, Search committee for Assistant Professor, Higher Education and Student Affairs, Counselor Education and Human Services (2017)
- Developed and led School Psychology Research Colloquium (annually May 2017-present)
- Department promotion and tenure committee chair (Fall 2016)
- Sabbatical committee (2015-present)
- Faculty advisor for School Psychologists at University of Dayton (SPUD) graduate student organization (Fall 2006-present)
- Faculty supervisor for NASP student leader (2006-2019)
- School Psychology Program Committee (Fall 2006-present)
- Advising school psychology graduate students (Fall 2006-present)
- Advising school counseling graduate students (2008-2010)
- Development of five online and hybrid courses

DIVISION SERVICE

- School of Education and Health Sciences Leary Chair for Innovation in Education, Health & Wellness (2020-present)
- Learning/wellness committee workgroup (2022-present)
- Ph.D. program development committee (2021-present)
- Established platform for creative dissemination of SEHS research—SEHS Research Brief Videos (2020)
- Search committee for Dean of the School of Education and Health Sciences (2019-20)
- Promotion and tenure committee, Department and School of Education and Health Sciences, member (2020-present; 2013-2017)
- School of Education and Health Sciences Strategic Planning Workgroup, Priority Issue #1: Develop distinctive, new programs (2017-18)
- Honors and awards committee (2017-2019)
- Clinical faculty promotion document committee (2016-17)
- Chair of search committee, Associate Dean for Undergraduate Education (2015)
- Search committee member, Content Specialist for School of Education and Health Sciences (2014)
- Search committee, Director of Online Learning for School of Education and Allied Professions (2012)
- Presentations on traumatic brain injuries to undergraduate education classes (Spring 2012).
- School of Education and Allied Professions International Initiatives Committee (2009) and Strategic Planning Committee for advancing international and intercultural citizenship and engagement (2010)

- School of Education and Allied Professions faculty affairs committee, member (August 2008-May 2010)
- Advising undergraduate honors thesis student from health and sports sciences department (2009-2010). Alexandra Harris, HSS. Topic: Pediatric traumatic brain injury: Being asymptomatic before returning to sports and school.
- School of Education and Allied Professions Congress, member (Fall 2006-present)

UNIVERSITY SERVICE

- Developed and led Brain Health Collaboratory (BHC), which also links to community (2021-present)
- Faculty mediator (2022)
- Research Council (2015-2021)
 - Chair, social sciences, arts, and humanities subcommittee (2016-2021)
- Faculty Training: Teaching Best Practices for Working with Neurodiverse Students. Invited to lead this faculty development session for faculty at the University of Dayton Law School (January 28, 2022)
- Support during COVID (September and October 2020)—designed and led online support sessions for faculty and staff in the School of Education and Health Sciences and the School of Engineering
- University Promotion and Tenure Committee (2015-2018)
 - Chair, 2017-2018
- Member of workgroup on Working with Children in Residential Settings in a Global Context.
- Search committee for Assistant Professor, Clinical Health Psychology, Psychology Department, College of Arts and Sciences (2017)
- International Education Week Panel (November 1, 2017)
- University of Dayton Institutional Review Board (IRB), Member (Spring 2010-2017)
- Strategic Visioning Committee; Workgroup 3: How we discover and engage (2016)
- Faculty Maternity Leave Policy Committee (2013-present), including co-facilitating faculty exchange series
- Graduate Program Directors (August 2010-present)
- Conduct Midterm Instructional Diagnosis (MID) teaching evaluations (at least one per year, 2010-present)
- Mentored graduate student coaches for undergraduate students with head injuries (2006-2008)

STATE-LEVEL SERVICE

- State Consultant, Ohio Department of Higher Education (2019, one program; 2018 two programs)
- School psychology program reviewer for the Ohio Department of Higher Education (2019)
- Related services shortage workgroup for Ohio Department of Education (2017-19)
 - Fiscal subcommittee member
- Ohio School Psychologists Association Scholarship Selection Committee (2017)
- Advisory board, Cincinnati Children's Hospital Medical Center. Project title: Understanding and Promoting Successful Community Living and Participation during the Transition to Adulthood following Pediatric Brain Injury
- Ohio Inter-University Council (IUC) of School Psychology Programs President (2015-16); site approval coordinator (2013-present); and member (2006-present)
- School psychology intern conference planning committee; with faculty from Miami University, The Ohio State University, and University of Cincinnati. Columbus, Ohio (2018; 2015; 2012).
- Co-chair of joint Inter-University Council (IUC)/Ohio School Psychology Association (OSPA) task force to address the shortage of school psychologists in Ohio (2015-2017)
- External Promotion and Tenure Reviewer
 - Review of publication record of candidate for promotion to the rank of Associate Professor; Department of School Psychology, Higher Education, and Counselor Education in the College of

Social Justice and Human Service at The University of Toledo, April 2016

- Ohio School Psychologists Association (OSPA) executive board representative for IUC (2015-16)
- Southwestern School Psychology Association (SWOSPA) fall conference co-coordinator (2013, 2014)
- Presented TBI inservice to Dayton Public Schools psychology staff (February 2012).
- Brain Injury Association of Ohio (BIAOH), Board Member (January 2010-2013)
 - Fall conference planning committee
- Statewide Traumatic Brain Injury (TBI) Education Network, Member (2009-2012)

NATIONAL AND PROFESSIONAL SERVICE

- Guest editor of the peer-reviewed journal *NeuroRehabilitation* on the topic of Pediatric Educational Re-Entry after TBI (2022)
- Recorded resource video for parents on Postsecondary Transition for Adolescents with TBI for Road-to-Recovery Project, led by Dr. Shari Wade (Primary Investigator--Cincinnati Children's Hospital) and Dr. Stacey Raj (Associate Professor of Psychology, Xavier University)
- Co-led the Virtual Galveston Brain Injury Conference: Knowledge Transfer: Moving Recommendations to Actions for Children and Young Adults with TBI. Participants included 50 leading pediatric brain injury researchers, practitioners, and policy makers from across the country. Sessions focused on the themes of RECOGNIZE, MONITOR, and CARE, with Dr. Davies assisting in conference planning and leading the care coordination strand (April 2021)
- Reviewer of content for concussion education modules for the Centers for Disease Control and Prevention "Heads Up" website (January 2020)
- Table facilitator at professional networking session sponsored by Trainers of School Psychologists and the Future Faculty Interest Group at the National Association of School Psychologists Convention. Led discussion related to integrating teaching/research/service. Baltimore, MD (February 2020)
- National Association of School Psychologists (NASP) Traumatic Brain Injury Interest Group, Founder and Coordinator (Spring 2010-present)
- Galveston Conference on Pediatric Brain Injury (May 2020 and May 2019)
 - Care group co-facilitator
- National Collaborative on Children's Brain Injury (NCCBI), Invited Member (2018-present)
 - Chair of Common Data Elements Subcommittee (2018-20)
- Manuscript reviews for peer reviewed journals: *International Journal of Speech-Language Pathology* (2022), *Contemporary School Psychology* (2022; 2021, 2020, 2019, 2017, 2014), *Intercultural Education* (2020, 2016), *School Psychology International* (2019), *Journal of Applied School Psychology* (2019), *Education Administration Quarterly* (2018), *Studies in Graduate and Postdoctoral Education* (2018), *Exceptionality* (2017), *Journal of Clinical Sport Psychology* (2017), *Neuropsychology* (2014), *School Psychology Review* (2012), and *Disabilities and Rehabilitation* (2012, 2008).
- Invited participant, National Return to School Concussion Meeting (December 2016). Represented National Association of School Psychologists, the state of Ohio, and the University of Dayton. Sponsored by Centers for Disease Control and University of Maryland School of Law; Baltimore, Maryland.
- Consultant (August 2015-present; 2012), Center on Brain Injury Research and Teaching (C-BIRT) at the University of Oregon.
- Contributor to and reviewer of Heads Up to Schools: Know Your Concussion ABCs; Centers for Disease Control and Prevention (2014)
- School psychology futures conference host site (2012)
- Invited participant, Expert Concussion Workgroup (July 2012). Centers for Disease Control; Atlanta, Georgia.
- Invited reviewer of new concussion policy (July 2012). American Academy of Neurology.

- Authored questions for the school psychology PRAXIS (ETR) test.
- Invited reviewer, Series of articles on traumatic brain injury (2011). *NASP Communique*.
- Invited reviewer, Concussion Fact Sheet (October 2011). Centers for Disease Control.
- Portfolio reviewer for Nationally Certified School Psychologist candidates (Spring 2008-Fall 2010)
- Regular contributor to the regional school psychology association (SWOSPA) newsletter
 - University corner, topics of interest, NASP presentation summaries, etc.
- Engaged in ongoing collaboration with Cincinnati Children's Hospital, Division of Physical Medicine and Rehabilitation, providing school/educational perspectives for various initiatives.
 - Ex: Reviewed application for Rehabilitation Research and Training Center (RRTC) for Traumatic Brain Injury Interventions in Children

PUBLIC SERVICE

- Developed online toolkit for Family Engagement Collaborative website related to traumatic brain injuries: <https://tbitoolkit.tumblr.com/> (2020)
- Advisory board, Cincinnati Children's Hospital Medical Center. Project title: Understanding and Promoting Successful Community Living and Participation during the Transition to Adulthood following Pediatric Brain Injury (2018-19)
- Girl Scouts of Western Ohio troop leader (#41289, 2013-2019; #43696, 2015-16)
- Principals' advisory committee at local elementary school (2013-2015)
- Curriculum-based measurement, weekly progress monitoring of 1st grade class (2011-12; 2013-14) and 2nd grade class (2014-15)
- Worked with local school district to coordinate volunteers for curriculum-based measurement (CBM) grade-wide norming (2012)
- Psychology presenter at local school district science night (annually, 2009-present)
- Expert witness for custody dispute court case (Clermont County, May 2009)
- Curriculum/programs strategic planning committee for Milford Exempted Village School District (2008-09)

FACULTY DEVELOPMENT ACTIVITIES

- UD Center for Leadership session "Going from Peer to Supervisor" (August 23, 2022)
- Leadership UD participant (2019-20)
- Intercultural Learning Through Education Abroad Workshop (November 10, 2017)
- University of Dayton Research Institute grant writing group, facilitated by Dr. Mary Connolly, 2014-15
- Grant writing workshop (2015) presented by Dr. George Gopen
- University of Dayton Diversity Across the Curriculum program (2014)
- Grant writing workshop (2013) presented by Dr. Mary Licklider
- University of Dayton Research Fellows Program (2012)
- Trainers of School Psychologists Conference (annually, 2006-present)
- National Association of School Psychologists Convention (annually, 2006-present)
- National Conference on Contemporary Issues in School Psychology Education and Training (March 2010). Loyola University, Chicago, IL.
- School Psychologist Research Collaboration Conference (SPRCC), invited participant. August 2009. Toronto, Canada.
- University of Dayton Teaching Fellows program (August 2007-April 2008)
- Presenter, University of Dayton School of Education and Allied Professions Building a Research Community Day
 - 2022: Supporting students after concussion: What college faculty need to know
 - 2021: Brain health research collaborative

- 2020: School-Based Support for Families of Students with Traumatic Brain Injuries
- 2019: College Disability Services for Students with Traumatic Brain Injuries
- 2018: School-Based Social and Emotional Support for Students with Concussions
- 2017: School-Based Concussion Teams
- 2013: Traumatic brain injuries in high school and college students
- 2012: School-based training and consultation to improve concussion awareness
- 2011: Evaluating the outcomes of a cultural immersion program
- 2010: A school-based consultation model to improve services for students with traumatic brain injuries
- 2009: Traumatic brain injury: Educator knowledge and skills
- 2008: Self-monitoring of behavior: An intervention for students with traumatic brain injuries

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