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Curriculum Vitae

PROFESSIONAL CERTIFICATIONS AND LICENSES:

Licensed Psychologist (PY 6421), State of Florida, Department of Health, August 2001.

Licensed School Psychologist (SS 758), State of Florida, Department of Health, October 2002.

Credentialed by the National Register of Health Service Providers in Psychology (Registrant Number 50457), September 2002.

Nationally Certified School Psychologist (Certification Number 32978), National Association of School Psychologists, March 2001.

Certified School Psychologist Pre-K-12 (Department of Education Number 832453), Florida Department of Education, July 2000.

Certified in Exceptional Student Education K-12 (Department of Education Number 832453), Florida Department of Education, June 2003.

EDUCATION:

Doctorate of Philosophy in School Psychology with emphasis in Early Intervention, APA Accredited and NASP Approved Doctoral Program, University of Florida, Gainesville, Florida, August 2000.

Master of Arts in Education in School Psychology, APA and NASP Accredited Graduate Program, University of Florida, Gainesville, Florida, August 1998.

Master of Education in Elementary Education, University of Florida, Gainesville, Florida, May 1995.

Bachelor of Arts in Elementary Education, University of Florida, Gainesville, Florida, May 1993.

Associate of Arts, Indian River Community College, Ft. Pierce, Florida, August 1991.

CLINICAL AND ADMINISTRATIVE EXPERIENCE:

Psychologist, Clinical Private Practice Specializing in Child and Adolescent Psychology, Pediatric Neuropsychology, and School Psychology. April 2003 – present.

Clinical responsibilities include, but are not limited, to psychological and neuropsychological assessment of children, adolescents, and young adults, therapeutic counseling, family training, child advocacy, litigation support, and consultation with families, school districts, and funders.

Pediatric Program Director/Psychologist (Pediatrics and Adults), Florida Institute of Neurologic Rehabilitation (FINR). November 2001- April 2003.

Clinical responsibilities included psychological and neuropsychological assessment of children, adolescents, and young adults with brain injuries and other neurologic impairments, developing proposed treatment plans, therapeutic counseling, facilitating family training classes, consultation with families, school districts, and funders, and planning and implementing intervention programs to remediate behavioral and academic difficulties. Supervisory responsibilities included administration of all aspects of FINR's pediatric educational and residential programs, including management of a K-12 school, supervision of teachers, teacher assistants, and direct care staff, curriculum development, regulatory compliance, interaction with public school systems, establishing, maintaining, and implementing policies and procedures to ensure appropriate clinical practices, overseeing continuous assessment and improvement of the overall rehabilitation program, maintaining quality control, selecting appropriate professional development activities, and coordinating the therapy, behavior modification, and vocational programs for all of FINR's pediatric clients.

Psychologist, Pinellas County Schools, Largo, Florida. August 2001-October 2001.

Clinical responsibilities included psychological, neuropsychological, and functional assessment of children, adolescents, and young adults, therapeutic counseling, participation on interdisciplinary teams making placement decisions, consultation with families and teachers, planning and implementing intervention programs to remediate behavioral and academic problems, and participating in group and behavioral interventions for social skills deficits, anger management, and other emotional and/or behavioral problems.

Post-Doctoral Training in School Psychology and Pediatric Neuropsychology, Pinellas County Schools, Largo, Florida. August 2000-August 2001. Supervisor: Camille Fine, Ph.D., Pediatric Neuropsychologist.

Clinical responsibilities included psychological, neuropsychological, and functional assessment of preschool and school age children, participation on interdisciplinary teams making placement decisions, consultation with families and teachers, planning and implementing programs to remediate behavioral and academic problems, and participating in group and behavioral interventions for social skills deficits and other emotional and/or behavioral problems.

Psychology Intern, Pinellas County Schools, Largo, Florida. August 1999-August 2000. Supervisors: Thomas Oakland, Ph.D., Ralph Bailey, Ph.D., David Wheeler, Ph.D., and Camille Fine, Ph.D.

Clinical responsibilities included psychological, neuropsychological, and functional assessment of children and adolescents, participation on interdisciplinary teams making placement decisions, consultation with families and teachers, planning and implementing programs to remediate behavioral and academic problems, and facilitating weekly therapeutic counseling sessions for children with social skills deficits and other emotional and/or behavioral problems. Bi-weekly clinical supervision sessions focused on functional neuroanatomy and the developmental, behavioral, and educational implications of neuropsychological dysfunction in children, adolescents, and young adults. Learned neurodiagnostics. Addressed possible interventions based on test findings and current issues in neuropsychological assessment and intervention.

Psychology Supervisor and Consultant, Alachua County Schools, Gainesville, Florida. January-May 1998. Faculty Supervisor: Tina Smith, Ph.D.

Responsibilities included coordinating school psychology students' practicum placements in Alachua County Schools and supervision of early childhood psychoeducational assessments.

Psychology Pre-intern in Early Childhood Assessment and Intervention, P.K. Yonge Developmental Research School and Alachua County Schools, Gainesville, Florida. December 1997-May 1998. Faculty Supervisor: Tina Smith, Ph.D.

Responsibilities included consultation with families and early childhood personnel regarding early childhood development, child behavior, and recommendations for appropriate and practical interventions.

Psychology Supervisor and Consultant, Alachua County Schools, Gainesville, Florida. August-December 1997. Faculty Supervisors: Craig Frisby, Ph.D., and Tina Smith, Ph.D.

Responsibilities included coordinating school psychology practicum students' placements in Alachua County Schools and supervision of intervention development and implementation.

Clinical Educator Training, University of Florida, Gainesville, Florida. September 12, 1997.

Psychology Pre-Intern in Alachua County Schools, Gainesville, Florida, January-May 1997. Faculty Supervisor: Craig Frisby, Ph.D.

Responsibilities included consultation with elementary teachers, planning and implementing programs to remediate behavioral and academic problems, and psychological assessment of school-age children. Gained assessment experience with various intellectual, achievement, social-emotional, projective, and visual-motor instruments. Consulted with teachers, other school personnel, and families concerning assessment results, recommendations, and intervention possibilities.

Psychology Pre-Intern at the Gainesville-Ocala Marine Institute (GOMI) Juvenile Rehabilitation Program, Gainesville, Florida. August-December 1996. Faculty Supervisor: Craig Frisby, Ph.D.

Responsibilities included evaluating and counseling of adolescents at a juvenile rehabilitation program serving boys and girls who have been adjudicated delinquent or were on supervision with the Department of Health and Rehabilitation Services.

Psychology Pre-Intern, P.K. Yonge Developmental Research School, Gainesville, Florida. January-April 1996. Faculty Supervisor: John Kranzler, Ph.D, and Tina Smith, Ph.D.

Responsibilities included evaluations of children and adolescents using various intellectual assessment tools. Consulted with families concerning results and recommendations.

Therapeutic Counselor, P.K. Yonge Developmental Research School, Gainesville, Florida. August-December 1995. Faculty Supervisor: Tina Smith, Ph.D.

Weekly therapeutic counseling of student with behavior problems.

Psychology Practicum Student in Systems Assessment, Alachua County Schools, Gainesville, Florida, August-December 1995. Faculty Supervisor: John Kranzler, Ph.D.

Observed regular and special K-12 classrooms and consulted with teachers and other school personnel concerning classroom functioning and relationships between related service providers and classroom teachers.

Elementary Education Intern, P.K. Yonge Developmental Research School, Gainesville, Florida. August-November 1993.

Assumed responsibilities of a second grade teacher.

Pre-internship in Elementary Education, Prairie View Elementary School. Gainesville, Florida. August-December 1992.

Responsibilities included classroom instruction, observation, and assistance in first grade classroom.

Pre-internship in Elementary Education, Lake Forest Elementary School, Gainesville, Florida. January-April 1992.

Responsibilities included classroom instruction, observation, and assistance in third grade classroom.

Academic Tutor, University of Florida, Gainesville, Florida. August-December 1991.

Tutored low SES minority students, grades K-6, in various subjects.

TEACHING EXPERIENCE:

Argosy University (Adjunct Professor)

Counseling Exceptional Students and Families, College of Education, Argosy University, December 2003-February 2004.

Taught graduate course focusing on counseling exceptional children and their families.

Child and Adolescent Development, College of Education, Argosy University, March 2002-May 2002.

Taught graduate course in child and adolescent development.

Eckerd College

Intern Supervisor, August-October 2001.

Supervised senior psychology intern placed in Pinellas County Schools.

Intern Supervisor, September-December 2000.

Supervised senior psychology intern placed in Pinellas County Schools.

University of Florida – School of Teaching and Learning

Early Childhood Science and Social Studies, College of Education, University of Florida, January-May 1999.

Taught two sections of undergraduate course in early science and social studies.

Introduction to Early Childhood Education, August-December 1998.

Taught an undergraduate introductory course in early childhood and early childhood special education.

Unified Early Childhood Program Intern Supervisor and Psychological Consultant, August-December 1997, August-December 1998.

Supervised graduate interns placed in elementary classrooms in Alachua County Schools.

Early Childhood Science and Social Studies, January-May 1998.

Co-taught an undergraduate course in early childhood science and social studies.

Early Childhood Science and Social Studies, January-May 1997.

Taught undergraduate course in early childhood science and social studies.

University of Florida – P.K. Yonge Developmental Research School

Afterschool Program Instructor, Gainesville, Florida, May 1995-May 1999.

Instruction in Art, Cooking/Nutrition, and other subject areas for grades Pre-K –8.

P.K. Kids Camp Instructor, Gainesville, Florida, June-July 1997.

Camp instructor at an inclusive summer camp for children in grades K-8.

Substitute Teacher, Gainesville, Florida, November 1993-May 1998.

Substituted for all grades.

PUBLICATIONS:

Published

Smith, T., Harman, J., & Duncan, T. (in press). Intervention. In W. Umansky & S. Hooper (Eds.), Young children with special needs (5th Edition). Columbus, OH: Prentice Hall.

Smith, T., & Duncan, T. (2003). Intervention. In W. Umansky & S. Hooper (Eds.), Young children with special needs (4th Edition). Columbus, OH: Prentice Hall.

Duncan, T., Kemple, K., & Smith, T. (2003). Reinforcement in developmentally appropriate early childhood classrooms. In L. Abbeduto (Ed.), Taking Sides, clashing views on controversial issues in educational psychology. New York: McGraw Hill. (Reprinted from Childhood Education, 76(4), 194-203.).

Duncan, T., Kemple, K., & Smith, T. (2003). Reinforcement in developmentally appropriate early childhood classrooms. In K.M. Paciorek and J.H. Munro (Eds.), Annual Editions in Early Childhood Education 03/04, (24th ed.). New York: McGraw Hill. (Reprinted from Childhood Education, 76(4), 194-203.).

Strangis, D.E., Kemple, K.M., & Duncan, T. (2002). Teachers' roles in supporting inclusion and peer competence: Framework for decision-making. Journal of Early Childhood Teacher Education, 23, 287-291.

Kemple, K. M., Duncan, T., K., & Strangis, D. (2002). Supporting young children's peer competence in an era of inclusion. Childhood Education, 79(1), 40-47.

Duncan, T., Kemple, K., & Smith, T. (2002). Reinforcement in developmentally appropriate early childhood classrooms. In K.M. Paciorek and J.H. Munro (Eds.), Annual Editions in Early Childhood Education 02/03 (23rd ed.). New York: McGraw Hill. (Reprinted from Childhood Education, 76(4), 194-203.).

Duncan, T., Smith, T., Kemple, K., & Jones, H. (2001). Effectiveness of token reinforcement in reducing the off-task behaviors of preschool age children. Proven Practice, 3(2), 75-82.

Duncan, T., Kemple, K., & Smith, T. (2001). Reinforcement in developmentally appropriate early childhood classrooms. In K.M. Paciorek and J.H. Munro (Eds.), Annual Editions in Early Childhood Education 01/02, (22nd ed.). New York: McGraw Hill. (Reprinted from Childhood Education, 76(4), 194-203.).

Duncan, T., Kemple, K., & Smith, T. (2000). Reinforcement in developmentally appropriate early childhood classrooms. Childhood Education, 76(4), 194-203.

Duncan, T. (2000). Preservice teachers' beliefs about developmentally appropriate practices and behavioral techniques and practices in early childhood teacher preparation programs. Dissertation.

Duncan, T. (1998). Staying above the curve: Ten tips to successful navigation of graduate school. School Psychology Times, 2(1), 3.

Duncan, T., & Rapport, M.J. (1998). Understanding & implementing OCR's sexual harassment guidance. West's Education Law Reporter, 124(1), 21-27.

Master's Papers

Duncan, T. (1998). Effectiveness of token reinforcement in reducing the off-task behaviors of preschool age children. Unpublished master's thesis. University of Florida, Gainesville, Florida.

Duncan, T. (1993). Children's multicultural literature: Does its use increase an awareness and sensitivity towards others. Unpublished master's action research paper. University of Florida, Gainesville, Florida.

EDITORIAL EXPERIENCE:

Guest Reviewer

Adolescent Anger Rating Scale Manual (2001; Deanna McKinney Burney, Author; Published by Psychological Assessment Resources, Inc).

PROFESSIONAL PRESENTATIONS:

International Refereed Conference Presentations

Duncan, T., Smith, T., Kemple, K., Jones, H., & Conroy, M. (1999, December). *An examination of early childhood preservice teachers' beliefs about developmentally appropriate practice*. Poster presented at the 1999 International Conference of the Division of Early Childhood, Washington, DC.

Duncan, T., Smith, T., & Jones, H. (1998, December). *Effectiveness of token reinforcement in reducing off-task behaviors of preschool age children*. Poster presented at the 1998 International Conference of the Division of Early Childhood, Chicago, IL.

National Refereed Conference Presentations

Duncan, T. (2002, June). *Children and adolescents with neurological impairments: Challenges faced and opportunities embraced*. Presentation presented at the 2002 Case Management Society of America Conference, Orlando, FL.

Smith, T., & Duncan, T. (2002, February). *Teachers' beliefs and attitudes towards diversity: Implications for consultation*. Presentation presented at the 2002 National Association of School Psychologists Conference, Chicago, IL.

Kemple, K., Duncan, T., & Strangis, D. (2001, October). *Teachers' roles in supporting the inclusion of peer competence: Frameworks for decision-making*. Presentation presented at the 2001 Annual Conference of the National Association of Early Childhood Teacher Educators at NAEYC, Anaheim, CA.

Duncan, T., & Smith, T. (2001, April). *Behavioral interventions in early childhood classrooms: Varying perspectives*. Presentation presented at the 2001 National Association of School Psychologists Conference, Washington, DC.

Duncan, T., Williams, S., & Smith, T. (2000, March). *The use of behavioral interventions in the early childhood classroom*. Presentation presented at the 2000 National Association of School Psychologists Conference, New Orleans, LA.

Duncan, T., Smith, T., & Jones, H. (1999, April). *Effectiveness of a token reinforcement in reducing off-task behaviors of preschool age children*. Poster presented at the 1999 National Association of School Psychologists Conference, Las Vegas, NV.

Duncan, T., Williams, S., Smith, T., & Kemple, K. (1999, April). *Issues and strategies for including young children with disabilities in developmentally appropriate preschool classrooms*. Presentation presented to the 1999 National Association of School Psychologists Conference, Las Vegas, NV.

State Refereed Conference Presentations

Duncan, T. (2002, April). *Children and adolescents with neurologic impairments: Challenges faced and opportunities embraced*. Presentation to the 2002 Brain Injury Association of Florida Professional Educational Conference, West Palm Beach, FL.

Fine, C., & Duncan, T. (2001, November). *Applications of neuropsychological principles in school settings*. Presentation at the 2001 Florida Association of School Psychologists Conference, Orlando, FL.

Duncan, T., Smith, T., Fine, C., & Jones, H. (2001, November). *Bridging the gap: Facilitating family – school psychologist partnerships*. Presentation at the 2001 Florida Association of School Psychologists Conference, Orlando, FL.

- Scott, A., Joyce, D., & Duncan, T. (2000, November). *Preparing for your school psychology internship*. Presentation at the 2000 Florida Association of School Psychologists Conference, Miami, Florida.
- Duncan, T., & Fine, C. (2000, October). *Linking intervention strategies to the functions of behavior*. Presentation at the Florida Federation Council for Exceptional Children Annual Conference, Tampa, Florida.
- Duncan, T., Williams, S., & Smith, T. (1999, November). *Strategies for including young children with disabilities in DAP classrooms*. Presentation at the 1999 Florida Association of School Psychologists Conference, West Palm Beach, Florida.
- Weber, T., & Duncan, T. (1999, November). *Distinguishing between child's play and sexual harassment in our schools*. Presentation at the 1999 Florida Association of School Psychologists Conference, West Palm Beach, Florida.
- Duncan, T., & Kemple, K. (1999, October). *Computers, families, and young children: Integrating technology into inclusive early childhood setting*. Presentation at the Florida Federation Council for Exceptional Children Annual Conference, Orlando, Florida.
- Duncan, T., Scott, A., Jones, H., & Smith, T. (1998, November). *DAP in early childhood settings: Implications for the school psychologist*. Presentation at the 1998 Florida Association of School Psychologists Conference, Tampa, Florida.
- Duncan, T., Smith, T., & Jones, H. (1998, November). *Using token reinforcement to reduce off-task behaviors of preschool children*. Poster presented at the 1998 Florida Association of School Psychologists Conference, Tampa, Florida.
- Jones, H., Duncan, T., & Conroy, M., (1998, October). *Young children with challenging behaviors: Preventative strategies to facilitate inclusion*. Presentation at the Florida Federation Council for Exceptional Children Annual Conference, Orlando, Florida.
- Duncan, T., & Hamilton, T. (1997, November). *The legal aspects of peer-on-peer sexual harassment in schools*. Presentation at the 1997 Florida Association of School Psychologists Conference, Daytona Beach, Florida.
- Hamilton, T., & Duncan, T. (1997, November). *The relationships between preschool children's gross motor skills and peer acceptance*. Poster session presented at the 1997 Florida Association of School Psychologists Conference, Daytona Beach, Florida.

Regional Refereed Conference Presentations

- Kemple, K., & Duncan, T. (2000, March). *There's a computer in the classroom! What should we do?* Presentation at the 2000 North Central Florida Association for the Education of Young Children Conference, Gainesville, Florida.

Duncan, T., Williams, S., & Kemple, K. (1999, March). *The use of reinforcement in the developmentally appropriate early childhood classroom*. Presentation at the 1999 North Central Florida Association for the Education of Young Children Conference, Gainesville, Florida.

Duncan, T., Smith, T., & Hamilton, T. (1999, March). *Young children with behavior problems: Positive strategies to modify behavior*. Presentation at the 1999 North Central Florida Association for the Education of Young Children Conference, Gainesville, Florida.

Smith, T., Jones, H., & Duncan, T. (1998, March). *Using the teaching continuum in DAP*. Presentation at the 1998 North Central Florida Association for the Education of Young Children Conference, Gainesville, Florida.

Local Presentations

Duncan, T. (2003, October). *Back to school: Recommendations for children with acquired brain injury*. Invited lecturer for pediatric neurotrauma conference presented by Ryder Trauma Center, University of Miami School of Medicine, Jackson Memorial Center Pediatric Neurotrauma and Rehabilitation Programs.

Duncan, T. (2002, September). *Children and adolescents with brain injuries and other neurologic impairments*. Invited lecturer for seminar at Jackson Memorial Hospital, Miami, Florida.

Duncan, T. (2002, July). *TBI in children and adolescents: Implications for educational setting*. Invited lecturer to teacher training hosted by the School District of Hillsborough County, Tampa, Florida.

Duncan, T. (2002, April). *Traumatic brain injury: Challenges faced and opportunities embraced*. Invited lecturer to Bon Secours St. Francis Hospital, Charleston, South Carolina.

Duncan, T. (2002, January). *Educating children and adolescents with brain injuries*. Invited lecturer to student services meeting, Broward County Schools, Ft. Lauderdale, Florida.

Duncan, T. (2001, October). *Psychological assessment in school settings*. Invited lecturer for school faculty meeting. Gulfport Elementary, Gulfport, Florida.

Duncan, T. (2001, April). *Overview of the tests 20, 21, and 22 on the Woodcock-Johnson III: Tests of Achievement*. Invited presenter for training on the Woodcock-Johnson III. Pinellas County Schools. Largo, Florida.

Duncan, T. (2001, April). *Roles and functions of the school psychologist relevant to helping children*. Invited lecturer for undergraduate course, "Behavior Management for Special Needs and At-Risk Students," University of South Florida, St. Petersburg, Florida.

Duncan, T. (2000, November). *Remediating academic and behavioral problems through individualized interventions: The school psychologist can help!* Invited lecturer for school faculty meeting. Mt. Vernon Elementary, St. Petersburg, FL.

Duncan, T. (2000, October). *Developing developmentally appropriate, individualized interventions that work*. Invited lecturer for school faculty meeting. Westgate Elementary, St. Petersburg, Florida.

- Duncan, T. (1998, November). *Young children with special needs: Using reinforcement strategies effectively in the early childhood classroom*. Invited lecturer for undergraduate course, "Social Competence in Early Childhood," University of Florida, Gainesville, Florida.
- Duncan, T. (1998, October). *Development during adolescence*. Invited lecturer for undergraduate course, "Human Growth and Development," University of Florida, Gainesville, Florida.
- Duncan, T. (1998, July). *Using a multiple baseline design to evaluate behavioral interventions in the early childhood classroom*. Invited lecturer for graduate course, "Single Subject Research Designs," University of Florida, Gainesville, Florida.
- Duncan, T. (1998, April). *Effectiveness of token reinforcement in reducing the off-task behaviors of preschool age children*. Paper presented at the Graduate Student Forum, University of Florida, Gainesville, Florida.
- Duncan, T. (1997, October). *Behavioral interventions in the elementary classroom: Tools for classroom management*. Teacher in-service presented at Octoberfest, Okeechobee County Schools, Okeechobee, Florida.
- Duncan, T. (1993, April). *Children's multicultural literature: Does its use increase an awareness and sensitivity towards others*. Action Research Symposium, P.K. Yonge Developmental Research School, Gainesville, Florida.

RESEARCH EXPERIENCE:

Standardization Examiner

Wechsler Intelligence Scale for Children – Fourth Edition (WISC-IV), September 2001-November 2001.

Administering the WISC-IV to children and adolescents as part of the test's standardization procedure.

Dissertation

An Examination of Preservice Teachers' Beliefs about Developmentally Appropriate Practices and Behavioral Techniques and Practices in Early Childhood Teacher Preparation Programs, January 1999-June 2000.

The purpose of this study was to evaluate preservice teachers' beliefs about developmentally appropriate practices and behavioral techniques and practices in early childhood, early childhood special education, and unified teacher preparation programs, and to compare the beliefs between these groups for the purpose of identifying significant differences or similarities.

Development of the Behavioral Beliefs Scale (BBS), November 1998-June 1999.

Developed and piloted a questionnaire (The Behavioral Beliefs Scale) that evaluates preservice teachers' beliefs about behavioral techniques and practices in early childhood, early childhood special education, and unified teacher preparation programs.

Graduate Research Assistant, College of Education, University of Florida, Gainesville, Florida.

DAP: Preservice Teachers' Emerging Beliefs, May 1998-August 2000.

Longitudinal study investigating changes in teachers' beliefs about child development and developmentally appropriate practice in a unified teacher education program. Responsibilities included assistance with data collection, analysis, and manuscript preparation. Faculty Supervisor: Kristen Kemple, Ph.D.

Project FACT: Functional Assessment, Collaboration, and Training for Young Children with Emotional Disturbance, November 1997-November 1998. Faculty Supervisors: Tina Smith, Ph.D., Maureen Conroy, Ph.D., and Hazel Jones Ph..D.

Responsibilities included assistance in library research, grant writing, and program development.

Behavioral Interventions in Early Childhood, May-August 1998. Faculty Supervisors: Kristen Kemple, Ph.D., and Tina Smith, Ph.D.

Engaged in research and writing investigating the use of behavioral interventions in the early childhood classroom.

Early Childhood Assessment and Evaluation, August-December 1997. Supervisor: Tina Smith, Ph.D.

Responsibilities included library research relating to early childhood assessment issues.

Educational Law and Policy, May-August 1997. Faculty Supervisor: Mary Jane Rapport, Ph.D.

Responsibilities included researching legal issues in education.

Masters

Effectiveness of a Token Reinforcement System in Reducing Aggressive and Off-task Behaviors of Pre-school Age Children, University of Florida, Foundations of Education, December 1997-May 1998. Faculty Supervisors: Tina Smith, Ph.D., Hazel Jones, Ph.D., and John Kranzler, Ph.D.

Research investigating the effectiveness of a token reinforcement system in reducing aggressive and off-task behaviors of pre-school age children.

Children's Multicultural Literature: Does its Use Increase an Awareness and Sensitivity Towards Others?, University of Florida, Instruction and Curriculum, January-April 1994. Faculty Supervisor: Tom Filmer, Ph.D.

Research investigating the effects of children's multicultural literature on school age children.

GRANTS:

Funded

Travel Grant, Graduate Student Council, University of Florida, September 1999.

Wrote grant for funding of travel expenses to International Division of Early Childhood (DEC) Conference.

Travel Grant, Graduate Student Council, University of Florida, October 1998.

Wrote grant for funding of travel expenses to International Division of Early Childhood (DEC) Conference.

Nutrition Education Training Grant, Northeast Florida Educational Consortium, P.K. Yonge Developmental Research School, Afterschool Program, October, 1998.

Wrote and coordinated yearlong grant for funding of a cooking/nutrition class in the Afterschool Program.

Nutrition Education Training Grant, Northeast Florida Educational Consortium, P.K. Yonge Developmental Research School, Afterschool Program, October, 1997.

Wrote and coordinated yearlong grant for funding of a cooking/nutrition class in the Afterschool Program.

Nutrition Education Training Grant, Northeast Florida Educational Consortium, P.K. Yonge Developmental Research School, Afterschool Program, October 1996.

Wrote and coordinated yearlong grant for funding of a cooking/nutrition class in the Afterschool Program.

COMMITTEES SERVED:

Brain and Spinal Cord Advisory Council Prevention and Education Committee, Brain and Spinal Cord Injury Program, Florida Department of Health, Tallahassee, Florida, April 2004 – May 2006.

The goal of the Brain and Spinal Cord Advisory Council Prevention and Education Committee is to ensure adequate and effective prevention and education programs and activities are provided in all areas of the state to reduce the incidence of injuries and secondary complications.

Brain and Spinal Cord Advisory Council Pediatric Committee, Brain and Spinal Cord Injury Program, Florida Department of Health, Tallahassee, Florida, September 2002-October 2003.

The Brain and Spinal Cord Injury Program can provide acute care, inpatient and outpatient rehabilitation care, transitional living services, adaptive equipment, home modifications, and other services necessary for community reintegration.

Behavior Review Committee, Florida Institute for Neurologic Rehabilitation, Wauchula, Florida, June 2002 – March 2003.

Participate in reviewing current and proposed behavior intervention plans for clients at the Florida Institute for Neurologic Rehabilitation.

Faculty Search Committee, University of Florida, Gainesville, Florida, November 1998 – March 1999.

Participated in the search for a new early childhood faculty member as a graduate representative. Responsibilities included reviewing applicants' vitae, attending all search committee meetings, participating in applicant interviews, and communicating progress of search to the early childhood student body.

HONORS:

Outstanding Service Delivery in the Practice of School Psychology Award (in conjunction with Pinellas County Schools), Presented by the Florida Association of School Psychologists, November 2000.
University Graduate Fellowship, Leadership 2000: A Unified Early Childhood & Early Childhood Special Education Program, January 1996-August 2000.
Adrian Sample Scholarship Recipient, June 1990-June 1997.
Okeechobee Cattlewomen's Scholarship Recipient, June 1990-June 1994.

MEMBERSHIPS:

American Psychological Association (APA)
 Division 40 - Division of Clinical Neuropsychology
 Division 42 - Division of Independent Practitioners
Council for Exceptional Children (CEC)
 Division for Learning Disabilities (DLD)
 Division for Early Childhood (DEC)
 Council for Children with Behavioral Disorders (CCBD)
Florida Association of School Psychologists (FASP)
National Academy of Neuropsychology (NAN)
National Association of School Psychologists (NASP)
Florida Psychological Association (FPA)

REFERENCES:

Available Upon Request