

CURRICULUM VITAE

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CURRENT POSITION

Nova Southeastern University
Professor
Director of Training, School Psychology Doctoral Program
Director of Continuing Education and Special Projects

EDUCATION

Graduate: Nova University
Program: Doctor of Psychology
Clinical Psychology
APA Accredited Program

Undergraduate: University of Miami
Major: Psychology
Minors: Microbiology, Chemistry, Mathematics

LICENSE & CERTIFICATIONS

Licensed Psychologist Florida	PY0005446
Board Certification, School Psychology (ABPP) Florida Department of Education (FDOE)	02/21/14
Certification in School Psychology 549271	07/16-06/21
Clinical Educator Supervision (30 hours) 50114200	02/02/96
Clinical Educator Train the Trainer	07/31/06
Issues and Strategies LEP (18 hours) 51718100	02/06/96

SPECIALIZED TRAINING

American Psychological Association (APA) Leadership Institute for Women in Psychology (LIWP) (2012)
NSU Administrative Leadership Program (2011)
National Institute of Health (NIH) Regional Seminar on Program Funding and Grants Administration (2011)
American Psychological Association (APA) Accreditation Site Visitor Training (2009)
American Psychological Association (APA) Self-Study Training (2009, 2011, 2013, 2014, 2016)
Coalition for Education of Exceptional Students (CEES) (03/23/09)
National Association of School Psychologists (NASP) Program Reviewer Training (2008-present)
National Council for Accreditation of Teacher Education Board of Program Reviewers (2008-present)
National Association of School Psychologists (NASP) Public Policy Training
American Red Cross Disaster Mental Health (06/23/06 – present)

ADMINISTRATIVE LEADERSHIP

Nova Southeastern University

August 1999 to present

Director of Training, School Psychology Doctoral Program

Dates: September 2013 to present

Provide leadership for internal evaluation and accreditation, facilitate review of the academic and clinical training curricula, and support curricular reviews and revisions as warranted. Lead the self-study process to obtain initial accreditation by the American Psychological Association (APA) which was obtained in 2015.

Develop and maintain practicum relationships with school districts and mental health agencies to ensure appropriate practicum placements and experiences for doctoral students. Create and maintain ongoing evaluation system of student competency, practicum placements, and supervisors. Monitor and support the internship application process for doctoral candidates.

Evaluate student competency in the areas of academic progress, practicum completion, and professional behavior. Provide feedback, and initiate remediation as warranted. Oversee the Directed Study process and approve committee members. Serve as a liaison between graduates and state licensing boards regarding questions of eligibility for licensure. Coordinated Dual Admission process with undergraduate psychology for prospective students.

Director of Continuing Education and Special Projects

Dates: August 2006 to present

Facilitating the use of Standardized Patients across doctoral curriculum to assess competency in basic interviewing skills.

Led development of a doctoral program in school psychology, including preparation of the program proposal to the university, creation of the SAC's documents, and all documentation associated with the program. Created philosophy, curriculum, competencies, goals, and course objectives based upon the standards set forth by the American Psychological Association (APA), the National Association of School Psychologists (NASP), and the Florida Department of Education (DOE). Monitored and refined curriculum based upon feedback from stakeholders as well as state and national standards. Ensured compliance with the Commission on Colleges of the Southern Association of Colleges and Schools (SACs). Leading the development of the self-study for the doctoral program to obtain accreditation by the APA.

Responsible for development of the Center's continuing education program to support lifelong learning for faculty, students and practitioners. Ensure that programs meet criteria delineated by the American Psychological Association (APA), the National Association of School Psychologists (NASP), the National Board of Certified Counselors (NBCC), and the state of Florida, Department of Health and Professional Regulations. Partnered with a variety of centers and schools within NSU and the community on continuing education events. These include the Health Professions Division for a geriatric conference, the Criminal Justice Institute for a correctional conference, the Institute for Child Health Policy, the Mailman Segal Institute for a conference on autism, and the Florida Institute on Suicide Prevention (FISP) for a conference on suicide prevention. Submitted documentation and received NASP and NBCC approval of CE program. Developed and maintain content for continuing education website. Submitted APA self-study and earned five-year re-approval for the program. Developed web-based continuing education program and APA documentation for accreditation. Partnered with the directors of the pre-doctoral internship and post-doctoral residency programs to expand continuing education offerings for the Center. Creating alumni package for continuing education.

Responsible for analyzing, compiling and presenting data on alumni across each academic program within the center. Serve as liaison within the university community for alumni information and development.

Creating a system for supporting adjunct faculty to include web-based and ground based continuing education, creating and disseminating revised handbooks, and implementing resources to support and to educate faculty in the areas of teaching and learning.

Worked with Health Professions Division, Innovation Zone, and Library to provide faculty development programs (2009 – present). Initiatives have included the use of technology to enhance teaching and learning, Turning Point, APA style update and the Counseling and Psychotherapy Database.

Supported development of a student organization, the Graduate Association of School Psychology (GrASP) promoting the educational and psychological needs of children and serve as faculty advisor.

Provide faculty leadership surrounding center-wide activities, including: Students for Real Beauty (2012), Eating Disorder Awareness Week (EDAW) (2007- present), and Child Abuse Prevention (2008 - 2010). Supported the development of a student group on Eating Disorder Awareness and served as faculty advisor (2011-2014). Provide ongoing support of the Ethnic Minority Association of Graduate Students (EMAGS) annual continuing education workshop.

Developed interest group and seminar course on the teaching of psychology, which resulted in the development of a student organization, the Teaching of Psychology, Division of Graduate Students (ToPDOGS). Collaborated with faculty in the department of undergraduate behavioral sciences to facilitate mentorship of undergraduate students and teaching opportunities for graduate students. Provide support to post-doctoral residents on faculty assignments through the association. Surveyed faculty members across the Division of Applied Interdisciplinary Studies (DAIS) to evaluate teaching preparation and skill sets.

Led the initiative to document all service learning across each academic program within the Center, to complete the university application for application for Carnegie designation (2010 - present). Led the development of an alumni questionnaire for the university to reflect all academic programs and credentialing requirements across the Center (2009 – present). Provide training to administration regarding results of all university-wide surveys of faculty, staff, students, and alumni.

Supporting center- wide implementation of the Commission on Colleges of the Southern Association of Colleges and Schools (SAC's) Quality Enhancement Plan (QEP). Conducted visits to three practicum sites for doctoral program in clinical psychology (2009). Assist in the development and implementation of a Professional Development Institute (PDI) to support clinical training of students across academic programs (2008 – present). Develop mechanisms to support and to recognize clinical supervisors at practicum sites. Assisted in the development of pre-practicum training program. Received extensive training on the NSU Gallup initiative. Trained faculty and developing center-wide plan for enhanced engagement and recognition of students, staff, and faculty. Assisted in preparation for review by the (SAC's). Reviewed faculty credentials for courses throughout the center.

Faculty Coordinator of the School Psychology Major

Dates: September 2000 – August 2006

Developed specialist program in school psychology. Worked on all aspects of program development including preparation of the program proposal to the university, creation of the SAC's documents, and all documentation associated with the program. Created philosophy, curriculum, competencies, goals, and course objectives based upon the standards set forth by the National Association of School Psychologists (NASP), and the Florida Department of Education (DOE). Monitored and refined curriculum based upon feedback from stakeholders and revision of standards. Ensured compliance with the Commission on Colleges of the Southern Association of Colleges and Schools (SACs), and NSU's Academic Review requirements and evaluation of the major project. Compiled documentation for NSU SAC's visit for school psychology. Developed and created the folio for

program approval by the Florida Department of Education.

Interviewed and recruited faculty for the program. Worked with faculty across sites to ensure appropriate standards were met, implemented, and monitored across the curriculum. Implemented WebCT components to curriculum. Worked on all phases of development of the field based practica experiences. Piloted a school-based practicum at a local private school to carve out additional opportunities for training. Created a web-based resource to log internship hours. Developed preparation program for the internship application process. Developed the curriculum for doctoral students to obtain certification in school psychology in the state of Florida in concert with their clinical degree.

Interviewed and recruited students for the program. Evaluated and mentored school psychology students in the areas of practice, research and professional association involvement. Monitored progress of specialist students through on-going annual review. Developed university and center-wide program for School Psychology week.

Created liaisons for continuing education programs in the areas of autism, assessment, suicide prevention and the business of psychology. Obtained University Outreach agreement with the Psychological Corporation for CPS. Developed dual enrollment plan between Center for Psychological Studies and Jacksonville University.

CENTER/UNIVERSITY COMMITTEE WORK

Razor's Edge Research Program (2016- present)
College of Psychology Teaching Assistant Committee Chair (2015-present)
NSU Early Immersion Program (2015-present)
NSU Dual Admission Program (2014-present)
Southern Association of Colleges and Schools Compliance Certification Task Force (2014)
Alumni Relations Committee (2014-present)
NSU Branding Committee (2014)
Psy.D. Competency Committee (2012)
IRC member for Psy.S. program (2012)
Psy.D. Admissions Committee (2012)
Chair of the Faculty Issues Workgroup for Strategic Planning (2011)
Chair of the Student Issues Workgroup for Strategic Planning (2011)
New Program Review Facilitator for the School of Information and Computer Sciences (2011-12)
Art Observation Committee (2011-present)
Chairing the Academic Department Leadership Initiative (2010-present)
Carnegie Initiative (2010-present)
Academic Fest Committee (2010-2011)
Community Outreach/Partnership Liaison Committee (2010-present)
CPS Technology Committee (2009-present)
Division Naming Committee CPS Representative (2009)

NSU Early Immersion Program (2015-present)
NSU Dual Admission Program (2014-present)
Southern Association of Colleges and Schools Compliance Certification Task Force (2014)
Alumni Relations Committee (2014)
Chair of the Search Committee for School Psychology Program Administrator (2002 - 2005)
Education Certification Council (ECC) (2001 - 2007)
University School/Nova Southeastern University Collaboration Committee (2001 – 2007)
Administration Committee (2001 – 2003, 2007 - present)
Chair of the Faculty Search Committee (2001 - 2003)
Academic Affairs Committee (2000 - 2002)
Professional Standing Committee (1999 - 2000)

ADDITIONAL ADMINISTRATIVE EXPERIENCE

Florida International University

Dates of Employment: September 1994 to December 1994

Assisted in the development of a structured practicum placement for school psychology students at Florida International University. Responsible for researching the method by which practica are implemented within school psychology programs throughout the country, as well as potential sites within Dade and Broward counties.

Miami Sunset Adult Education Center

Dates of Employment: May 1987 to May 1992

Assistant Coordinator and Counselor for English for Speakers of Other Languages (ESOL) program. Administrative duties included expansion of the program, development of workshops, administration of assessment devices, registration, and hiring. Counseled a multi-ethnic population of adult students to assure resources were being accessed appropriately. Administered and analyzed the data for the Test of Adult Basic Education (TABE). Created the program, established the basic requirements, and designed the curriculum for the Amnesty-Citizenship classes. Assisted in the development and increase in the number of courses offered in computer assisted instruction.

The Children's Psychiatric Center

Dates: September 1987 to August 1988

Actively participated in the APA accreditation process. Responsibilities consisted of working on the creation and design of the center's brochure, researching internship programs to provide suggestions for the enhancement and further development of the clinical training program, and assisting in preparation for the site visit.

PROFESSIONAL ASSOCIATION LEADERSHIP

Serve as a liaison for school psychology within state and national professional associations. President of the executive committee of the American Academy of School Psychology. Elected to the

Trainer's of School Psychologists (TSP) executive board (2013-2016), and Secretary (2014-2016). Appointed National Program Database Leader, Elected Secretary (2011-2014) and Florida Delegate to the National Association of School Psychologists (NASP) Delegate Assembly (2006 – 2011). Appointed to the NASP Standards Revision Level I Committee (2007 – present). Led review of proposed standards among fellow delegates in the southeast (2009). Appointed National and State Credentialing Co-Chair (2007 – 2008) and Chair (2008 - present). Appointed to the Early Career (2009 – present) and Graduate Education Workgroups (2009 – present). Conducting national survey regarding supervision for early career professionals and the role of competency in graduate education. Currently supervising a survey by a doctoral student to evaluate variables that doctoral internships in school psychology utilize in selecting candidates. Working within the Early Career committee of the Graduate Education Workgroup to create a faculty “boot camp” at the NASP convention in 2014 for new graduates and seasoned professionals. NASP Program Reviewer for three specialist degree programs. Developed items for the Educational Testing Service PRAXIS examination in school psychology (2013).

Served in various leadership positions on the Florida Association of School Psychologists (FASP) Executive Board. Appointed Awards Committee Chair (2001), Training and Credentialing Chair (2002, 2004 - 2012), and Professional Development Chair (2003) for FASP. As Training and Credentialing Chair, initiated and obtained consensus from trainers and supervisors throughout the state of Florida on the standardization of the application, interview, and selection process for school psychology interns. This process was instituted in January of 2005 for the '05-'06 internship class and has been endorsed by FASP. Researched standards and created a “Best Practices” document for internship training to be utilized to provide support for the development and evaluation of school psychology internship sites in Florida. Regularly updated information regarding the sixty-seven internship sites throughout the state. Reviewed and disseminated materials to support teachers, administrators, parents, and students in the aftermath of a hurricane. Facilitated the translation of these documents into Spanish and Creole. Provided leadership on the development of a bullying prevention position statement for FASP and the dissemination of these documents to the membership. Conference Chair for FASP Summer Institute (2004) on Response to Intervention.

Fundraising Chair for the FASP Children's Services Fund, Inc., (CSFI) (2003 to present). President of CSFI (2008 – present). Organized statewide donation of items for auction, raising over \$80,000 to support families in crisis and to fund programs to meet the psychological and educational needs of disadvantaged children. Initiated NSU campus-wide donation of stuffed animals for victims of domestic violence, raising thousands of stuffed animals for needy and victimized children. Led school supply drive for adopted school in Pinellas County, Florida and non-perishable food drive for adopted school in Orange County, Florida. Volunteer for the NASP Children's Services board. Founding member of the South Florida Consortium of School Psychology (2004 to present).

PROFESSIONAL ASSOCIATION LEADERSHIP

American Psychological Association (APA)
Program Reviewer (2013-present)

American Psychological Association, Division 16
American Academy of School Psychology (2015-2017) (President-Elect, President, Past-President)
Council of Directors of School Psychology Programs (CDSPP)
 Competency Benchmark Task Force (2010 - present)
Trainer's of School Psychologists (TSP)
 Executive Board (2013-2016)
 Secretary (2014-2016)
 President-Elect (2016-2017)
Educational Testing Service (ETS) PRAXIS Exam
National Association of School Psychologists (NASP)
 National Program Database Leader (2014-present)
 Secretary (2011-2014)
 Personnel Workgroup (2011-2014)
 State Credentialing Resource Specialist (2011)
 Early Career Workgroup (2009-present)
 Graduate Education Workgroup (2009 – present)
 NASP Program Reviewer (2008 – present)
 Florida Delegate (2006 - 2011)
 National and State Credentialing Co-Chair (2007 – 2008, 2009 - 2010)
 National and State Credentialing Chair (2008 - 2009)
 Standards Revision Committee Level I (2007 – 2009)
 Children's Fund Volunteer (2008 – present)
 Search Committee School Psychology Review (2009)
Florida Association of School Psychologists (FASP)
 Legislative Committee (2004 - 2007)
 Professional Development Chair (2003)
 Training and Credentialing Chair (2002, 2004 – 2008, 2011-2012)
 Training and Credentialing Committee (2001 – 2008, 2010, 2012-2013)
 Awards Committee Chair (2001)
 Children's Services Fund, Inc., Fundraising Chair (2003 - 2008)
 President (2008-present)
South Florida Consortium of School Psychology (2004 - present)

CLINICAL EXPERIENCE

Miami Children's Hospital Dan Marino Center

Dates of Employment: November 1998 to July 1999

Staff pediatric school neuropsychologist and director of Pediatric Neuropsychology Services, a hospital based clinic at the Miami Children's Hospital Dan Marino Center. Initiated marketing plan to introduce services to the public. Provided lectures to staff, parent groups, and community on an as- needed basis.

Nova Southeastern University

Post-doctoral residency in Clinical Neuropsychology

Dates: August 1997 to September 1998
3301 College Avenue
Davie, FL 33314
(954) 262-5774

Supervisors: Charles J. Golden, Ph.D. & W. Joseph Burns, Ph.D.
Total Hours: 2000

Completed post-doctoral residency in clinical neuropsychology at Nova Southeastern University Community Mental Health Center, Brain Injury Rehabilitation Program (BIRP). Formal training activities included approximately four hours of group and three hours of individual supervision weekly. Supervised master's level students and provided consultation as needed for doctoral students.

Completed approximately 50 psychoeducational/neuropsychological batteries, ninety percent of which were children and adolescents. Followed adult psychotherapy patients from the brain injury program for long-term psychotherapy.

Feiner & Associates

Dates of Employment: October 1996 to July 1997

Part-time private practitioner specializing in the psychoeducational assessment of children and adolescents. Provided psychotherapeutic services to children, adults, and families. Initiated advertising campaign to introduce community to the services offered. Provided lectures on autistic spectrum disorders to parent groups.

Dade County Public Schools

Dates of Employment: May 1994 to May 1997

District school psychologist responsible for assessment, consultation, and diagnosis of children with autistic spectrum disorders throughout the Dade County Public School System. Responsible for assisting in program planning and placement, as well as consultation at child study team meetings and district staffings. Provided lectures on assessment and diagnosis to parents, staff, and community.

District school psychologist responsible for assessment of students who sustained a traumatic brain injury for children in the Dade County Public School System. Provided in-service presentations for educators on the cognitive sequelae of head injury. Presented on the behavioral manifestations and classroom interventions for children diagnosed with attention deficit hyperactivity disorder to faculty and staff at a number of schools throughout the county. Conducted psychoeducational assessment for children ranging in age from pre-school to late adolescence.

Nova Southeastern University

Dates: March 1994 to October 1994

Supervisor: William J. Burns

Administered comprehensive psychoeducational/neuropsychological assessment batteries, interpreted test results, and compiled a formal report for children with a variety of disorders. Further

responsible for videotaping administration sessions for use in a doctoral pediatric neuropsychology course at Nova Southeastern University.

University of Miami/Jackson Memorial Medical Center

Pre-doctoral Internship (APA accredited)

Dates: August 1991 to August 1992

1611 N.W. 12th Avenue

Miami, FL 33136

(305) 585-1111

Completed pre-doctoral appointment with the Division of Psychology, University of Miami/Jackson Memorial Medical Center.

Supervisor: Enrique Casero, Ph.D.
Orientation: Psychodynamic
Total Hours: 1000

Completed six-month rotation at Highland Park, an in-patient, adult psychiatric facility. Activities included initial assessment of patients for placement into one of three group levels, co-facilitation of daily psychotherapy groups, and regular process oriented meetings with all staff members involved in the group program. Other responsibilities included individual psychotherapy, psychological assessment, weekly team meetings, and regular interdisciplinary consultations. Participated in a weekly psychodiagnostic seminar on projective assessment.

Supervisor: Barry Nierenberg, Ph.D.
Orientation: Family Systems/Social Learning
Total Hours: 1000

Completed six-month rotation in Pediatric Psychology. Responsibilities included psychological and neuropsychological screening of all children admitted to the Pediatric Rehabilitation Unit. Techniques utilized included behavioral modification, relaxation techniques, and imagery. Completed developmental assessment of children birth to three years of age at the Jackson Infant Toddler Shelter, as well as regular consultation throughout the medical center. Focus of treatment included family, individual, and play based therapy. Emphasis was placed on building staff cohesiveness and team building.

Initiated a lecture series with the multidisciplinary staff of the Jackson Infant Toddler Shelter. Participated in the preliminary stages of a coloring/activity book with the UM/JMH Burn Center Team for children grades K through 6. Assisted in the training of first year medical students in the development of interviewing skills. Attended continuing education lectures in child psychiatry.

Biscayne Gardens Elementary School

Dates: February 1991 to August 1991

Supervisor: Haydee Prado, Psy.D.

Completed a school psychology internship in an Exceptional Student Education Center. Training

included the administration and evaluation of a multitude of psychological and psychoeducational assessment devices, the development of behavioral interventions for use at home and in the classroom, parent conferences, child study teams, staffings, and in-service training to faculty and administrators. Numerous psychotherapeutic approaches, such as relaxation techniques, crisis intervention, grief counseling, and group therapy, in addition to traditional individual psychotherapy, were utilized.

Active Psychotherapy & Evaluation Center

Dates of Employment: September 1989 to December 1990

Supervisor: Gabrielle Moscoso Berryer, Ph.D.

Conducted evaluations and wrote psychological reports for an adult population seeking disability and vocational rehabilitation services. Psychological batteries consisted of a clinical interview and a combination of intellectual, psychoeducational, neuropsychological, vocational, and personality measures. Intensive supervision was provided on all aspects of each case, including the intake, administration of assessment devices, generation of hypotheses, and integration into a comprehensive psychological report. The analysis of countertransference issues, and further development and refinement of diagnostic skills were emphasized.

The Children's Psychiatric Center

Dates: September 1987 to August 1988

15155 N.W. 7th Avenue

Miami, FL 33169

(305) 688-1193

Supervisor: Gabrielle Moscoso Berryer, Ph.D.

Orientation: Eclectic

Total Hours: 1000

Provided psychological services to children, adolescents, and their families with a variety of Axis I disorders. Clinical experiences included individual, play, group, and family psychotherapy, as well as psychological and psychoeducational evaluations, and clinical interviews. Weekly staffings, case presentations, didactic seminars, and individual supervision were additional components of the practicum training.

Year long seminar in family therapy. Didactic and experiential modes of learning included live supervision via a one-way mirror, videotaped feedback, structured exercises, readings, and lectures.

Nova University Community Mental Health Center

Dates: September 1986 to August 1987

2331 N. State Road #7, Suite 205

Lauderhill, FL 33314

(954) 475-7553

Supervisor: Alan J. Kent, Ph.D.

Orientation: Eclectic
Total Hours: 500

Provided psychological services to children, adults, and families with a variety of Axis I and Axis II disorders. Clinical experiences included individual, child, family, and group psychotherapy, as well as psychological assessment and weekly clinical interviews.

RESEARCH ACTIVITY

Nova Southeastern University Center for Psychological Studies

Dates: June 2011 to present

Valley-Gray, S., Lane, H., Cash, R.E., Nierenberg, B., Camejo, S., Cannon, M., Basile, B., Calderon, C., Cagle, H., Ketterer, J. (2011). *Simulated Patient Assessment Research, and Collaboration (SPARC)*. Nova Southeastern University Chancellor's Faculty Research and Development Grant (\$10,000).

Comparing the use of simulated patients to traditional role play as a technique to enhance the skill acquisition of basic interviewing skills among graduate students in psychology.

Council for Directors of School Psychology Programs (CDSPP)

Dates: June 2010 to present

Conducting national survey research investigating the perception of variables associated with competency among graduate educators and practitioners in school psychology.

Mailman Segal Institute for Early Childhood Studies at Nova Southeastern University/Jack and Jill Children's Center

Dates: December 2001 to present

Valley-Gray, S., Cash, R.E., Valley-Gray, S., Sheinberg, N., Kay, D., Robles-Melendez, W., Corbisiero, A., Cullen, C., Grubbs, E., Benmeleh, E., Fishgold, A., & Marcelo, C. (2007-2008). *Evaluating the Efficacy of the "Parents Activate Literacy Skills (PALS)" Program*. Nova Southeastern University President's Faculty Research and Development Grant (\$10,000).

Received NSU President's Faculty Research and Development Grant, entitled "Evaluating the Efficacy of the Parents Activate Literacy Skills (PALS) Program" (2007-2008) to assess the efficacy

of emergent literacy skills training and behavioral management on social emotional and academic functioning in preschoolers .

Cash, R.E., **Valley-Gray, S.**, Waguespack, A., Grelling, K., Kasyan-Itzkowitz, P., Zucker, B., Pann, J., Scott Mills, D., Mahaphon, T. (2005-2006). *Ongoing research: Emergent literacy skills enhancement*. Nova Southeastern University President's Faculty Research and Development Grant (\$10,000).

Received NSU President's Faculty Research and Development Grant, entitled "Ongoing Research: Emergent Literacy Skills Enhancement (2005-2006) to determine the effectiveness of "Ladders to Literacy," a preschool curriculum to enhance literacy acquisition.

Cash, R.E., **Valley-Gray, S.**, Waguespack, A., Grelling, K., Kasyan-Itzkowitz, P., Parker, R., Pann, J., Scott Mills, D. (2004-2005). *Factors predicting early reading skills in preschool children*. Nova Southeastern University President's Faculty Research and Development Grant (\$10,000).

Received NSU President's Faculty Research and Development Grant, entitled "Factors Predicting Early Reading Skills in Preschool Children" (2004-2005) to explore the factors associated with emergent literacy in preschoolers evaluated within the context of a multidisciplinary team of psychologists, speech pathologists, occupational therapists, and educators. Piloted a multi-disciplinary screening team evaluating developmental delay and pre-literacy skills for training and research purposes.

Rosenthal, R., Shamus, E., **Valley-Gray, S.**, Lowe, M.A., Harper, J., Paige, D. (2007-2008). *Outcomes of an Interdisciplinary Therapy Program for Children with Disabilities*. Nova Southeastern University President's Faculty Research and Development Grant (\$10,000).

Miami-Dade County Public Schools

Dates: October 2004 to 2005

Pann, J., Scott Mills, D. **Valley-Gray, S.**, Waguespack, A., Cash R. E. (2004-2005). *Formative program evaluation of an innovative prereferral intervention process implemented in the Miami-Dade county public school district*. Nova Southeastern University President's Faculty Research and Development Grant (\$10,000).

Researched the effectiveness of the School Support Team (SST), a model of pre-referral intervention and consultation developed within the Miami-Dade County Public school system.

The Psychological Corporation

Dates: January 2002 to 2005

Participated in the restandardization of the Wechsler Preschool and Primary Scale of Intelligence-Third Edition (WPPSI-III) for a population of children diagnosed within the autistic spectrum and the Wechsler Intelligence Scale for Children-Fourth Edition as a Process Instrument (WISC-IV-PI).

Survey Work on the Status of Internship Training in School Psychology

Dates: June 2001 to June 2005

Conducted survey research on internship training in the state of Florida. These data were gleaned to guide the implementation of a standardized application and selection process for school psychology interns. Currently developing training guidelines to support districts in developing and strengthening existing placements through the development of Best Practices in Internship document.

Survey Work on the Status of Practicum Training in School Psychology

Dates: June 2001 to June 2005

Conducted survey research on the status of practicum training in the state of Florida and nationally to guide decision making in program development at CPS.

The Psychological Corporation

Dates: August 1994 to January 1995

Participated in the standardization of a comprehensive neuropsychological assessment battery for children, entitled the NEPSY: Developmental Assessment of Neuropsychological Functions.

University of Miami/Jackson Memorial Medical Center/Department of Health and Rehabilitative Services

Dates of Employment: June 1993 to March 1994

Assisted in the development and implementation of a centralized, comprehensive intake and community linkage program through the coordinated efforts of the University of Miami/Jackson Memorial Medical Center and the Department of Health and Rehabilitative Services. The goal was to provide efficient utilization of existing community resources to families at risk of having their children placed in foster care.

Responsibilities further included grant writing to allow for the expansion of existing services. Assisted in the completion of a Center for Mental Health Service (CMHS)/Center for Substance Abuse Treatment (CSAT) collaborative demonstration program for homeless, pregnant, or post-partum women who suffered from substance use disorder and co-occurring mental illness. Mentored in the completion of a National Institute on Drug Abuse (NIDA) grant aimed at engaging perinatal substance abusing women and their families in treatment. Collected preliminary data for a manual outlining the engagement technique as well as its application through case studies, utilizing Strategic Structural Systems Therapy.

Contributed to a \$3.5 million Center for Substance Abuse Treatment (CSAT) grant proposing the development of a multisystems community based rehabilitation program for perinatal substance abusing women. Further assisted in the completion of a \$2.5 million CSAT grant proposing the collaboration of efforts between the University of Miami and major referral sources of the Juvenile Justice System. This grant was aimed specifically at inner-city substance abusing adolescents with first time involvement with the legal system.

Albert Einstein College of Medicine (Mailman Center for Child Development)

Dates of Employment: October 1992 to March 1993

Participated in the Infant Health and Development Program (IHDP), a nationwide early intervention program evaluating the developmental outcome of premature, low birthweight infants. Received extensive training in the standardized administration of research protocol. Administered battery to school-aged children.

University of Miami

Dates of Employment: October 1992 to November 1992 and May 1993

Participated in research on the sequelae of Post-Traumatic Stress Disorder (PTSD) of children who in the aftermath of Hurricane Andrew. Administered PTSD rating forms to children in the Dade County Public School System who were affected by the hurricane as well as a group from a similar socioeconomic background, not directly affected by the storm. Re-administered rating forms six month post assessment.

The Children's Diagnostic & Treatment Center

Dates: September 1990 to July 1991

Supervisor: William J. Burns, Ph.D.

Compiled data for professional research project entitled, "Early School Progress in Children with Significant Birth Complications." Completed psychoeducational/neuropsychological assessment battery for approximately seventy children ages 5, 6, and 7 years, who sustained either severe perinatal complications, prematurity, or chronic illness at birth. Data were additionally collected from both the parent and the teacher regarding the child's academic and behavioral functioning. Parents were provided immediate feedback and psychological reports were compiled for each child.

Nova University

Dates of employment: September 1985 to May 1987

Assisted faculty with the development of an outline of the Diagnostic and Statistical Manual of Mental Disorders (Third Edition) (DSM-III), for a prospective publication.

University of Miami

Dates of employment: September 1982 to July 1983

Supervisor: Jack Tapp, Ph.D.

Involved in the design, preliminary testing, and administration of a questionnaire distributed to individuals participating in Health Fairs throughout Dade County. Obtained information regarding personality traits, perception of stressful stimuli, and recent changes in lifestyle. Input the resulting data into the computer. Examined the correlation between these variables and the physiological data acquired from routine preventive testing and the subject's reported medical history.

SUPERVISORY EXPERIENCE

Nova Southeastern University

August 1999 to 2014

Faculty supervisor for doctoral students in clinical psychology during the completion of their practicum experiences (1999-present). Internship supervisor for specialist students in school

psychology (2004-2006). Coordinator of Clinical Training for the Child Outpatient Program at Nova Southeastern University Community Mental Health Clinic (1999-2003). Directed weekly two-hour case conference seminar. Implemented consultation component where practicum students discussed clinical and professional concerns with interns. Provided ongoing “supervision of consultation” to interns on a weekly basis. Further provided support to interns on psychological assessment as needed. Co-facilitated a weekly Case Conference Seminar for pre-doctoral interns (2000-2003). Faculty supervisor for doctoral students completing practicum and internship in school psychology (2001-2003).

Dade County Public Schools

Dates of Employment: May 1994 to May 1997

Developed a peer supervision model for school psychologists, which was presented at the state school psychology convention and published in The Florida School Psychologist. Involved in the interview process for school psychology interns, as well as provided supervision

TEACHING EXPERIENCE

Nova Southeastern University

August 1999 to present

Associate Professor at Nova Southeastern University in the Center for Psychological Studies. Researched the use of technology in the implementation of course work, including compressed video and WebCT resources. Implemented web-based resources for all weekend based courses in the school psychology curriculum. Below is a list of courses taught:

Internship (Doctoral)

The student is required to complete a 2000-clock hour doctoral internship in an approved setting.

Advanced Professional Skills: Supervision, Administration, and Teaching with Practicum (Doctoral)

This course will focus on the theoretical and practical aspects of supervision, administration, and teaching. Students will be introduced to the process of clinical supervision to prepare for future supervisory roles. Functional aspects of the supervisor-supervisee relationship will be examined through classroom discussion, readings, and supervisory or mentoring activities. This course is further intended to provide students with skills to be prepared for administrative roles within national and state agencies, district level psychological services departments and university settings. Lastly, examination of models of course construction, teaching pedagogy, and assessment of learning within a university setting will be explored. Students will create an individual philosophy of teaching with a focus on identity development, both as a psychologist and educator. Students will be expected to be actively involved in the teaching/learning process as participants, presenters, and discussion facilitators.

Advanced Professional Development (Doctoral)

To enhance critical thinking, oral and written exposition, and knowledge of career development needed to enter the profession; this course will focus on enhancing internship application effectiveness. Students will be directed in preparing a curriculum vita, conducting self-evaluation of personal and professional roles, developing effective interviewing skills, and synthesizing training, experience, conceptualization models, and philosophy. Students will learn to make application decisions in terms of goodness of fit. Course assignments include the development of written products needed for internship application.

Teaching of Psychology (Doctoral)

This seminar will focus on the theoretical and practical aspects of teaching undergraduate and graduate psychology. Examination of models of course construction, teaching pedagogy, and assessment of learning will be explored. Students will create an individual philosophy of teaching with a focus on identity development, both as a psychologist and educator. Didactic training will be complemented by experiential opportunities for teaching in a variety of formats.

Assessment: Intelligence Testing (Specialist, Doctoral)

The administration, interpretation, and communication of results of major intelligence tests are the focus of this course. Emphasis is placed on the many aspects of interpretation and report writing.

Child and Adolescent Psychopathology (Doctoral)

This course provides a comprehensive examination of specific disorders and problematic psychological states during childhood and adolescence. An emphasis is placed on the description, theoretical conceptualization, and etiology of disorders.

Child and Adolescent Psychopathology (Specialist)

This course provides an introduction to the specific disorders and problematic psychological states manifested during childhood and adolescence. Currently used interventions with psychologically troubled youths will be examined.

Developmental: Child and Adolescent (Doctoral)

This course covers issues in human development that are especially relevant to children and adolescents, beginning with the earliest aspects of development during the prenatal period and ending with the final phase of transition from adolescence to adulthood. Topics in this course are selected that focus on normal and accelerated developmental progress, as well as factors that threaten to impede normal development.

Learning and Human Development (Masters, Specialist)

This course covers how developmental maturation and social learning shape personality, both in childhood and adulthood. Theory and research in social development and learning are covered in topics such as attachment, aggression, sexuality, morality and self-regulation, and self-concept.

Applications to the school setting are examined.

Psychology of Exceptional and At-Risk Children (Masters)

This course covers the etiology and characteristics of exceptionalities and children at risk of underachievement and dropping out. Also covered is the role of the guidance counselor in identifying such problems, drawing on available resources, and making appropriate referrals.

Psychology of Exceptional and At-Risk Children (Specialist, Doctoral)

This course addresses the history, laws, policies and practices in exceptional student education. Included are the definitions, prevalence, causes, and assessment techniques utilized with the various exceptionalities within special education.

Counseling Theories and Techniques (Masters, Specialist)

This course surveys the field of counseling. It considers the various theories of counseling and issues of counseling in school settings and focuses on the development of school counseling skills including basic interviewing and other assessment skills, with an emphasis on therapeutic listening. Stress is placed on the acquisition of skills related to empathy, the counselor-counselee relationship, and the establishment of a therapeutic alliance in the context of cultural diversity. Teaching methods include modeling and role playing, along with didactic presentations and readings.

Practicum in School Psychology (School Based)

The purpose of the school-based practicum is to provide doctoral students with an orientation to school and community professionals as well as to clarify the role of the school psychologist. The student will have the opportunity to conduct psychoeducational evaluations, develop behavioral interventions, provide consultation, participate in child student team meetings, and provide feedback to parents and teachers. Students are placed in a school setting one day per week in conjunction with this university-based course.

Internship in School Psychology (Specialist)

The student is required to complete a school psychology internship in a public or private school setting or related agency, covering a 30 week period of 1,200 hours. This will provide the student with an opportunity to demonstrate competencies and refine skills in the areas of psychoeducational assessment, consultation, and behavioral intervention.

Internship in School Psychology (Doctoral)

The student is required to complete a school psychology internship in a public or private school setting consisting of a minimum of 1500 clock hours. This will provide the student with an opportunity to demonstrate competencies and refine skills in the areas of psychoeducational assessment, consultation, and behavioral intervention.

Miami Sunset Adult Education Center

Dates of Employment: May 1987 to May 1992

Taught intermediate and advanced English and Amnesty-Citizenship classes to a multicultural, adult population.

Dade County Public School System

Dates of Employment: June 1985 to June 1987

Substitute teacher for grades K through 12. Responsible for implementing lesson plans and maintaining discipline in the classroom.

Miami Lakes Junior High School

Dates of Employment: August 1984 to June 1985

Seventh grade mathematics teacher for a Compensatory Education Program. Implemented behavioral modification techniques, initiated parent conferences, administered the Stanford Achievement Test, remediated students for the state-wide assessment program, and developed academic materials. Involved in various extra-curricular activities, including a drop-out prevention program geared toward students deemed to be at risk.

North Carol City Elementary School

Dates of Employment: March 1984 to June 1984

Third grade classroom teacher. Implemented behavioral modification techniques, initiated parent conferences, administered the Stanford Achievement Test, remediated students for the state-wide assessment program, wrote student evaluations for permanent cumulative records, and developed academic materials for all subject areas.

AWARDS AND HONORS

Nova Southeastern University (NSU) CPS Nominee Student Life Achievement Award Co-Curricular Advisor of the Year (2012)

Nova Southeastern University (NSU) Student Life Achievement Award Professor of the Year (2009)

National Association of School Psychologists (NASP) Presidential Award (2009)

Nova Southeastern University (NSU) Center for Psychological Studies Specialist Program Professor of the Year (2003)

Nova Southeastern University (NSU) Center for Psychological Studies Most Dedicated Professor (2002)

EDITORIAL ACTIVITIES

Guest Reviewer, Psychology in the Schools (2012)

Guest Reviewer, Assessment of Children: Behavioral, Social, and Clinical Foundations (2011)

Guest Reviewer, Joint Committee on Standards for Educational Evaluation (JCSEE) Student Assessment Standards (2011)

Reviewer, National Association of School Psychologists (NASP) Professional Standards (2009)

Guest Reviewer, Encyclopedia of Child Behavior and Development (2008)

Guest Reviewer, Helping Children at Home and School: Handouts from your School Psychologist (2nd Ed.)

Guest Reviewer, Journal of Family Violence

Guest Reviewer, Professional Psychology: Research and Practice

DISSERTATIONS CHAIRED

Megan Cannon (2012)
Eric Silk (2012)
Jill Driest (2012)
Eva Benmeleh (2011)
Kara Sheridan Ayers (2011)
Jessica Mackelprang (2011)
Erin Grubbs (in progress)
Amii Corbisiero (2010)
Jennifer Barth (2007)
Jaime Hopkins (2005)
Brian Freedman (2005)

DIRECTED STUDIES CHAIRED

Stefany Marcus (2016)
Abby Araya (2016)
Michelle Kameron (2016)

Kimberly Trainor (2015) (school)
Alyssa Newman (2015)
Aerial Kirtley (2015)

Caroline Spearman (2014)
Yanet Collazo (2014)
Arthur Chen (2014)
Jessica Alvarez (2014)
Nicole Milano (2014)
Rebecca Hernandez (2014)

Bianca Basile Srivastava (2013) (school)

Antonia Correll (2012)
Amrita Singh (2012)
Carina Massa (2012)
Arianna Boddy (2012)

Alessandra Koslowitz (2012)
Kelly Armstrong (2012)
Rhiannon Matzko (2012)

Kristen Trocin (2011)
Nayla Daou (2011)
Nadya Tillduckharry (2011)
Shannon Worton (2011)
Traci Williams (2011)

Anne Jones (2010)
Shannon Harvey (2010)

Lauren Marocco (2009)
Leanne Shapiro (2009)
Lindsay Lennertz (2009)

Mariel Clark (2008)
MaryBeth Bailar-Heath (2008)

Alyssa Rothenberg (2007)
Julie Snyder (2007)
Heather Chistiansen (2007)
Amy Fishgold (2007)
Darlene Davila (2007)
Elizabeth Getzen (2007)
Raymonde Dormezil (2007)

Kris Stankowicz (2006)
Erica Berger (2006)
Gabrielle Tellez (2006)
Lena Rivera (2006)
Michelle Labash (2006)
Amy Henke (2006)
Jennifer Broderick (2006)
Tanya Duffy (2006)
Tricia Doud (2006)

Tina Kaetsner (2005)
Beth Zeldis (2005)
Marnie Laratro (2005)

Ana Linares (2004)
Larissa Palmer (2004)

Kara Kelly (2004)
Kristen Cunningham (2004)

Erica Kaufman (2003)
Lauren Formy-Duval (2003)
Lindsay Vaughn (2003)
Christine Chiudina (2003)
Leah Levenson (2003)
Jennifer Reinehr (2003)
Margaret Stewart (2003)
Timothy Scala (2003)

Timothy Razza (2002)
Elana Mansoor (2002)
Jacqueline Nesbitt (2002)

PRESENTATIONS

Sheltry, A. & **Valley-Gray, S.** (2016). *Facilitating early school success: Implications of perinatal complications*. Poster presented at the National Association of School Psychologists (NASP) Annual Convention, New Orleans, LA.

Weiss, D., Newman, A., Sheltry, A., **Valley-Gray, S.**, & Cash R.E. (2016). *Adding SPICES to competency assessment*. Paper presented at the National Association of School Psychologists (NASP) Annual Convention, New Orleans, LA.

Mulchan, S., Brenes, M., & **Valley-Gray, S.** (2016). *Sickle cell disease: Supporting illness management in schools*. Paper presented at the National Association of School Psychologists (NASP) Annual Convention, New Orleans, LA.

Araya, A. & **Valley-Gray, S.** (2016). *Cognitive impairments in epilepsy*. Paper presented at the National Association of School Psychologists (NASP) Annual Convention, New Orleans, LA.

Weiss, D., Newman, A., Sheltry, A., **Valley-Gray, S.**, Cash R.E., & Worton, S. (2016). *Standardized patients versus traditional role-play with peers in psychology training programs: A preliminary study*. Poster presented at the Trainers of School Psychologists Annual 2016 Conference, New Orleans, LA.

Cash, R.E. & **Valley-Gray, S.** (2016). *Applying Evidence-Based Interventions to a New DSM-V Diagnosis in Youth*. American Association of Behavioral and Social Sciences 19th Annual Program, Las Vegas, NV

- Worton, S., Newman, A., **Valley-Gray, S.**, & Cash, R.E. (2016). *Treatment of Childhood Persistent Depressive Disorder: An Evidence-Based Approach*. 10th Annual International Conference on Psychology, Athens, Greece.
- Newman, A., Weiss, D., **Valley-Gray, S.**, & Cash, R.E. (2015). Adding “SPICES” to School Psychology Training Programs. Paper presented at the Florida Association of School Psychologists (FASP) 42nd Annual Conference, Orlando, FL.
- Weiss, D., Newman, A., Sheltry, A., Worton, S., **Valley-Gray, S.**, & Cash, R.E. (2015). Standardized Patients: An Innovative Tool for Assessing Student Outcomes. Paper presented at the Florida Association of School Psychologists (FASP) 42nd Annual Conference, Orlando, FL.
- Sheltry, A., **Valley-Gray, S.**, & Burns, W.J. (2015). Early to Rise, Late to Shine: Implications of Perinatal Complications on Learning and Behavioral Difficulties Upon School Entry. Poster presented at the Florida Association of School Psychologists (FASP) 42nd Annual Conference, Orlando, FL.
- Ketterer, J., Sheltry, A., Araya, A., Newman, A., Garcia, A., Calle, L., McCarthy, H., Garcia-Lavin, B., Palomares, R., **Valley-Gray, S.**, Cash, R.E. (2015, February). *The skills in psychological interviewing: Clinical evaluation scale (SPICES)*. Poster presented at the Trainers of School Psychologists 2015 Annual Conference, Orlando, FL.
- Calle, L., Sheltry, A., Ketterer, J., Garcia, A., Araya, A., Newman, A., McCarthy, H., Garcia-Lavin, B., Palomares, R., **Valley-Gray, S.**, Cash, R.E. (2015, February). *The simulated patient assessment, research, and collaboration (SPARC) project*. Poster presented at the Trainers of School Psychologists 2015 Annual Conference, Orlando, FL.
- Collazo, Y. & **Valley-Gray, S.** (2015). *Intervention strategies for the prevention of depression in Hispanic youth*. Poster presented at the National Association of School Psychologists (NASP) Annual Convention, Orlando, FL.
- Trainor, K. & **Valley-Gray, S.** (2015). *PANDAS: Assessment, diagnosis, and intervention*. Poster presented at the National Association of School Psychologists (NASP) Annual Convention, Orlando, FL.
- Kaufman, J. **Valley-Gray, S.**, Rahill, S., & Caproni, P. (2015). *From the field to the Ivory Tower: Becoming an academic*. Paper presented at the National Association of School Psychologists (NASP) Annual Convention, Orlando, FL.
- Silva, A., Newman, D., Guiney, M.C., & **Valley-Gray, S.** (2015). *Ready or not: Supervision of early career school psychologists*. Paper presented at the National Association of School Psychologists (NASP) Annual Convention, Orlando, FL.

- Kaufman, J., & **Valley-Gray, S.**, (2015). *Academic parenthood: Perspectives from early-mid and senior faculty members*. Paper presented at the National Association of School Psychologists (NASP) Annual Convention, Orlando, FL.
- Catuogno, A., Trainor, K., Bland, T., & **Valley-Gray, S.** (2014). *Working with Visually Impaired Children in the Classroom*. Paper presented at the Florida Association of School Psychologists (FASP) 41st Annual Conference, Sarasota, FL.
- Trainor, K., Catuogno, A., & **Valley-Gray, S.** (2014). *Low Incidence Disorders: Understanding Cerebral Palsy and Spina Bifida*. Paper presented at the Florida Association of School Psychologists (FASP) 41st Annual Conference, Sarasota, FL.
- Srivastava, B. & **Valley-Gray, S.** (2014). *Traumatic Brain Injury & Schools: The Experiences of Florida School Psychologists*. Paper presented at the Florida Association of School Psychologists (FASP) 41st Annual Conference, Sarasota, FL.
- Worton, S., Newman, A., Cash, G., & **Valley-Gray, S.** (2014). *Applying Cognitive Behavioral Therapy (CBT) to Persistent Depressive Disorder*. Paper presented at the Florida Association of School Psychologists (FASP) 41st Annual Conference, Sarasota, FL.
- Newman, A., Worton, S., **Valley-Gray, S.**, & Cash, G., & (2014). *Applying Interpersonal Psychotherapy (IPT) to Persistent Depressive Disorder*. Paper presented at the Florida Association of School Psychologists (FASP) 41st Annual Conference, Sarasota, FL.
- Spearman, C., Miller, H., & **Valley-Gray, S.** (2013). *Best Practices in Working with Trauma Victims*. Paper presented at the Florida Association of School Psychologists (FASP) 40th Annual Conference, Orlando, FL.
- Hernandez R. & **Valley-Gray, S.** (2013). *Mindfulness as an Intervention in the Reduction of Binge Eating in Adolescents*. Paper presented at the Florida Association of School Psychologists (FASP) 40th Annual Conference, Orlando, FL.
- Spearman, C., Calle, L., & **Valley-Gray, S.** (2013). *Navigating School Re-Entry: Traumatic Brain Injury*. Paper presented at the Florida Association of School Psychologists (FASP) 40th Annual Conference, Orlando, FL.
- Calle, L., Spearman, C., & **Valley-Gray, S.** (2013). *Navigating School Re-Entry: Pediatric Oncology*. Paper presented at the Florida Association of School Psychologists (FASP) 40th Annual Conference, Orlando, FL.
- Collazo, Y., & **Valley-Gray, S.** (2013). *Intervention Strategies for the Prevention of Depression in Hispanic Youth*. Paper presented at the Florida Association of School Psychologists

(FASP) 40th Annual Conference, Orlando, FL.

Milano, N. Guerra, S., & **Valley-Gray, S.** (2013). *Fostering Resiliency in the Neediest Children: An Evidence-Based Approach*. Paper presented at the Florida Association of School Psychologists (FASP) 40th Annual Conference, Orlando, FL.

Chen, S. & **Valley-Gray, S.** (2013). *Peer & Bullying Victimization and College Maladaptive Behaviors*. Paper presented at the Florida Association of School Psychologists (FASP) 40th Annual Conference, Orlando, FL.

Trainor, K. & **Valley-Gray, S.** (2013). *Pediatric Autoimmune Neuropsychiatric Disorders Associated with Streptococcus (PANDAS)*. Paper presented at the Florida Association of School Psychologists (FASP) 40th Annual Conference, Orlando, FL.

Valley-Gray, S., Fenning, P., Hazel, C., Cash, G., Spearman, C., & Grunewald, S. (2013). *Perceptions of competencies among school psychologists*. Presented at the 2013 Annual American Psychological Association Convention, Honolulu, HI.

Valley-Gray, S. (2013). *Curricular Responses to Change: The Affordable Care Act as Today's Challenge and Opportunity*. Trainers of School Psychologists, Seattle, WA.

Spearman, C., Berghauer, D., Lehman, L. & **Valley-Gray, S.** (2013). *Best Practices in the Dissemination of Information on Internships*. Poster presented at the National Association of School Psychologists. Seattle, WA.

Valley-Gray, S., Cash, R.E., & Ketterer, J. (2013). *Simulating Competency: The SPARC Project*. Poster presented at the National Association of School Psychologists. Seattle, WA.

Valley-Gray, S., Cash, R.E., & Lazarus, P., Spearman, C. Jackson, J., Shine, A., & Templeton, R., J. (2013). *Establishing a School Psychology Consortium: Creating our Future*. Poster presented at the National Association of School Psychologists. Seattle, WA.

Cash, R.E., **Valley-Gray, S.,** Caproni, P., Adams, J., & Berghauer, D. (2013). *Projective Assessment: Why Bother?* Paper presented at the National Association of School Psychologists. Seattle, WA.

Calle, L., Spearman, C., Ketterer, J., McCarthy, H. Jones, K., **Valley-Gray, S.,** Cash, R.E. Nierenberg, B. (2013). *Clinical Competency Cultivation: The SPARC Project*. Health Professions Education Research Symposium (HPERS). Ft. Lauderdale, FL.

Spearman, C., Berghauer, D., Boddy, A., Hodapp, K., & **Valley-Gray, S.** (2012). *FASP Internship Guide: An update*. Paper presented at the Florida Association of School Psychologists (FASP) 39th Annual Conference, Orlando, FL.

- Matzko, R., **Valley-Gray, S.**, & Cash, R.E. (2012). *Social-emotional Interventions for Children of Divorce*. Paper presented at the Florida Association of School Psychologists (FASP) 39th Annual Conference, Orlando, FL.
- Calle, L., Spearman, C., Lehman, L., Ketterer, J., McCarthy, H., **Valley-Gray, S.**, & Cash, R.E. (2012). *Furthering the Culture of Competence: The SPARC Project*. Paper presented at the Florida Association of School Psychologists (FASP) 39th Annual Conference, Orlando, FL.
- Cash, R.E., **Valley-Gray, S.**, Caproni, P., Adams, J., & Berghauser, D. (2012). *Projective Assessment: Why Bother?* Paper presented at the Florida Association of School Psychologists (FASP) 39th Annual Conference, Orlando, FL.
- Calle, L., Collazo, Y., Spearman, C., & **Valley-Gray, S.** (2012). *Improving Behavior Among Children with ADHD*. Paper presented at the Florida Association of School Psychologists (FASP) 39th Annual Conference, Orlando, FL.
- Calle, L., Spearman, C., Lehman, L., Ketterer, J., McCarthy, H., Cash, R.E., & **Valley-Gray, S.**, (2012). *Assessing the Clinical Competency Movement: The SPICES Instrument*. Paper presented at the Florida Association of School Psychologists (FASP) 39th Annual Conference, Orlando, FL.
- Correll, A., **Valley-Gray, S.**, & Cash, R.E. (2012). *What Factors Do Parents Consider When Choosing to Raise a Bilingual Child?* Paper presented at the Florida Association of School Psychologists (FASP) 39th Annual Conference, Orlando, FL.
- Armstrong, K. & **Valley-Gray, S.**, (2012). *The Effects of Secondary Education on Recidivism: Implications for Intervention*. Paper presented at the Florida Association of School Psychologists (FASP) 39th Annual Conference, Orlando, FL.
- Boddy, A., **Valley-Gray, S.**, & Messer, S. (2012). *The Development of Emergent Literacy Skills among Bilingual Preschoolers*. Paper presented at the Florida Association of School Psychologists (FASP) 39th Annual Conference, Orlando, FL.
- Massa de Varona, C., Singh, A., **Valley-Gray, S.**, & Cash, R.E. (2012). *Parental Sensitivity as a Moderator of Secure Attachment in Children with Autism*. Poster presented at the Florida Association of School Psychologists (FASP) 39th Annual Conference, Orlando, FL.
- Singh, A., **Valley-Gray, S.**, & Cash, R.E. (2012). *Social Skills Interventions for Preschoolers Diagnosed with Communication Disorders*. Poster presented at the Florida Association of School Psychologists (FASP) 39th Annual Conference, Orlando, FL.

Kostolitz, A., **Valley-Gray, S.**, & Cash, R.E. (2012). *The Importance of Critical Thinking to Social-Emotional Functioning*. Poster presented at the Florida Association of School Psychologists (FASP) 39th Annual Conference, Orlando, FL.

Ketterer, J., McCarthy, H., McBride, T., Bachus, B., Beeram, S., Bingman, D., Garcia, F., Yackulich, R., Oswald, T. M., Valley-Gray, S., Cash, R. E., & Nierenberg, B. (2012), *Cultivation of clinical competency: The SPARC project*. Poster session presented at the 120th Annual Meeting of the American Psychological Association, Orlando, FL.

Ketterer, J., McCarthy, H., Garcia, F., Yackulich, R., McBride, T., Oswald, T. M., Schwartz, O., Beeram, S., Bachus, B., Bingman, D., Karasina, O., Grabois, B., Strunin, A., Cannon, M., Camejo, S., Tarrant, A., Armitage, M., **Valley-Gray, S.**, Cash, R. E., & Nierenberg, B. (2012). *Simulated patients: The future of psychology graduate education*. Poster session presented at the annual Trainers of School Psychologists Meeting, Philadelphia, PA.

Ketterer, J., Oswald, T., McBride, T., Schwartz, O., Bingman, D., Beeram, S., Bachus, B., Grabois, B., Strunin, A., Camejo, S., Karasina, O., Garcia, F., Yackulich, R., Armitage, M., Tarrant, A., **Valley-Gray, S.**, Cash, R. E., & Nierenberg, B. (2012). *Creation of a psychological clinical competency measure*. Poster session presented at the annual Trainers of School Psychologists Meeting, Philadelphia, PA.

Ketterer, J., McCarthy, H. McBride, T., Bachus, B., Beeram, S., Bingman, D., Grabois, B., Strunin, A., Garcia, F., Yackulich, R., Oswald, T. M., Schwartz, O., Karasina, O., Camejo, S., Cannon, M., Tarrant, A., Armitage, M., **Valley-Gray, S.**, Cash, R. E., & Nierenberg, B. (2012). *Cultivation of clinical competency: The SPARC project*. Poster session presented at the annual Trainers of School Psychologists Meeting, Philadelphia, PA.

Cantrell, C., Hamstra, J., Greenberg, B., **Valley-Gray, S.** (2012). *Utilizing the VARK (Visual, Aural, Read/Write, Kinesthetic) questionnaire to assess learning preferences among psychology trainees and osteopathic medical students*. Poster presented at the annual Trainers of School Psychologists Meeting, Philadelphia, PA.

Cantrell, C., Cunningham, K., Cash, R., & **Valley-Gray, S.** (February, 2012). *CHIPS (Collaborative, Hierarchical, Intensive Programmatic Supervision): A tiered model for the supervision of psychology trainees*. Poster presented at the annual Trainers of School Psychologists Meeting, Philadelphia, PA.

Singh, A. & **Valley-Gray, S.** (2012). *Peer rejection among preschoolers diagnosed with autism spectrum disorder and other communication disorders*. Poster presented at the National Association of School Psychologists. Philadelphia PA.

Cannon, M. & **Valley-Gray, S.** (2012). *Attention-Deficit/Hyperactivity Disorder and Parenting Stress: A Review of the Literature*. Poster presented at the National Association of School

- Psychologists. Philadelphia PA.
- Berghauer, D., Basile, B. Cash, R.E., & **Valley-Gray, S.** (2012). *Ethical Standards: Dogmas, Discrepancies, and Decisions*. Poster presented at the National Association of School Psychologists. Philadelphia PA.
- Correll, A. & **Valley-Gray, S.** (2012). *Parent Concerns About and Techniques Used when Raising Bilingual Children*. Poster presented at the National Association of School Psychologists. Philadelphia PA.
- Sullivan, A., Harris, B., Kaufman, J., & **Valley-Gray, S.** (2012). *Hitting the Ground Running: Maximizing Your First Years in Academia*. Paper presented at the National Association of School Psychologists, Philadelphia, PA.
- Valley-Gray, S.**, Burns, W.J., Burns, K.A., Basile, B. (2011). *School Neuropsychological Assessment of Children Born at High-Risk for Neurological Insult*. Poster presented at the National Academy of Neuropsychology (NAN) Annual Conference, Marco Island, FL
- Correll, A. & **Valley-Gray, S.** (2011). *Parents' Concerns about Techniques Used when Raising Bilingual Children*. Paper presented at the Florida Association of School Psychologists (FASP) 38th Annual Conference, Orlando, FL.
- Cantrell, C., Cash, R.E., & **Valley-Gray, S.** (2011). *Suicide Prevention and Intervention for School-Age Children in Florida*. Paper presented at the Florida Association of School Psychologists (FASP) 38th Annual Conference, Orlando, FL.
- Kostolitz, A., Pilesky, R., Cunningham, K., & **Valley-Gray, S.** (2011). *Critical Thinking and Its Impact on Academic Success*. Paper presented at the Florida Association of School Psychologists (FASP) 38th Annual Conference, Orlando, FL.
- Cash, R.E., **Valley-Gray, S.**, Berhauser, D., Basile, B., & Mansur, S. (2011). *Ethical Standards: Dogmas, Discrepancies, and Decisions*. Paper presented at the Florida Association of School Psychologists (FASP) 38th Annual Conference, Orlando, FL.
- Brockman, A., Tilluckdharry, N., **Valley-Gray, S.**, & Cash, R.E. (2011). *The Impact of Out-of-Home Care on Psychological and Social Health*. Paper presented at the Florida Association of School Psychologists (FASP) 38th Annual Conference, Orlando, FL.
- Basile, B., & Mansur, S., & **Valley-Gray, S.** (2011). *Food Insecurity: A New Trend Impacting Youth in Florida*. Paper presented at the Florida Association of School Psychologists (FASP) 38th Annual Conference, Orlando, FL.

- Singh, A., & **Valley-Gray, S.**, (2011). *Peer Rejection among Preschoolers Diagnosed with Autism Spectrum Disorder and other Communication Disorders*. Paper presented at the Florida Association of School Psychologists (FASP) 38th Annual Conference, Orlando, FL.
- Tilluckdharry, N., Williams, T., & **Valley-Gray, S.** (2011). *Caribbean Immigrant Parents in Schools*. Paper presented at the Florida Association of School Psychologists (FASP) 38th Annual Conference, Orlando, FL.
- Mandler, L., Zlatkin, N., Arcidiacono, S., Cash, R.E., & **Valley-Gray, S.** (2011). *Beyond the Playground: A Literature Review on Cyberbullying*. Poster presented at the Florida Association of School Psychologists (FASP) 38th Annual Conference, Orlando, FL.
- Ketterer, J., Cantrell, C., Calderon, C., Lee McBride, T., Schwartz, O., Cash, R.E., & **Valley-Gray, S.** (2011). *Pilot Study of a Psychological Clinical Competency Measure: The ICAC*. Poster presented at the Florida Association of School Psychologists (FASP) 38th Annual Conference, Orlando, FL.
- Tilluckdharry, N., & **Valley-Gray, S.** (2011). *Implementation of School-Based Psychological Services for the Caribbean Islands*. Poster presented at the Florida Association of School Psychologists (FASP) 38th Annual Conference, Orlando, FL.
- Camejo, S.T., Williams, T.S., Worton, S., & **Valley-Gray, S.** (2011). *Empirically Supported Teaching Practices for Graduate Educators*. Poster presented at the Trainers in School Psychology (TSP) Annual Conference, San Francisco, CA.
- Camejo, S.T., Cantrell, C., Tilluckdharry, N., **Valley-Gray, S.**, Waguespack, A., Cash, R.E., & Cunningham, K. (2011). *Creating a Doctoral Program in School Psychology: Lesson's Learned*. Poster presented at the Trainers in School Psychology (TSP) Annual Conference, San Francisco, CA.
- Worton, S., Camejo, S., Cantrell, C., Cannon, M., Mackelprang, J., Hamstra, J., & **Valley-Gray, S.** (2011). *Learning Styles of Graduate Students in Psychology*. Poster presented at the National Association of School Psychologists, San Francisco, CA.
- Cannon, M., Camejo, S., **Valley-Gray, S.**, Cash, R.E., & Nierenberg, B. (2011). *Counseling Skills Competency: The Development of a Novel Assessment Tool*. Poster presented at the National Association of School Psychologists, San Francisco, CA.
- Williams, T., Worton, S., Camejo, S., & **Valley-Gray, S.** (2011). *Preparing Children for School-Based Mental Health Services*. Paper presented at the National Association of School Psychologists, San Francisco, CA.

- Shapiro, L. & **Valley-Gray, S.** (2011). *Implications of Mindfulness for Anxiety Disorders in Youth*. Paper presented at the National Association of School Psychologists, San Francisco, CA.
- Camejo, S., Worton, S., Williams, T., & **Valley-Gray, S.** (2011). *Empirically Supported Teaching Practices for Graduate Educators*. Poster presented at the National Association of School Psychologists, San Francisco, CA.
- Basile, B., Mansur, S., & **Valley-Gray, S.** (2010). *The Impact of Traumatic Brain Injury on Cognitive Performance Among School-Aged Children*. Paper presented at the Florida Association of School Psychologists (FASP) 37th Annual Conference, Miami, FL.
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