

Stephanie D. St. Joseph
Master of Science in School Psychology

University of Oregon
College of Education
Department of Special Education and Clinical Sciences
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Education

Ph.D. Expected: June 2022 Special Education University of Oregon
Advisor: Dr. Wendy Machalicek, BCBA-D
Dissertation Title: Modifying Manualized Cognitive-Behavioral Therapy to Address
Anxiety in Children with Autism Spectrum Disorders

Specialty areas: *Mental Health and Children with Autism, Assessment and Diagnosis of
Autism, Inter-connected Systems Framework/Positive Behavior Interventions and
Supports*

M.S. May 2008 School Psychology The College of Saint Rose
Advisor: Dr. Steven Hoff

B.S. May 2005 Psychology St. Lawrence University
Partially funded through the North Country Scholar Scholarship Fund
Advisor: Dr. Tom Greene
Honors Thesis: The Impact of Color on Creativity

Certifications

Nationally Certified School Psychologist, NCSP # 38347
Oregon State Certified School Psychologist, OR #526444
North Carolina State Certified School Psychologist, NC # 1111231

Awards and Honors

Helen Martin Scholar, 2020, University of Oregon
Leon Culbertson Scholar, 2019, University of Oregon
School Psychologist of the Year, 2012, Gaston County Schools, NC
Inger Jo Hanson Memorial Citizenship Award, 2005, St. Lawrence University, NC
North Country Scholar, 2001-2005, St. Lawrence University, NY

Research Experience

2021-Current Research Assistant for Project SIMPLE, OSEP funded grant, led by Dr. James
Sinclair and Dr. Geovanna Rodriguez
Project SIMPLE (School-Wide Inclusive Mental Health Promotion for Learning
and Coordinated Community Engagement) will build the capacity of school-

based teams, special education teachers, community providers, and families to respond to the social, emotional, and mental health needs of youth with disabilities. I am in charge of administrative duties at this time and work closely with key personnel to support effective implementation of all goals, objectives, and tasks. I have focused on social network analysis, assessment, and intervention pieces of this grant.

- 2019-Current Video coder for REACT intervention, PBIS Center, led by Dr. Kent McIntosh*
My job is to watch full day videos of classrooms, identify thirty minutes of group instruction, and code teacher behavior (i.e., praise statements, opportunities to respond, and corrections) towards students of color and all other students in order to identify disparities and equity issues
- 2020-2020 Primary Investigator for pilot study, Modifying Cognitive-Behavioral Therapy to address anxiety in children with Autism Spectrum Disorder, University of Oregon*
I developed an idea, conducted a literature review, formulated the research method, gained IRB approval, and conducted the intervention and data collection for this study.
- 2020-2020 Check-in Check-out Secondary Level Data Collector, led by Dr. Angus Kittleman, University of Oregon*
I served as a data collector in high schools, observing students receiving this intervention in their classrooms, and coding their behaviors (i.e., academic engagement and disruptive behavior)
- 2020-2020 Data collector for a dissertation study, Coaching via telehealth: Caregiver-mediated interventions for young children on the waitlist for an autism diagnosis using single-case design, by Megan Kunze, University of Oregon*
I helped administer pre/post assessments, and coded videos of intervention sessions. I also assisted in writing the results for a manuscript.
- 2019-2020 Data Collector for Diagnostic Interview Schedule to Assess Psychopathology in Youth with Intellectual Disabilities grant funded by the National Institute of Health, led by Dr. John Seeley, Oregon Research Institute*
Administered the assessments and interviews to youth with intellectual disabilities and their caregivers in order to validate this new measure.
- 2020 Data collector for Examining the Use of Video Analysis on Teacher Instruction and Teacher Outcomes: A Meta-Analysis, McKenzie Meline dissertation*
Coded articles on study characteristics, participant characteristics, and student and setting characteristics in the Covidence software.
- 2020-2021 Data collector for Sibling Techniques for Enhancing Play and Support) for Strengthening the Sibling Bond of Children with Autism, Lindsay Glugatch dissertation*

Provided pre/post-test assessments for children participants and scored behavior rating scales. I also assisted in setting up intervention sessions and spoke in one session about my experience being the sibling of someone with ASD.

2005 *Primary investigator for my honors thesis at St. Lawrence University, The Impact of Color on Creativity*

I conducted this research study which involved designing the method, gaining IRB approval, recruiting participants, and interpretation and presentation of results.

2002-2003 *Data collector for Patterns of Characterization in Folk Tales Across Geographic Regions and Levels of Cultural Complexity: Literature as a Neglected Source of Quantitative Data. St. Lawrence University.*

I was a student data collector for this project, which involved reading folktales from a specific geographic region, and coding a variety of variables in SPSS.

Professional Experience

Graduate Employment, U.S. Department of Education, Office of Special Education Programs, Positive Behavior Intervention Support Technical Assistance Center 2019-Current

I work with the national PBIS center and participate in research activities and consultation with local school districts. This involves consulting with special education teachers and behavior interventionists on Tier 2 and Tier 3 behavioral interventions, the FBA and BIP process, research involving Check-In/Check-Out, research involving turnaround schools, and research involving equity-based interventions for schools.

Parent Interviewer for Functional Analysis, HEDCO Applied Behavior Analysis Clinic 2019-2020

I assisted in the HEDCO clinic to conduct assessments for children with challenging behaviors, including conducting functional analyses and interviewing parents, and writing up the results.

Reading Tutor for EL student 2019-2019

I taught reading to a kindergarten student who spoke English as a second language. I provided instruction, gave homework, monitored progress, and communicated with parents.

Graduate Employment, University of Oregon, Early Intervention/Early Childhood Special Education Practicum Supervisor for 10 students 2018- 2019

I served as a practicum supervisor for seven master's students in early intervention. I met with the group once a week and met with each student and their cooperating teacher three times a term. I also observed each student twice a term and provided written feedback throughout the term to the students. I provided guidance on collecting data, working with other teachers and parents, managing ethical issues, and how to work with students with disabilities.

School Psychologist, Gastonia, NC

2008- 2018

I served as a school psychologist for a district of 54 schools. During my first year, I was tasked with training and leading two elementary schools to implement Response to Intervention, in which I taught teachers how to conduct universal screening, decide which students may need intervention, decide on appropriate interventions, collect data, and interpret that data. Eventually they were able to collect enough data and document the data and interventions in a way that could qualify students for special education eligibility under the category of specific learning disability.

My second year, I began training to be able to administer assessments for autism (Autism Diagnostic Observation Schedule, Childhood Autism Rating Scale, Social Responsiveness Scale, Social Communication Questionnaire, Developmental Profile, Psychoeducational Profile, Gilliam Autism Rating Scale). I was one of two psychologists in the district trained to do these assessments, and in addition to my three assigned schools (caseload of approximately 1500 students), I began consulting with all 54 schools in the district regarding students that were thought to have an autism spectrum disorder. I eventually was the only psychologist trained in this area and developed the ADOS team which included occupational therapists and speech language pathologists to assist me in administering the ADOS. I also trained other school psychologists in the ADOS, and as the referrals for autism grew, I provided more in-depth training for some of the school psychologists to be able to administer these assessments themselves.

Because of my experience with assessments for autism, I joined the preschool evaluation team to administer multi-disciplinary assessments for children in early intervention programs.

I was also a trainer for Crisis Prevention Institute on physical and verbal intervention techniques to recognize and address escalating behavior.

Contract School Psychologist, Roebuck, SC

2015-2017

I was a contract school psychologist for a school district to assist in administering assessments, especially assessments for an autism spectrum disorder. I was responsible for setting up assessments with parents, administering assessments, writing up the results, and completing the relevant paperwork.

School Psychologist, Spartanburg, SC

2014- 2015

I served as a school psychologist in this district and worked at two elementary schools, a middle school, and a high school. I also received my license to be able to bill Medicaid for services provided. I worked closely with the Director of Special Education to improve procedures within the department.

Psychological Assistant, Waxhaw, NC

2012- 2016

I worked with a licensed psychologist in his private practice, helping to administer and score assessments.

School Psychology Intern, Latham, NY

2007- 2008

This was my internship for my master's program. I served at an elementary school and a high school. I worked on the Committee for Special Education and Problem-Solving

Teams, attended IEP meetings, provided counseling to students, conducted assessments, organized annual reviews, and created and implemented behavior intervention plans.

School Psychology Practicum, Latham, NY 2007-2007

During this time, I shadowed a licensed school psychologist and attended IEP meetings, Problem Solving Team meetings, and meetings for the Committee for Special Education. I helped document data and provided counseling to students.

Teacher Assistant, Albany, NY 2006- 2007

I worked as an assistant in an early intervention program. I cared for children, planned and conducted activities, and communicated with parents.

Summer Youth Director, Brownville, NY 2006- 2006

I organized the summer recreational program for children in the area. My duties included hiring assistants, organizing activities, and monitoring children.

Compliance Team, Gaston County Schools 2015-2018

I was asked to serve on this small committee based in the Department for Exceptional Children. It was our job to interpret case law, district mandates, and state and federal law for our special education teachers. We provided regular professional development, were responsible for preparing materials for audits, helped resolve contentious meetings, and also served as delegated representatives to answer compliance questions regarding special education law, procedures, and paperwork.

Progress Monitoring Data Collection Team, Gaston County Schools 2017-2018

This was a sub-committee of the Compliance Team. Even though we knew our special education teachers needed more training and coaching in collecting data to make decisions regarding students and their Individualized Education Programs, it was not until *Andrew F. vs. Douglas School District* case law came about that we received backing from our district to spend resources on this training. We provided full day professional developmental to every special education teacher and service provider in the school district, with follow-up coaching and training on different types of data collection, when and how to collect it, how to interpret it, how to use the computer-based data collection equipment, etc.

Nonviolent Crisis Intervention Trainer, Gaston County Schools & Spartanburg District Schools
2014- 2018

I received 14-hour training for nonviolent crisis response (i.e., de-escalation and restraint), and then became a trainer for the school districts I served. The training includes verbal and physical intervention techniques that can help staff recognize and address escalating behaviors.

Director, Camp Sunshine 2013-2017

For four years, I was the director of a weeklong summer camp for underprivileged students. I oversaw over 100 adult and youth volunteers, recruited 65 children for the program, organized meals, activities, and transportation. I also managed behavior

difficulties with the children, communicated with parents, and engaged in fundraising activities.

Autism Problem Solving Team, Gaston County Schools 2012 -2018

When I was the only school psychologist in my district trained to do assessments for autism, I realized that there was a need for more knowledge about autism in my district. The Autism Problem Solving Team was developed and comprised of special education teachers, speech language pathologists, and occupational therapists. We developed professional development that occurred at regular intervals three times a year and would also be provided upon request for individual schools. There were two three-hour trainings that we developed: Autism, the Basics and Interventions for Autism.

Norming Examiner, WPS Publishing and Riverside Publishing 2010-2018

I served as a norming examiner to develop new editions of the Wechsler Intelligence Scale for Children, the Woodcock-Johnson Cognitive Assessment, and the Woodcock-Johnson Tests of Achievement. I recruited participants and administered full assessments to children and adults.

Counseling Team Leader, Gaston County Schools 2016-2018

During this time, the school district I worked at did not have school psychologist provide counseling to students, even though we all had training to do so. We finally gained approval in providing counseling as a related service, but this required policies and procedures to be put in place, and additional training for school psychologists. I helped develop the policies and procedures and researched manualized programs for the school psychologists to use.

Psychologist Leadership Team, Gaston County Schools 2012-2014

I served as a representative on this team that regularly met with the director of the Department for Exceptional Children. We problem solved and set-up training opportunities for school psychologists. I was responsible for cataloging the assessments and ordering new materials. During my time, I also created guidelines for assessing students with limited English proficiency.

Crisis Response Team Psychologist Leader, Gaston County Schools 2009-2012

The school district had a team of school psychologists, nurses, and school counselors that were trained in crisis response. We were called to serve schools in cases of student or faculty deaths or other traumatic experiences. I served as the representative for the school psychologists and would attend as called as well as relegate other school psychologists to serve as needed.

Responsiveness to Instruction Team, Gaston County Schools 2008-2014

I served on a small team of school psychologists that were state trained in RTI. We all led schools in the implementation of an RTI framework and worked with state consultants on improving policies and procedures. I directed two elementary schools through beginning full implementation of RTI which involved teaching the staff how to identify students that were at-risk through universal screening, identifying appropriate academic and

behavioral interventions, collecting data through progress monitoring and using that data to make decisions.

School Psychology Internship Supervisor, >2500 hours 2015- 2016

I supervised two interns in school psychology. They worked with me in schools, and I provided training and advice. As their skills grew, I provided them with more responsibilities and offered feedback.

Reading and Math Tutor Program, 100 hours 2002-2005

I would attend school after hours to provide tutoring to students in their needed areas.

Peer-Reviewed Publications

St. Joseph, S. & Machalicek, W. (2021). Interventions supporting health-related routines for children with intellectual and developmental disabilities: A systematic literature review. *Behavioral Interventions*, 37 (2), 465-484. <https://doi.org/10.1002/bin.1851>

McIntosh, K., Girvan, E.J., McDaniel, S.C., Santiago-Rosario, M.R., **St. Joseph, S.**, Fairbanks Falcon, S. Izzard, S., & Bastable, E. (2021). Effects of an equity focused PBIS approach to school improvement on exclusionary discipline and school climate. *Preventing School Failure: Alternative Education for Children and Youth*, doi:10.1080/1045988X.2021.1297027

Kunze, M.G., Machalicek, W., Wei, Q., & **St. Joseph, S.** (2021). Coaching via telehealth: Caregiver-mediated interventions for young children on the waitlist for an autism diagnosis using single-case design. *Journal of Clinical Medicine*, 10, 1654. <https://doi.org/10.3390/jcm10081654>

Gottschall, J., R. Berkey, C. Drown, M. Fleischner, M. Glotzbecker, K. Kernan, T. ... Welch, E. S.D. **St. Joseph, S.** (2004). Patterns of characterization in folk tales across geographic regions and levels of cultural complexity: Literature as a neglected source of quantitative data. *Human Nature*, 15, 365-382.

Book Chapters

Machalicek, W., Erturk, B., Glugatch, L., Wei, Q., Alvarez, K., & **St. Joseph, S.** (in press). Family interventions. In J. Matson & P. Sturmey (Eds.), *Handbook of Autism and Pervasive Developmental Disorder, Autism and Child Psychopathology Series*. Springer Nature.

Practitioner Publications

St. Joseph, S., Austin, S., Strickland-Cohen, M.K., Machalicek, W., & McIntosh, K. (2022). School Refusal Practice Brief, in process through the Positive Behavior Intervention and Supports Center, funded by the Office of Special Education Programs.

Conference Presentations

- Gallo, J., St. Joseph, S., Cox, M., & Rodriguez, G. (April 2022). *Relations between school climate and perceived trust among school staff and LGBTQ+ youth*. Poster presentation for Northwest Positive Behavior Interventions and Supports Conference, Tacoma, WA.
- Raulston, T.J, Ousley, C., Crowe, R., St. Joseph, S., & Shannon, E. (Expected May 2022). *Interventions to promote social skills in children with developmental disabilities*. Symposium at Association for Behavior Analysis International Conference, Boston, MA.
- Case, J., Bostic, C., Mitchell, M., Lowe, A., Miller, K. & St. Joseph, S.D. (2017, November). *Progress Monitoring with Data Collection*. Oral presentation at the North Carolina EC Conference, Greensboro, NC.
- Case, J., Cianciotta, E., St. Joseph, S.D. (2016). *Understanding Counseling as a Related Service*. Oral presentation at the Gaston County School Psychologist Beginning of Year Meeting, Gastonia, NC.
- Case, J., Cianciotta, E., St. Joseph, S. D. (2015). *Functional Behavioral Assessments*. Oral presentation for Department for Exceptional Children Family Meeting, Gastonia, NC.
- McLean, J., St. Joseph, S. D., Wilson, T. & Pratt, J. (2013, August). *Data Collection and Analysis to Inform Instruction*. Oral presentation at the Gaston County Schools Exceptional Teacher's Beginning of Year Meeting, Gastonia, NC.
- St. Joseph, S. D., Morgan, M. M. & Jarrett, T. (2012, August). *Autism Interventions*. Oral presentation at the annual Gaston County Schools Teaching and Learning Conference, Gastonia, NC.
- St. Joseph, S. D., Miller, K.A. (2009, August). *Autism, The Basics*. Oral presentation at the annual Gaston County Schools Teaching and Learning Conference, Gastonia, NC.
- Gottschall, J., Drown, C., Fleischner, M., Kernan, K., Muse, K., St. Joseph, S.D., Welch, E. (2003, April). *Heroine with a Thousand Faces*. Oral presentation at the American Education Research Association Annual Conference.

University Teaching Experience

Law and Special Education (supervised teaching) University of Oregon, Summer 2019, Winter 2020, Summer 2020, Winter 2021

This was a supervised college teaching experience in which I co-taught ten-week terms for graduate and undergraduate students. My duties included syllabus and course development, providing lectures (e.g., history of special education law, Child Find, identification, assessment, and evaluation for special education, assessment and accountability seclusion and restraint, RTI) and grading weekly discussion boards, chapter quizzes, and the final examination. I also modified some course content to be more applicable for school psychologists as well as teachers. I ended up co-teaching this course four times with Dr. Elisa Jamgochian.

Read Well, Genesis Summer Reading Academy Summer 2019

This was an eight-week summer reading program for at-risk elementary aged students. We followed the Read Well curriculum. My duties included assessing all students to identify their reading placement and to monitor growth, and leading reading instruction to small groups. I also was a delegated teacher to handle behavioral concerns for students. I was asked to direct this program for the following year, and planned on including social-emotional learning, but was unable to do so when the COVID-19 pandemic affected the program.

Introduction to Psychology, Pacific Pioneer College, Springfield OR. Spring term 2019

I taught this course that was an elective for undergraduate students. I provided lectures, graded chapter tests, and developed a final examination project. I was asked to return but was unable to do so because of requirements for my doctoral program.

Invited Guest Lectures and Presentations

KTEA-III Administration. Assessment course. College of Education. University of Oregon. Fall, 2019, Fall 2020, Fall 2021.

I was asked to guest lecture in the Assessment course for graduate students in special education. I presented for two weeks on this assessment for reading, writing, and mathematics. I provided background on the assessment, and then taught the administration of the assessment, including scoring and interpretation. Students were given opportunities to practice administration and scoring, ask questions, and receive feedback. They were then given an assignment in which they had to score an assessment and write a report, which I helped grade and provide feedback.

Project SAIL: Why Choose Special Education? Guest Presentation for Department of Special Education and Clinical Science. College of Education. University of Oregon. July 2019

I presented at a seminar aimed at students from low socioeconomic, first-generation and underrepresented backgrounds from across Oregon. The goal was to provide an opportunity for these students to experience and encourage the pursuit of higher education.

University of Oregon Service

2020-2021. Secretary for University of Oregon Student Chapter of Council for Exceptional Children (CEC)

2019-Current. Social Events Chair for University of Oregon Behavioral Analysis Student Organization (BASO).

Managed social events and organized lectures with invited presenters Anita Archer and Dr. Rob Horner.

2019-Current. Mentor to First Year Doctoral Student in University of Oregon Special Education Program

2019- Developed syllabus for Behavioral Assessment as part of a new online master's program for Applied Behavior Analysis

National Service

Council for Exceptional Children Annual Conference, Portland, OR. Volunteer, 8 total hours
February 2020

Ad Hoc Reviewer

Journal of Developmental Neurorehabilitation, August 2021, April 2021, March 2019
Journal of Education and Training in Autism and Developmental Disabilities, January 2021
Behavioral Interventions, June 2020
Topics in Early Childhood Special Education, April 2020

Trainings and In-Service Presentations

Tier 2/Tier 3 Consultation with Springfield School District, Fall 2019- Present

I participated in this partnership between the University of Oregon PBIS Center and a local school district team of school psychologists and behavior interventionists. We provided professional developmental, facilitated case rounding, and regular meetings to problem solve. I personally developed professional development and presented on: Home school collaboration during distance learning; Partnering with caregivers to address internalizing symptoms and externalizing challenging behavior (September 2020); Addressing Executive Functioning (June 2020); and School Refusal (April 2020).

Presentation of "Teaching Children with Anxiety" at the Village School, Eugene OR. January 2019.

Presentation of "Characteristics of Autism" at A Day of Autism Training, University of Oregon, April 2019.

Grant Writing Experience

FUNDED: St. Joseph, S. (year). Modifying Cognitive-Behavioral Therapy to Address Anxiety in Students with Autism Spectrum Disorder. Organization for Autism Research (OAR) Graduate Research Grant (amount, \$2000)

Coursework for Grant Writing, taught by Dr. John Seeley, University of Oregon, Fall, 2019.

Assisted in writing Tier 2/Tier 3 Intervention Grant through the PBIS Center with Kathleen Strickland-Cohen and Wendy Machalick.

Personal Professional Development

Individual School Wide Intervention System (I-SWIS) Facilitator

I received training to be a facilitator for schools and districts in this online documentation system to track student behavior.

Screening Tool for Autism in Young Children (STAT) Training

I received training to administer the STAT, which is an empirically derived, interactive measure that has been developed to screen for autism in children between 24 and 36 months of age.

What Works Clearinghouse Single-Case Design (WWC-SCD) Standards Online Training

I completed a training series focused on different aspects of the WWC single-case design standards, procedures, and review process.

Professional Organization Membership

Association for Behavior Analysis International (ABAI)

American Psychological Association (APA)

Council for Exceptional Children (CEC)

National Association of School Psychologists (NASP)

Behavior Analysis Student Organization (BASO), University of Oregon