
Laura Marie Anderson, Ph.D.

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ACADEMIC PREPARATION

★ **State University of New York, University at Buffalo**

Department of Counseling, School, & Educational Psychology: Graduate School of Education

Doctor of Philosophy, Combined program in School & Counseling Psychology

Full APA and NASP Accreditation; Degree conferral: June 1, 2006 (Enrolled Fall of 2001)

Dissertation: Empirically derived reading instruction: Developing word level skills with Breakthrough to Literacy's technology Dissertation Chairperson: Dr. LeAdelle Phelps

★ **State University of New York, College at Geneseo**

Bachelor of Arts in Psychology (honors)

Bachelor of Arts in Spanish (honors), including course-certification to teach Spanish; Graduated Magna Cum Laude: May, 2000

LANGUAGE FLUENCY

- ★ Bilingual: English-Spanish

PUBLICATIONS

- ★ **Abrams, L. M.**, Flood, J., & Phelps, L. (2006). Psychopharmacology in the schools. *Psychology in the Schools*, 41, 493-502.
- ★ Truscott, S. D., Catanese, A. M., & **Abrams, L. M.** (2005). The evolving context of special education classification in the United States. *School Psychology International*, 26(2), 162-177.
- ★ Steck, E., & **Abrams, L.M.**, & Phelps, L. (2004). Positive psychology in the prevention of eating disorders. *Psychology in the Schools*, 41(1), 111-117.
- ★ Abrams, L. (2003). Succeeding in graduate school: A book review. *Psychology in the Schools*, 40(6), 703-707.
- ★ Truscott, S.D., Catanese, A. M. & **Abrams, L.M.** (2003). The evolving context of special education classification: How the president's commission on excellence in special education and the draft NASP statement on LD classification may change what school psychologists do. *New York School Psychologist*, 21(4), 8-10 & 16-18.

CONFERENCE AND PROFESSIONAL PRESENTATIONS

- ★ Anderson, L. (2007). *BEST-LIFE: Behavioral Economics Stimulating Transformed Lifestyles & Impacting Family Ecologies*. Pediatric Healthy Weight Forum, Pediatric Healthy Weight Research & Treatment Center (PHWRTC). East Carolina University. 10 December 2007.
- ★ Abrams, L. (2005). Real-World Applications of Research: How can the numbers inform your teaching and the learning of our children? (Presentation of preliminary dissertation data). Akron Central School District Parent-Faculty Association.
- ★ Steck, E., & Abrams, L. *Presented at NASP 2003 Toronto Conference: Positive psychology and the prevention of eating disorders in the schools* (Symposium)

PROFESSIONAL CERTIFICATIONS

- ★ School Psychologist: NCSP; State of New York; State of North Carolina (School Psychologist III)

ACADEMIA

- ★ Tenure-Track, Assistant Professor: *Pediatric School Psychology*
 - **East Carolina University**~ Greenville, NC 27858
 - Trainer and Instructor within (a) Health Psychology Doctoral Program (Pediatric School Psychology Concentration), (b) School Psychology Educational Specialist Program, and (c) Undergraduate Psychology Major.

PRACTITIONER PROFESSIONAL PLACEMENT

Student Services Specialist (SSS) & Bilingual School Psychologist **8/2006 - 5/2007**

Charlotte-Mecklenburg Schools (CMS): Charlotte, North Carolina

Albemarle Road Elementary Academy of World Studies (Grades K-5)

Title I/"FOCUS" School

- ★ Assisting with Implementation of Responsiveness to Intervention Model
- ★ 830 Students (55% African American, 35% Hispanic, 9% Caucasian, 1% Other)
- ★ Behavioral Consultation & Positive Behavior Support, Including Individualized Behavior Plans
- ★ School-wide Guidance re: Prevention & Health Promotion
- ★ Establishment of "Social Skill of the Week" Curriculum for Character Development
- ★ Coordinated and Implemented Red-Ribbon Week
- ★ Pre-Referral Intervention Team Chairperson & 504 Coordinator
- ★ Comprehensive Assessments & Intervention Design/Modification for Students
- ★ CSE/IEP Team Member & Special Education Case Manager

SPECIALIZED TRAINING IN SCHOOL PSYCHOLOGY★ **ASSESSMENT**

Coursework:	Educational Measurement Individual Intelligence Testing Psychological Assessment of Children & Adolescents Psychological Assessment of Infants & Preschoolers Advanced Personality Assessment
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Tests Administered and Interpreted (predominant tests; not all-inclusive):

WAIS	Woodcock Johnson, COG & ACH
WISC	Bayley Infant & Preschool Scales
WPPSI	Vineland Adaptive Behavior Scales
Stanford Binet V	BASC:
PPVT-III	SRP-A/C, TRA-A/C, PRS-A/C
WIAT	KSADS-PL
VMI	Sentence Completion Tasks
Bender-Gestalt	CBMs: Math, Spelling, Reading
UNIT	TOMAL
WRAML	Semi-structured Clinical Interviews
MMPA; MMPI-II	Achenbach CBCL
Conner's Rating Scales	Achenbach Teacher Report Form
Bateria Woodcock Munos-R	Bilingual VAT
DAS	Analytical Reading Inventory-6
El Paso Phonics Survey	Burke Reading Interview
Home Situations Questionnaire	School Situations Questionnaire

★ **COUNSELING**

Coursework:	Theoretical Foundations of Counseling Counseling with Children & Adolescents Behavior Therapy with Children & Adolescents
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(*Counseling Coursework, cont.*) Psychopathology & Evidence-Based Treatments
Multicultural Counseling

Other Training: Crisis Intervention Seminar, CATS
(Child & Adolescent Treatment Services)
Child Advocacy Center: Child Sexual Abuse
Intervention Training
Multicultural Counseling Seminar, CATS
On-site Clinical Supervision, CATS

Techniques:
Functional Behavioral Assessments
Behavioral Modification Planning, Implementation, & Monitoring
Cognitive-Behavioral Therapy
Individual & Group Counseling
Family Therapy; Play Therapy
Clinical Interviewing
Crisis Intervention

★ **CONSULTATION**

Coursework: Process of Consultation
School Psychology Practicum Seminar
Advanced Consultation Practicum

Course Details:

*These courses emphasized collaborative consultation in individual and organizational settings. Fundamental consultation skills were reviewed and interdisciplinary, team-based practices were stressed. Students consulted on cases from their practicum sites, delivering regular presentations.

Applications:

*Ongoing consultation with teachers and parents with respect to Behavioral Intervention Plan (BIP) created for target students at multiple placements

*Committee on Special Education consultant for bilingual program, specializing in strategic communication with parents with an emphasis on student advocacy (e.g. placing student in the proper language-dominant classroom and program, according to student's cognitive-academic language proficiency levels)

SUPERVISED FIELD EXPERIENCES IN SCHOOL PSYCHOLOGY

- ★ **(Bilingual) Doctoral Internship in School Psychology: The Center for Children & Families (CCF) at the University of Buffalo May 2005- May 2006** *The Center for Children and Families (CCF) is an interdisciplinary Center at the University at Buffalo that focuses on a tripartite mission of education, research, and service. The CCF is directed by William E. Pelham, Jr., Ph.D. The CCF serves as a clinic and research center that provides multimodal, family and school-based treatment for children with Attention Deficit Hyperactivity Disorder and other behavioral and learning problems.*

→ ***First Doctoral School Psychology Intern*** at the CCF, based on performance during 2004-2005 (Please see below: 2004-2005 placement): Position created by Dr. Pelham

Supervisors: **Greta Massetti, PhD.** (Research Assistant Professor, CCF)
William E. Pelham Jr., PhD. (Director, CCF; Professor of Psychology, Pediatrics & Psychiatry)

→ **Behavior Consultation, Professional Training, Clinical Assessment, and Research:**

(a) Bilingual Behavior Consultant for School-wide Academic and Behavioral Competencies Program: Consulted with individual teachers and teams in order to address behavior problems of

individual students and/or classes; Developed individualized behavior plans (e.g., including daily report cards) for students in need based on functional assessments and behavior intervention planning (including systematic classroom observations; checklist completion; rating scales; interviews; etc.); Served as lead therapist for psychoeducational social skills and anger management group (for those students evidencing behavior difficulties); Bilingual consultant(Spanish-English).

(b) Professional Teaching/Training: Assisted in training all faculty and staff in preparation for school-wide intervention implementation (e.g., behavioral reinforcement techniques; theoretical bases for program; specific details of intervention); Provided support to classroom teachers and administration in implementing school-wide program; Consulted with parents to assist with home behavior modification and facilitated home-school communication; Provided ongoing, updated training and workshops for teachers (e.g., “booster” sessions for behavioral modification; social skills and peer mediation training) Conducted evening/weekend parent training seminars; Presented at parent-school association meetings regarding the progress of the school-wide positive behavior intervention program.

(c) Clinical Assessment: Conducted multimodal evaluations (e.g., utilizing any number of the assessment tools listed on page 2, depending on need) for children with disruptive behavior problems; Many evaluations focused on DSM-IV criteria (e.g., ADHD) and served as second opinions when parents sought specialized input re: Attention-Deficit/Hyperactivity Disorder; Psychopharmacological consultation before physician referral; Referrals to appropriate service providers, including services within the CCF; Parent training and behavior plan development informed by evaluation results.

(d) Research: Examination of the School-wide Academic and Behavioral Competencies Program, 2004-2008 (e.g., Longitudinal assessment of children in 15 elementary schools in the Buffalo, Sweet Home, and Kenmore-Tonawanda school districts and two charter schools): Data collection; Research design and assessment tool evaluation; Translation of research materials into Spanish; Human participant consent and incentive planning; Grant reviews; Database management; Early stages of data analysis; Ongoing fidelity assessments and training to practitioners involved in study; Statistics training/consulting; Emphasis on seamless research-to-practice link.

★ **Fall 2004-Spring 2005 Advanced Practicum Placement**

The Center for Children & Families (CCF): University at Buffalo

Bilingual Behavior Consultant for School-wide Academic and Behavioral Competencies Program.

Population Served: Teachers, parents, administrators, and children, grades Kindergarten through 8, in a bilingual city school (Buffalo, NY)

Supervisors: **Greta Massetti, PhD.** (Research Assistant Professor, **William E. Pelham Jr., PhD.** (Director, CCF; Professor of Psychology, Pediatrics & Psychiatry)

- Assisted in training all faculty and staff in preparation for school-wide intervention implementation (e.g., behavioral reinforcement techniques; theoretical bases for program; specific details of intervention)
- Consulted with individual teachers and teams in order to address behavior problems of individual students and/or classes
- Developed individualized behavior plans (e.g., including daily report cards) for students in need based on functional assessments and behavior intervention planning (including classroom observations; checklist completion; rating scales; interviews)
- Provided support to classroom teachers and administration in implementing program
- Consulted with parents to assist with home behavior modification and facilitated home-school communication
- Provided ongoing, updated training and workshops for teachers (e.g., “booster” sessions for behavioral modification techniques; social skills training; etc.)
- Served as adult leader for after-school social skills program (for those students evidencing behavior difficulties)
- Conducted three anger management group counseling sessions for three different groups of children each week

- Conducted weekend parent training seminars and presented at parent-school association meetings regarding the progress of the school-wide program
- Provided above services in Spanish, as necessary

★ **Fall 2003-Spring 2004 Advanced Practicum Placement**

The Women & Children's Hospital of Buffalo (WCHOB): Early Childhood Program (ECP)

Population Served: Children (ages 2-5, their parents, teachers, and service providers)

Supervisor: **Dewey Bayer, Ph.D.**, Director – therapeutic preschool, WCHOB

- Conducted developmentally sensitive, age-appropriate cognitive, behavioral, social-emotional, and adaptive behavior assessments of high-need children, ages 2-5 (e.g., *children with speech-language needs, developmental delays, pervasive developmental disorders, health-related needs, and rarer disorders such as agenesis of the corpus callosum*)
- Conducted comprehensive parent interviews
- September 2003-June 2004: an average of 15 comprehensive early intervention/preschool assessment reports completed per month
- Worked with classroom teachers in order to facilitate the development of interventions
- Consulted with pediatricians and related health care professionals in order to gain more thorough knowledge of child's needs across domains
- Participated in multi-disciplinary service provider meetings regularly

★ **Spring 2003 (Bilingual) Practicum Placement**

Buffalo City Public Schools, Department of Bilingual Special Education

Students Served: All Special Education students with Limited English

Proficiency within the city district, across all schools

Supervisors: **Julianna Becker, M.A., NCSP & Debra Sugg, M.A., NCSP**

- Conducted cognitive, bilingual language proficiency, visual motor integration, and socio-emotional assessments
- Conducted student and parent interviews in both English and Spanish
- Wrote psychological reports for new referrals, emphasizing cognitive, behavioral, socio-emotional, and visual-motor domains
- Served as committee member on CSE in order to determine most appropriate bilingual placements for new referrals and immigrant transfers to the district
- Observed and participated in bilingual school counseling
- Consulted with bilingual teachers in assisting students experiencing psychoeducational and/or language proficiency difficulties
- Actively worked with a diverse student population, including Hispanic (Puerto Rican, Cuban, Mexican, and Costa Rican), African American, Asian, Eastern Indian/Arab, Somalian, Native American, and Native African (immigrants from the Democratic Republic of Congo)

★ **Fall 2002 Practicum Placement** Akron Central School District (Akron, New York)

Students Served: All Special Education students, K-12, within the rural Akron school district,

Supervisor: **Tracy Lega, M.A., NCSP**

- Conducted all phases of comprehensive psychoeducational evaluations
- Conducted student and parent interviews, including full social-developmental histories
- Participated on pre-IEP and Child Study Team meetings on a weekly basis
- Wrote psychological reports for new referrals and triennial reevaluations
- Served as committee member on CSE, collaborating with educational specialists, speech language therapists, social workers, occupational therapists, administrators, and parents in order to determine appropriate placements for students
- Conducted psychoeducational (social skills) counseling groups throughout the year

- Consulted with teachers in formulating plans of action for students experiencing behavioral and psychoeducational difficulties
- Completed multimodal, ecological, and comprehensive Functional Behavioral Assessment (FBA) and Behavioral Intervention Plan (BIP) for 4th grade Native American male

★ **Preadoption Evaluations at the Children's Hospital of Buffalo**

Supervisor: Dewey Bayer, Ph.D. (Current: per diem & summer)

- Completed comprehensive psychoeducational evaluations for children prior to adoption; intensive needs, typically, as children had been removed from the custodial care of guardians
- Interviewed adoptive families to determine goodness of fit (child with prospective adoptive family)
- Completed re-evaluations for children in the foster care system

RELATED TEACHING AND FIELD EXPERIENCE

★ **Doctoral Statistics Lab Instructor & Teaching Assistant:** School of

Counseling and Educational Psychology at the University of Buffalo (9/2003-6/2004)

Supervisor: Jeremy Finn, Ph.D., Professor of Statistics

- **Laboratory Instructor:** Full responsibility of development, instruction, and evaluation of doctoral level statistics labs (computer-based laboratory using SPSS software)
 - **Teaching Assistant:** Responsible for evaluating all homework assigned by Dr. Finn in lecture portion of course (50 students enrolled)
 - Held two weekly office hours for statistics tutoring and assistance
 - Taught two, full doctoral level statistics lectures (90 minutes each) addressing
 - (a) Central Limit Theorem; Inferential Statistics; Planned Contrasts
 - Topics covered in *computer laboratory* included-

*data entry	*independent & dependent variables
*levels of measurement	*descriptive statistics
*data visualization methods	*cross-tabs & chi-square
*correlations	*simple regression
*t-tests	*1-way ANOVA
*2-way ANOVA	*3-way ANOVA
*post-hoc analyses	*randomized blocks design
*multiple regression analyses	*intro to MANOVA
- *interpretation and APA-style reporting (statistical notation) of all above procedures*

★ **Private Statistics Consultant (Buffalo, NY: 2003-present)**

Assisted in the analysis of social science and education research projects by doctoral level students, including evaluation of experimental design and (univariate and multivariate) statistical analysis with statistical software packages (*SPSS & Multivariate*).

★ **Supervising Graduate Research Assistant:** National Cancer Institute Grant: Research Conducted by the Psychology Department at the University of Buffalo (Summer 2003 & Summer 2004)

(Primary Investigator = **Dr. Janice Hastrup**) in conjunction with Roswell Park Cancer Institute

- **Health Opinions and Behaviors Study** (Examination of the interaction of beliefs about one's susceptibility to cancer and whether those beliefs significantly affect health-related and prevention behaviors)
- Supervision and Teaching of Undergraduate Research Assistants (e.g., research methodology; ethical treatment of human research participants; etc.)
- Summer 2004: Data collection toward goal of 120 families
- Interviewing, conducting educational modules, & recruiting subjects (bilingual)

- ★ **Doctoral Graduate Assistant:** School of Counseling and Educational Psychology at the University of Buffalo (*Fall 2002-Spring 2003*)
 - Supervisor:** **LeAdelle Phelps, Ph.D.**, Director of School Psychology Program & Department Chair (Counseling & Educational Psychology)
 - Provided research and writing assistance (re: School Psychology) to Dr. Phelps
 - Entered and analyzed data, statistically (via SPSS), in order to restandardize Phelps kindergarten readiness scale (PKRS): e.g., demographic analysis of sample; predictive validity matrices; test-retest reliabilities; internal consistency

- ★ **Psychological Assistant:** H.G.L. Campus School: Wyndham Lawn Home for Children, 2002-2003
 - Supervisor:** **Michael Griffin, Ph.D.**
 - Completed initial, comprehensive evaluations (e.g., intelligence; achievement; social-emotional; familial) for referrals to the residential school program
 - Presented individual cases at CSE; service planning; student and parent advocate

- ★ **Bilingual Family Therapist:** Child and Adolescent Treatment Services, 2000-2001
Niagara Street, Buffalo NY
 - Supervisor:** **Irene Zanet, M.A.** (Clinic Director)
 - Provided comprehensive, outpatient mental health services to children, ages 4-18, and their families
 - Completed all diagnostic, assessment, and treatment planning services
 - Provided all above-mentioned services in both Spanish & English

- ★ **Puerto Rican Youth Development Mentor:** City of Rochester, NY: 1999-2000
 - Assisted Spanish-speaking children (K-12) with homework (all subject areas)
 - Served as counselor & mentor to adolescents

- ★ **Teaching Assistantship in Child Development:** SUNY Geneseo, 1999
 - Supervisor:** **Margaret Matlin, Ph.D.**
 - Taught 12 lessons independently to undergraduate students
 - Conducted 4 review sessions for exam preparation
 - Assisted in correcting all written exams throughout semester
 - Developed review worksheets and practice questions for each text chapter

- ★ **Therapeutic Camp Counselor:** Camp CASA (Children Affected by Substance Abuse): Cattaraugus County Council- Alcoholism & Substance Abuse, 1998-2000
 - Supervisors:** **Betty Meierjorgen, A.C.S.W. & Linda Riggs, C.S.W.**
 - Led family group therapy sessions as facilitator, 2 hours daily
 - Led group of 26 children through outdoor, therapeutic recreation
 - Responsible for 12 girls: 24 hours/7 days per week (3 total weeks)

- ★ **Peer Educator: "Take Back the Night":** SUNY Geneseo, 1999-2000
 - Self-defense, holistic wellness, body safety, and sexual violence prevention for older teen girls and undergraduate college women
 - Presented mini-workshops and conducted mentoring sessions
 - Helped organize campus-wide awareness campaign and march
 - Rape crisis hotline volunteer

- ★ **Research Assistantship in Psychology:** SUNY Geneseo, 1998-1999
Supervisor: Susan Shonk, Ph.D. (Geneseo team leader)
Primary Investigator: Dante Cicchetti, University of Rochester
 → Actively analyzed mediator model of child maltreatment and resiliency
 → Early stages of model development and conceptualization
- ★ **Substitute Teaching** Salamanca, NY: Salamanca City Schools
 (Undergraduate Winter & Spring Breaks: 1996-2000)
 → Experience in grades Kindergarten through Twelve
 → Taught three weeks of high school Spanish: long-term position

INDEPENDENT RESEARCH

- ★ **“Breakthrough to Literacy” national literacy program evaluation**
 → **Dissertation:** Primary investigator; Individual project
 → Direct contact with program’s national founder/president (Dr. Gerald Zimmermann)
 → Random assignment of children to active treatment condition (e.g., *Breakthrough to Literacy* reading program) or comparison condition (e.g., standard district curriculum)
 → Standardized test scores as outcome measures
- ★ **Research topics of interest** include (but are not limited to) (a) Prevention of health-related disorders, including childhood obesity (b) Efficacious reading instruction, (c) Positive psychology in the schools (with an emphasis on early intervention and prevention), (d) Issues relevant to Latino families and promotion of health, resilience, and school success (e.g., parent involvement; involvement in music and the arts; health behaviors), (e) School-wide positive behavior interventions and health promotion, and (f) program evaluation.

AWARDS AND RECOGNITIONS

- ★ *Appointed Student Member:* Western New York Hispanics & Friends Civic Association: Youth Health Board (e.g., development of health education and prevention initiatives for pediatric Latino population of the city of Buffalo)
- ★ Overall Academic Graduate Grade Point Average: 3.969
- ★ Selected for teaching assistantships based on mastery of course material; performance in course
- ★ Bachelor’s: Magna Cum Laude graduate, SUNY Geneseo
Overall Psychology Undergraduate Major GPA: 3.96
Overall Spanish Undergraduate Major GPA: 3.6
- ★ Dean’s List all semesters, undergraduate course of study
- ★ Psi Chi Psychology National Honor Society member
- ★ Sigma Delta Pi Spanish National Honor Society member
- ★ Golden Key National Honor Society member
- ★ Member of NASP (National Association of School Psychologists)
- ★ Member of APA, Division 16 (School Psychology)
- ★ Member of WNYSPA (Western New York School Psychology Association)
- ★ Student interviewer: Prospective doctoral candidates to School Psychology program

COMMUNITY INVOLVEMENT

- ★ *see above regarding Western New York Hispanics & Friends Civic Association*
- ★ Geneseo Chamber Singers, 1995-1999, Alto 1
- ★ Buffalo Philharmonic Orchestra Chorus, Alto 1 (2004-2005 and 2005-2006 seasons)
- ★ Buffalo Philharmonic Orchestra Chorus: Grant-Writing Committee

PROFESSIONAL REFERENCES

Name	Title	Department/Address	Phone/Email	Relationship
LeAdelle Phelps, Ph.D.	Associate Dean & Professor; Director of Training	<u>Counseling, School and Educational Psychology:</u> University at Buffalo 367 Baldy Hall Buffalo, NY 14260	(716)-645-2484 x1055 phelps@buffalo.edu	Primary mentor, professor, co- author, and advisor 2001- 2006; Dissertation Committee Chair
Janice Hastrup, Ph.D.	Associate Professor of Social and Preventive Medicine	<u>Department of Psychology</u> University at Buffalo 321 Park Hall Buffalo, NY 14260	(716)-645-3650 x321 jhastrup@buffalo.edu	Supervisor/advisor for National Cancer Institute- Roswell Park research position (2003-2004)
James Donnelly, Ph.D.	Assistant Professor of Counseling Psychology	<u>Counseling, School and Educational Psychology:</u> University at Buffalo 401 Baldy Hall Buffalo, NY 14260	(716)-645-2484 x1052 jpd1@buffalo.edu	Professor and mentor, 2001- 2006; Dissertation committee member
Stephen Truscott, Ph.D.	Associate Professor & Program Coordinator (School Psychology Programs)	<u>Dept. of Counseling and Psychological Services</u> Georgia State University PO Box 3980 Atlanta, GA 30302	(404)-651-2261 sdt55@GSU.edu	Professor, mentor, & co-author while at University of Buffalo (2001- 2005)
William E. Pelham, Jr. Ph.D.	Clinic Director; Professor of Psychology, Pediatrics & Psychiatry	<u>Center for Children & Families: Department of Psychology</u> University at Buffalo 308A Diefendorf Hall Buffalo, NY 14214	(716)-829-2244 x29 pelham@buffalo.edu	Director of CCF; Mentor and professional reference

