

# Lisa N. Aguilar (she/her(s)/ella)

Enrolled Member of MHA Nation | Lakota | Dakota | Chicanx  
University of Minnesota | Minneapolis, MN 55455  
aguilarl@umn.edu | (612) 626-7874  
Twitter: @indigscholar

## EDUCATION

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- 2019 **Doctor of Philosophy in School Psychology**  
University of Missouri (APA-accredited & NASP-approved), Columbia, MO  
Advisor: Matthew K. Burns, PhD  
Pre-doctoral Internship: Mat-Su Psychology Internship Consortium, Wasilla, AK  
Clinical Supervisor: Deborah Kroll, PhD, NCSP, LP
- 2016 **Master of Arts in School Psychology**  
University of Missouri, Columbia, MO  
Advisor: Wendy Reinke, PhD
- 2013 **Bachelor of Arts in Psychology**  
Ripon College, Ripon, WI  
Advisor: Kristine Kovack-Lesh, PhD

## ACADEMIC POSITIONS

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- Current* **Assistant Professor of School Psychology**  
Department of Educational Psychology  
University of Minnesota
- 2020 — 2022 **Assistant Professor of School Psychology**  
Department of Counseling and Educational Psychology  
Indiana University
- 2019 — 2020 **Adjunct Professor**  
Department of Educational Studies in Psychology, Research Methodology, &  
Counseling  
University of Alabama

## CERTIFICATION & LICENSURE

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Nationally Certified School Psychologist	License #60639
Alaska Provisional C-Services Certificate: School Psychology Endorsement (Inactive)	License #4106505

## AWARDS, HONORS, & FELLOWSHIPS

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2022 2021 Outstanding Reviewer, School Psychology Review

- 2021 Featured Scholar, TSP Honoring Diverse Leaders in School Psychology Project  
 2019 College of Education Graduate Student Diversity Award, University of Missouri  
 2013 McNair Scholar, U.S. Department of Education TRIO Program

## SCHOLARLY PUBLICATIONS

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\* Indicates graduate student

### *Peer-reviewed Journals*

1. Preast, J. L., Taylor, C. N., Warmbold-Brann, K. L., **Aguilar, L. N.**, Kilgus, S. P., & Burns, M. K. (Accepted). Differentiating academic behaviors from academic skills to inform interventions. *Journal of Applied School Psychology*.
2. Holter, O. G., Goforth, A. N., \*Pyke, K. A., **Aguilar, L. N.**, & Belcourt, A. (Accepted). School-based racial microaggressions and symptoms of depression for Native American young adults. *Psychology in the Schools*.
3. Pham, A. V., Goforth, A. N., **Aguilar, L. N.**, Burt, I., \*Bastian, R., & \*Diakow, D. (2021). Dismantling systemic inequities in school psychology: Cultural humility as a foundational approach to social justice. *School Psychology Review*, 1-18. <https://doi.org/10.1080/2372966X.2021.1941245>
4. Burns, M. K., **Aguilar, L. N.**, Warmbold-Brann, K., Preast, J. L., & Taylor, C. N. (2021). Effect of acquisition rates on off-task behavior of kindergarten students while learning sight words. *Psychology in the Schools*, 58(1), 5-17. <https://doi.org/10.1002/pits.22429>
5. Preast, J. L., Burns, M. K., Brann, K. L., Taylor, C. N., & **Aguilar, L.** (2019). Class-wide partner reading intervention for science comprehension. *School Psychology Forum*, 13(1), 29-40.
6. Burns, M.K., **Aguilar, L. N.**, Young, H., Preast, J. L., Taylor, C. N., & Walsh, A. D. (2019). Comparing the effects of incremental rehearsal and traditional drill on retention of mathematics facts and predicting the effects with memory. *School Psychology*, 34(5). 521.
7. Taylor, C., **Aguilar, L.**, Burns, M. K., Preast, J. L., & Warmbold-Brann, K. (2017). Reliability and relationship to retention of assessing an acquisition rate for sight words with kindergarten students. *Journal of Psychoeducational Assessment*, 36(8), 798-807.
8. Warmbold-Brann, K. L., Burns, M. K., Preast, J. L., Taylor, C. N., & **Aguilar, L. N.** (2017). Meta-analysis of the effects of academic intervention on student behavior outcomes. *School Psychology Quarterly*, 32, 291-305.
9. Burns, M.K., Frederick, A., Helman, L., Pulles, S. M., McComas, J. J., & **Aguilar, L. N.** (2016). Relationship between language proficiency and growth during reading interventions. *Journal of Educational Research*, 110(6), 581-588.

### *Practitioner Journals*

1. **Aguilar, L. N.**, Shearin, J., \*Sam, W., & \*Mojica, K. (2021). Indigenous youth in schools: Consequences of colonialism and advocating for a better future. *Communiqué*, 50(1), 1, 26-30.

2. Burns, M. K., Preast, J. L., Kilpatrick, K. D., Taylor, C. N., Young, H., **Aguilar, L.**, Allen, A., Copeland, C., Haider, A., & Henry, L. (2017). Leadership theory for school psychologists: Leading for systems change. *Communiqué*, 46(2), 1, 23-24.

### **Book Chapters**

1. **Aguilar, L. N.** (In Press). Best practices in addressing needs of Indigenous children and families in schools. In Harrison, P., Proctor, S., & Thomas, A. (Eds.) *Best practices in school psychology* (7<sup>th</sup> ed.). To be published by the National Association of School Psychologists.
2. **Aguilar, L. N.**, \*Mojica, K., & La Salle, T. P. (Under Review). Improving school climate for Indigenous students. In La Salle, T. P. (Ed.) *A Primer for Creating Positive School Environments for Minoritized and Marginalized Youth*. To be published by Routledge.
3. Goforth, A. N., **Aguilar, L. N.**, \*Violante, A., & \*Brooke, E. (Under Review). Supporting Indigenous youth. In Malone, C., & Parris, L. (Eds.) *The oxford handbook of social justice in school psychology*. To be published by Oxford University Press.
4. \*Yohannan, J., \*Crossing, A., **Aguilar, L.**, Proctor, S. L. (2021). Use of critical race theory to understand exclusion of Indigenous students from gifted education. In Proctor, S. L. & Rivera, D. P. (Eds.) *Critical theories for school psychology and counseling: A foundation for equity and inclusion in school-based practice*. New York, NY: Routledge.
5. Burns, M. K., Maki, K. E., & **Aguilar, L.** (2021). Being a mentor in scholarship. In R. G. Floyd & T. L. Eckert (Eds.) *Handbook of university and professional careers in school psychology*. New York, NY: Routledge.
6. Burns, M. K., **Aguilar, L.**, & Taylor, C. (2020). Helping teachers use progress monitoring data for intervention decisions. In F. C. Worrell & T. L. Hughes (Eds.) *Cambridge handbook of applied school psychology*. Cambridge, UK: Cambridge University Press.

### **Manuscripts Under Review**

1. **Aguilar, L. N.**, Burns, M., Preast, J., Taylor, C., & Warmbold, K. (Under Review). Retention of sight-words taught to kindergarten students with incremental rehearsal. Manuscript submitted to *Psychology in the Schools*.
2. \*Golson, M. E., \*Benallie, K. J., \*Roanhorse, T. T., \*Haverkamp, C. R., \*Ficklin, E., Brunson McClain, M., & **Aguilar, L. N.** (Under Review). A systematic review of Indigenous representation in school psychology research. Manuscript submitted to *Canadian Journal of School Psychology*.
3. Burns, M. K., **Aguilar, L. N.**, Taylor, C. N., Young, H., Preast, J. L., & Walsh, A. D. (Under Review). Pilot study of the effects of exponential incremental rehearsal on retention of mathematics facts and the relationship to attention. Manuscript submitted to *Journal of School Psychology*.
4. \*Rowan, J., \*Palmer, J., Gómez, R., Davis, C., **Aguilar, L. N.**, & Riley, T. N. (Under Review). Out-of-school time organized by Black, Latinx, and Indigenous youth: Use of youth participatory action research (YPAR). Manuscript submitted to *Children & Schools* special issue.

### *Manuscripts in Preparation*

1. **Aguilar, L. N.**, \*Kinlicheene, B., \*Greensky, S., \*Peterson, R., \*Sam, K., Houle, L., Crossing, A., & Robinson-Zañartu, C. (In Preparation). The Land that holds us: Supporting Indigenous youth and families amidst discoveries of unmarked graves.
2. **Aguilar, L. N.**, Holter, O. G., & \*Mojica, K. (In Preparation). The effect of a culturally responsive curriculum on Indigenous youth cultural identity.
3. Leverett, P., D'Costa, S., Grant, S. & **Aguilar, L. N.** (In Preparation). A content analysis of decolonial practices in school psychology research.
4. **Aguilar, L. N.**, \*Yavuz, S., \*Mojica, K., \*Amor, J., \*Serratos, C., \*Palmer, J., & \*Noel, A. (In Preparation). Meta-analysis of restorative justice interventions in schools.
5. Leverett, P., **Aguilar, L. N.**, Shriberg, D., Song, S., Jones, J., & Vera, E. (In Preparation). Oppressive socialization within school psychology: Social justice approach to applied research training and scholarship.

### **GRANT AND CONTRACTS**

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#### *Funded*

D'Costa, S. (PI), Leverett, P. (Co-PI), Grant, S. (Co-PI), & **Aguilar, L.** (Co-PI). (2022, July). Anti-colonial school psychology learning collaborative. \$1,500. American Psychological Association, Division 16, Anti-Racism Action Grant.

#### *Under Review*

**Aguilar, L. N.** (PI), Neri, R. (Co-PI), Johnston-Goodstar, K. (Co-PI), & Black, L. (Co-PI). (2022, under review). Racial Equity: Developing Indigenous Data Storytellers Using a TribalCrit Approach to Youth Participatory Action Research. \$914,881. National Science Foundation.

### **PROFESSIONAL CONFERENCE PRESENTATIONS**

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\*Indicates graduate student

#### *Invited Presentations*

1. Robinson-Zañartu, C., **Aguilar, L.**, \*Kinlicheene, B., \*Greensky, S., & \*Peterson, R. (Invited; 2023, February). *Relationality, responsibility, reciprocity, resistance: Working alongside Indigenous youth and communities*. Documented session: The National Association of School Psychologists Annual Convention. Denver, CO.
2. **Aguilar, L.N.** (Invited; 2022, November). *Celebrating Native education: The power of Indigenous Peoples*. Invited panelist: San Diego State University SHPA Native Scholars and Collaborators Project. San Diego, CA.

3. **Aguilar, L.N.** (Invited; 2022, October). *Background and history of Indigenous youth in schools*. Invited presenter: Alaska School Psychologists Association Fall 2022 Conference. Anchorage, AK.
4. **Aguilar, L.N.** (Invited; 2022, October). *Decolonizing/Indigenizing school-based services*. Invited presenter: Alaska School Psychologists Association Fall 2022 Conference. Anchorage, AK.
5. Nortey, A., Ho, J., **Aguilar, L. N.**, Campbell, S. & (2022, May). *Adding value to education: Critical theories*. Invited panelist sponsored by NASP Graduate Student Committee (virtual).
6. Croom, M., **Aguilar, L.**, Cuenca, A., & Riley, T. (2022, March). *Bans & burnings: A panel discussion examining the attacks on public education*. Invited panelist sponsored by Center for Research on Race & Ethnicity in Society (virtual). Bloomington, IN: Indiana University.
7. **Aguilar, L.** (2021, September). *Blood quantum: So, how much Native are you?* Invited speaker for School of Education Diversity, Equity, & Inclusion Professional Development Series. Bloomington, IN: Indiana University.
8. **Aguilar, L.** (2020, October). *Sovereignty and Indigeneity in the Big Ten: Telling our stories*. Invited panelist sponsored by the Big 10 Native American Alliance (virtual). Champaign, IL: University of Illinois Urbana-Champaign.
9. **Aguilar, L.**, Brann, K., Owens, S., & Preast, J. (2020, July). *Women in psychology*. Invited panelist to Practicum in School Psychology course (virtual). Hattiesburg, MS: University of Southern Mississippi.
10. **Aguilar, L.** (2020, March). *A crash course on special education and RTI*. Invited presentation to Assessment III: Adolescent and Child Assessment course. Anchorage, AK: Alaska Pacific University.
11. **Aguilar, L.** (2017, April). *Comparing incremental rehearsal and drill on retention of multiplication facts, and effect of memory on each*. Invited paper presentation (student representative) to the School Psychology Symposium: Celebrating Dr. Edward S. Shapiro – A grand slam every time. Bethlehem, PA: Lehigh University.
12. **Aguilar, L.** (2016, March). *Religion and the environment*. Invited panelist sponsored by Warrensburg Church of the Brethren and University of Central Missouri Religious Studies Program. Warrensburg, MO: University of Central Missouri.

### ***Symposium/Paper/Poster***

1. Holter, O.G., Goforth, A. N., **Aguilar, L.N.**, Pyke, K. A., and Belcourt, A., (2022, February). Implications of school-based microaggressions on mental health for Indigenous students. Paper: The National Association of School Psychologists Annual Convention. Boston, MA.
2. **Aguilar, L. N.** & D'Costa, S. (2022, January). The Land that Holds Us: Indigenizing Mental Health Spaces. Difficult Dialogue: 2022 National Multicultural Conference and Summit (virtual).
3. Leverett, P., D'Costa, S., Grant, S., **Aguilar, L.**, & Brown, A. (2021, August). A content analysis of decolonial practices in school psychology research: 2017-2019. Poster: American Psychological Association Annual Convention (virtual).

4. Taylor, C.N. & **Aguilar, L.** (2018, February). *How much should I teach? Addressing acquisition rate for sight words with kindergarten students*. Paper: National Association of School Psychologists Annual Convention. Chicago, IL.
5. Burns, M. K., **Aguilar, L.**, Young, H., & Taylor, C. (2017, April). Making memory meaningful: Translating research into memory interventions that work. In M. Burns (Chair), *Does memory matter? Comparing incremental rehearsal and traditional drill*. Symposium: 9<sup>th</sup> Annual ESCP Conference. Columbia, MO: University of Missouri.
6. Burns, M. K., Taylor, C. N., Preast, J. L., Warmbold-Brann, K. L., **Aguilar, L. N.**, Walsh, A. D., & Young, H. (2016, November). *The effect of acquisition rates on off-task behavior of kindergarten students learning sight words*. Poster: Mizzou Ed Research Day, Columbia, MO.
7. Preast, J. L., Young, H., Taylor, C. N., **Aguilar, L. N.**, Warmbold-Brann, K. L., & Burns, M. K. (2016, November). *Meta-analysis of effects of academic intervention on student behavior outcomes*. Poster: Mizzou Ed Research Day, Columbia, MO.
8. **Aguilar, L.** & Warmbold-Brann, K.L. (2016, August). Diagnostic accuracy of national and locally derived criteria for the STAR reading assessment. In M. Burns (Chair), *Rethinking diagnostic accuracy for school-based services*. Symposium: American Psychological Association Annual Convention, Denver, CO.
9. Warmbold-Brann, K., Burns, M. K., Preast, J. L., Taylor, C. N., & **Aguilar, L. N.** (2016, April). Meta-Analysis of the Effects of Academic Intervention on Student Behavior Outcomes. Poster: 8th Annual ESCP Conference, Columbia, MO.
10. **Aguilar, L.** (2015, April). The effects of road to the code for kindergarten and first grade readers with poor phonological awareness. Poster: Missouri Association of School Psychologists Conference, Columbia, MO.
11. **Aguilar, L.** & Kovack-Lesh, K. (2013). Adolescent's perception of mental health as acceptable or not acceptable among their peers. Poster: Society for Research in Child Development, Seattle, WA.
12. **Aguilar, L.** & Swiggum, S. (2012). The effects of denial on regret regulation. Paper: Ripon College Research Symposium, Ripon, WI.

### ***Community Presentation & Workshops***

1. **Aguilar, L.** & Isley, S. (2019). *RTI and Special Education Processes: What's my role as a provider?* Workshop: Breakfast and Learn Series at Ptarmigan Connections, Wasilla, AK.
2. Burns, M., **Aguilar, L.** & Young, H. (2017). *Conceptual understanding of mathematics computation: How do I know if my students really understand?* Workshop: 8<sup>th</sup> Annual MU Student Council for Exceptional Children Conference. Columbia, MO.
3. Burns, M. & **Aguilar, L.** (2016). *CBA-ID: Finding the right intervention for your kid*. Workshop: 8th Annual Research to Practice Conference. Columbia, MO.

## MEDIA COVERAGE

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1. Maki, K. (2022, May). Developing research partnerships as an early career scholar. SSSP Early Career Forum. Retrieved from <https://www.sssp-research.org/developing-research-partnerships-as-an-early-career-scholar/>
2. School of Education Office of the Executive Associate Dean. (2022, April). First-generation monthly highlight. IU School of Education. Retrieved from <https://view.e.iu.edu/?qs=955561ca362e8b912a00ee14e150ccf6e6583df1472891e7b5712c9e9714ad1ece530ce438ba9032e52b1bbf21115d2fbc9ccf29465e031743f097d3664d5e7be219a55348b6762d610a559b66ca495c>
3. Winkler, C. (2022, March). Supporting culturally-responsive curricula for Indigenous students. Indiana University School of Education Latest News. Retrieved from <https://education.indiana.edu/news/2022/jan-jun/research/2022-03-03-supporting-culturally-responsive-curricula-for-Indigenous-students.html>
4. Urban School Psychology Network. (2022, February). Featured article for Dr. G's Research Rundown. Instagram Live. Retrieved from <https://www.instagram.com/tv/CaSj6l0qzL2/?hl=en>
5. Lindsay, J. (2021, January). Indiana experts explain the role of schools in times of political unrest, violence. Indiana Public Broadcasting Stations. Retrieved from <https://www.wfyi.org/news/articles/indiana-experts-explain-the-role-of-schools-in-times-of-political-unrest-violence>

## TEACHING

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### ***Graduate Courses***

*University of Minnesota, Department of Educational Psychology*

Doctoral Seminar in School Psychology: Research, Training, Practice, Policy Issues, and Action Plans (EPSY 8850)

*Indiana University, Department of Counseling and Educational Psychology*

Prevention, Assessment, & Intervention in School Psychology I (P650)

Educational and Historical Foundations of Psychology (P601)

Prevention, Assessment, & Intervention in School Psychology II (P650)

Practicum in School Psychology (P656)

Therapeutic Interventions (P692)

Cognitive Behavioral Therapy for Children and Adolescents (G580)

*University of Alabama, Department of Educational Studies in Psychology, Research Methodology, & Counseling*

Cognitive and Academic Assessment and Data-Based Decision Making (BSP 515)

Social-Behavioral Assessment and Data-Based Decision Making (BSP 516)

*University of Missouri, Department of Educational, School, & Counseling Psychology*

Psychological Interventions Child and Adolescent: Educational Instruction (ESCP 8160)

Teaching Assistant, Supervisor: Matthew Burns, Ph.D.

School Psychology Practicum – Introduction to Schools (ESCP 8250)

Teaching Assistant, Supervisor: Cheryl Offutt, Ph.D.

***Undergraduate Courses****Ripon College, Department of Psychology*

Child Development (200 Level)

Guest Lecturer, Supervisor: Kristine Kovack-Lesh, Ph.D.

**CLINICAL EXPERIENCE**

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**School Psychologist** (8/2019 – 6/2020)

Redington Sr. Jr/Sr. High School, Dena'ina Elementary, Ya Ne Dah Ah School (Tribal)

*Matanuska-Susitna Borough School District*

Wasilla, AK

**School Psychology Doctoral Intern** (7/2018 – 5/2019)

Palmer Junior Middle School (primary placement), Valley Pathways School, Ya Ne Dah Ah School

(Tribal); Ptarmigan Connections: Behavioral and Developmental Pediatric Services (clinical rotation)

*Mat-Su Psychology Internship Consortium*

Wasilla, AK

**Mental Health Professional** (8/2016 – 5/2017)

Shared Services for Schools Mental Health Grant, Principal Investigator: Melissa Maras

*University of Missouri – Columbia*

Columbia, MO

**Advanced Practicum Student** (8/2015 – 5/2016)

Boone County Schools Mental Health Coalition County-wide Initiative to Support School-age Youth (2014-2016), Principal Investigator: Wendy Reinke

*University of Missouri - Columbia*

Columbia, MO

**PROFESSIONAL SERVICE**

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***Editorial Experience****Editorial Advisory Board Member*

2020 – 2022                      School Psychology Review

*Conference Proposal Reviewer*

7/2020, 2021, 2022              National Association of School Psychologists Annual Convention

8/2022                              2023 AERA Annual Meeting (Invited)

*Ad Hoc Reviewer*

3/2022                              Journal of the Trainers of School Psychologists

***Service to the Field of School Psychology***7/2022 – present              **Co-Chair**, Indigenous American Subcommittee, Multicultural Affairs Committee, National Association of School Psychologists



2/2022 - 6/2022	<b>Interim Co-Chair</b> , Indigenous American Subcommittee, Multicultural Affairs Committee, National Association of School Psychologists
11/2020	<b>Advisory Panel Member</b> , TSP Honoring Diverse Leaders in School Psychology Project, Social Justice Committee, Trainers of School Psychology
2020 – 2022	<b>Member</b> , Indigenous American Subcommittee, Multicultural Affairs Committee, National Association of School Psychologists

***Service to the University***

2021 – 2024	<b>Nominated Member</b> , Long Range Planning Committee, School of Education, Indiana University
2020 – present	<b>Member</b> , Recruitment and Retention Affinity Group, Department of Counseling and Educational Psychology Diversity, Equity, and Inclusion, Indiana University
2020 – present	<b>Invited Member</b> , OVPDEMA Scholarship Committee, Office of the Vice President for Diversity, Equity, and Multicultural Affairs, Indiana University

**CURRENT PROFESSIONAL MEMBERSHIPS**

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**American Psychological Association – Division 45** (2020 – Present)

**American Indigenous Research Association** (2019 – Present)

**Society of Indian Psychologists** (2016 – Present)

**National Association of School Psychologists** (2013 – Present)

**American Psychological Association – Division 16** (2013 – Present)

**Indiana Association of School Psychologists** (2020 – 2022)

**Alaska School Psychologists Association** (2019-2020)

**Four Directions: Indigenous Peoples and Allies** (2015 – 2017)

*Vice President* (2016 – 2017)

University of Missouri

**Student Association of School Psychology** (2013 – 2016)

*Communications Liaison* (2014 – 2016)

University of Missouri