

CURRICULUM VITAE

FAITH G. MILLER, PH.D.

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CURRENT POSITION

2019 **Associate Professor (with tenure) of Educational Psychology**
School Psychology Program (APA & NASP accredited program)
College of Education & Human Development
University of Minnesota – Twin Cities

Affiliate Faculty
The Institute for Translational Research in Children’s Mental Health
University of Minnesota – Twin Cities

Affiliate Faculty
The Center for Applied Research and Educational Improvement
University of Minnesota – Twin Cities

EDUCATION

2011 **Doctor of Philosophy**
School Psychology, The Pennsylvania State University
APA & NASP accredited program
Dissertation: Do functional behavioral assessments improve intervention effectiveness for students with ADHD? A single-subject meta-analysis

2008 **Master of Education**
School Psychology, The Pennsylvania State University

2006 **Bachelor of Arts, Magna Cum Laude**
Psychology, Western Connecticut State University

AREA OF SPECIALIZATION

Multi-tiered systems of support – social, emotional, and behavioral focus
Assessment in action: linking assessment and intervention

PROFESSIONAL CREDENTIALS

Licensed Psychologist #5826, State of Minnesota
Nationally Certified School Psychologist #44166
Certified School Psychologist, states of Connecticut, Colorado, and Pennsylvania

AWARDS, HONORS, & RECOGNITIONS

2019 New Career Excellence Award, College of Education and Human Development

2019 Runner Up, *Journal of School Psychology* Article of the Year: Methods matter: A multi-trait-multi- method analysis of student behavior

2018 Rising Star Faculty Award, Women’s Philanthropic Leadership Committee

2016-18	Invited Expert Reviewer, Technical Review Committee, National Center for Intensive Intervention
2015-20	Invited Participant, 2015-2020 School Mental Health Research Summit
2015	Invited Participant, 2015 School Psychology Research Collaboration Conference
2015	Recipient, Early Career Scholarship, National Register of Health Service Psychologists
2013	Selected Participant, IES Institute on Single-Case Intervention Research Design and Analysis
2009	Recipient, Penn State School Psychology Endowment Award
2006	University Honors Scholar, Western Connecticut State University
2001	Recipient, Paul V. McNamara Memorial Scholarship

PROFESSIONAL EXPERIENCE

2014-2019	Assistant Professor School Psychology Program (APA & NASP accredited program) College of Education & Human Development. University of Minnesota – Twin Cities
2013-2014	Research Associate The Neag School of Education, The University of Connecticut <ul style="list-style-type: none"> ▪ Project VIABLE-II: Unified validation of Direct Behavior Ratings in a problem-solving model (IES R324A110017; PI: Sandra Chafouleas)
2011-2014	Research Associate The Center for Behavioral Education and Research, The University of Connecticut
2011-2013	Postdoctoral Fellow The Neag School of Education. The University of Connecticut <ul style="list-style-type: none"> ▪ Project Manager: Project VIABLE-II: Unified validation of Direct Behavior Ratings in a problem-solving model (IES R324A110017; PI: Sandra Chafouleas)
2009-2010	Research Assistant The Goodling Institute, The Pennsylvania State University <ul style="list-style-type: none"> ▪ Project Title: Poor women’s involvement in community-based adult education: Consequences for social networks, social support, and mental health (Spencer Foundation; PI: Esther Prins)
2007-2009	Graduate Assistant Institute for the Study of Adult Literacy, The Pennsylvania State University

SCHOLARSHIP (* denotes student collaborators)

REFEREED PUBLICATIONS (N=24; 11 first author)

1. Coddling, R. S., Collier-Meek, M., Jimerson, S., Klingbeil, D. A., Mayer, M. J., & **Miller, F. G.** (2020). School Psychology reflections on COVID-19, antiracism, and gender and racial disparities in publishing [Editorial]. *School Psychology, 35*(4), 227-232.
doi:10.1037/spq0000399

2. *Muldrew, A., & **Miller, F. G.** (2020). Examining the effects of the Personal Matrix Activity with diverse students. Manuscript accepted for publication in *Psychology in the Schools*
3. *Houri, A., & **Miller, F. G.** (2019). A systematic review of universal screeners to evaluate social-emotional and behavioral aspects of kindergarten readiness. *Early Education and Development*. Advance online publication. doi: 10.1080/10409289.2019.1677132
4. Long, A. C. J., **Miller, F. G.**, & Upright, J. (2019). Classroom management for ethnic-racial minority students: A meta-analysis of single-case design studies. *School Psychology, 34*, 1-13. doi: 10.1037/spq0000305
5. **Miller, F. G.**, Chafouleas, S. M., Welsh, M. E., Riley-Tillman, T. C., & Fabiano, G. A. (2019). Examining the stability of social, emotional, and behavioral risk status: Implications for screening frequency. *School Psychology, 34*, 43-53. doi: 10.1037/spq0000252
6. *Schardt, A. A., **Miller, F. G.**, & Bedesem, P. (2019). The effects of CellF-Monitoring on students' academic engagement. *Journal of Positive Behavior Interventions, 21*, 42-49. doi: 10.1177/1098300718773462
7. *Fitzgerald Leahy, L., **Miller, F. G.**, & *Schardt, A. A. (2019). The effects of teacher-directed opportunities to respond on student behavioral outcomes: A quantitative synthesis of single-case research. *Journal of Behavioral Education, 28*, 78-106. doi: 0.1007/s10864-018-9307-x
8. **Miller, F. G.**, Johnson, A. H., Yu, H., Chafouleas, S. M., McCoach, D. B., Riley-Tillman, T. C., Fabiano, G. A., & Welsh, M. E. (2018). Methods matter: A multitrait-multimethod analysis of student behavior. *Journal of School Psychology, 68*, 53-72. doi: 10.1016/j.jsp.2018.01.002
9. **Miller, F. G.**, & Cook, C. R., *Zhang, Y. (2018). Linking assessment to intervention to improve tier 2 outcomes: Initial development and evaluation of the Student Intervention Matching (SIM) Form. *Journal of School Psychology, 66*, 11-24. doi: 10.1016/j.jsp.2017.10.005
10. August, G. J., Piehler, T. F., & **Miller, F. G.** (2018). Getting "SMART" about implementing multi-tiered systems of support to promote school mental health. *Journal of School Psychology, 66*, 85-96. doi: 10.1016/j.jsp.2017.10.001
11. **Miller, F. G.**, *Crovello, N., Chafouleas, S. M. (2017). Progress monitoring the effects of daily report cards across elementary and secondary settings using Direct Behavior Rating – Single Item Scales. *Assessment for Effective Intervention, 43*, 34-47. doi: 10.1177/1534508417691019
12. Cook, C. R., **Miller, F. G.**, *Fiat, A., Renshaw, T., Frye, M. Joseph, G. (2017). Promoting secondary teachers' wellbeing and intentions to implement evidence-based practices: Randomized evaluation of the ACHIEVER Resilience Curriculum. *Psychology in the Schools, 54*, 13-28. doi: 10.1002/pits.21980
13. **Miller, F. G.**, Riley-Tillman, T. C., Chafouleas, S. M., & *Schardt, A. A. (2017). Direct Behavior Rating instrumentation: Evaluating the impact of scale formats. *Assessment for Effective Intervention, 42*, 119-126. doi: 10.1177/1534508416658007

14. **Miller, F. G.**, & Fabiano, G. A. (2017). Direct Behavior Ratings: A feasible and effective progress monitoring approach for social and behavioral interventions [Editorial]. *Assessment for Effective Intervention, 43*, 3-5. doi: 0.1177/1534508417733454
15. **Miller, F. G.**, *Crovello, N., & *Swenson, N. (2017). Bridging the Gap: Direct Behavior Rating – Single Item Scales. *Assessment for Effective Intervention, 43*, 60-63. doi: 10.1177/1534508417738525
16. *Kooken, J. W., Welsh, M. E., McCoach, D. B., **Miller, F. G.**, Chafouleas, S. M., Riley-Tillman, T. C., & Fabiano, G. A. (2017). Test order in teacher rated behavior assessments: Is counterbalancing needed? *Psychological Assessment, 29*, 98-109. doi: 10.1037/pas0000314
17. Welsh, M. E., **Miller, F. G.**, *Kooken, J. W., Chafouleas, S. M., & McCoach, D. B. (2016). The kindergarten transition: Behavioral trajectories and school adjustment in the first year of school. *Journal of Research in Childhood Education, 30*, 456–473. doi: 10.1080/02568543.2016.1214935
18. *Johnson, A. H., **Miller, F. G.**, Chafouleas, S. M., Welsh, M. E., Riley-Tillman, T. C., & Fabiano, G. A. (2016). Evaluating the technical adequacy of DBR-SIS in tri-annual behavioral screening: A multisite investigation. *Journal of School Psychology, 54*, 39-57. doi: 10.1016/j.jsp.2015.10.001
19. **Miller, F. G.**, *Cohen, D., Chafouleas, S. M., Riley-Tillman, T. C., Welsh, M. E., Fabiano, G. A. (2015). A comparison of measures to screen for social, emotional, and behavioral risk. *School Psychology Quarterly, 30*, 184-196. doi: 10.1037/spq0000085
20. Chafouleas, S. M., Riley-Tillman, T. C., Jaffery, R., **Miller, F. G.**, & Harrison, S. E. (2015). Preliminary investigation of the impact of a web-based module on Direct Behavior Rating accuracy. *School Mental Health, 7*, 92-104. doi: 10.1007/s12310-014-9130z
21. **Miller, F. G.**, Chafouleas, S. M., Riley-Tillman, T. C., Fabiano, G. A. (2014). Teacher perceptions of the usability of school-based behavior assessments. *Behavioral Disorders, 39*, 201-210.
22. **Miller, F. G.**, Patwa, S., & Chafouleas, S. M. (2014). Using Direct Behavior Rating – Single Item Scales to assess student behavior within multi-tiered systems of support. *Journal of Special Education Leadership, 27*, 77-85.
23. **Miller, F. G.**, & Lee, D. L. (2013). Do functional behavioral assessments improve intervention effectiveness for students with ADHD? A single-subject meta-analysis. *Journal of Behavioral Education, 22*, 253-282. doi: 10.1007/s10864-013-9174-4
24. Vostal, B. R., Lee, D. L., **Miller, F. G.** (2013). Effects of environmental stimulation on students demonstrating behaviors related to attention deficit/hyperactivity disorder: A review of the literature. *International Journal of Special Education, 28*, 32-43.

BOOK CHAPTERS (N=4)

1. **Miller, F. G.** & *Muldrew, A. (in press). Self-monitoring. In M. I. Axelrod, M. Coolong-Chaffin, & R. O. Hawkins (Eds.), *Case Studies in School Psychology: Behavioral Interventions for Effective Problem Solving*. Routledge Press.

2. **Miller, F. G.**, Shervey, S. W., & *Muldrew, A. (2019). School home notes and daily behavior report cards. In K. Radley & E. Dart (Eds.), *Handbook of Behavioral Interventions in Schools: Multi-Tiered System of Supports*. (pp. 400-424). Oxford University Press.
3. **Miller, F. G.**, Riley-Tillman, T. C., & Chafouleas, S. M. (2016). Direct Behavior Rating for progress monitoring. In S. M. Chafouleas & T. C. Riley-Tillman (Eds.), *Direct Behavior Rating (DBR): Assessment, Communication, and Intervention* (pp. 78-98). New York, NY: Guilford Press.
4. Kilgus, S. P., **Miller, F. G.**, *Johnson, A. H., & Chafouleas, S. M. (2016). Direct Behavior Rating for screening. In S. M. Chafouleas & T. C. Riley-Tillman (Eds.), *Direct Behavior Rating (DBR): Linking Assessment, Communication, and Intervention*. (pp. 99-119). New York, NY: Guilford Press.

BRIEF CONTRIBUTIONS & ENCYCLOPEDIA ENTRIES (N=4)

1. **Miller, F. G.** (2017). On the meaning and measurement of “at-risk”. In R. J. Cohen & M. E. Swerdlik (Eds.), *Psychological Testing and Assessment*. (Invited)
2. **Miller, F. G.**, & Chafouleas, S. M. (2015). Age and classroom management. In W. George Scarlett (Ed.), *SAGE Encyclopedia of Classroom Management* (pp. 14-18). Thousand Oaks, CA: SAGE Publications.
3. **Miller, F. G.**, & Chafouleas, S. M. (2015). Target behaviors. In W. George Scarlett (Ed.), *SAGE Encyclopedia of Classroom Management* (pp. 801-803). Thousand Oaks, CA: SAGE Publications.
4. Chafouleas, S. M., & **Miller F. G.** (2015). Respect. In W. George Scarlett (Ed.), *SAGE Encyclopedia of Classroom Management* (pp. 670-672). Thousand Oaks, CA: SAGE Publications.

PERIODICAL ARTICLES

1. Sullivan, A. M., **Miller, F. G.**, McKeveit, N., Muldrew, A., Hansen-Burke, A., & Weeks, M. (2020). Leveraging MTSS to Advance, Not Suppress, COVID-related Equity Issues: Part One. *NASP Communique*.
2. **Miller, F. G.**, Sullivan, A. M., McKeveit, N., Muldrew, A., & Hansen-Burke, A., & Weeks, M. (2020). Leveraging MTSS to Advance, Not Suppress, COVID-related Equity Issues: Part Two. *NASP Communique*.

MANUSCRIPTS IN PREPARATION (N=3)

1. **Miller, F. G.**, Neugebauer, S. R., Chafouleas, S. M., Briesch, A. M., & Riley-Tillman, T. C. (2020). Examining innovation usage: Construct validation of the Usage Rating Profile – Assessment. Manuscript in preparation.
2. **Miller, F. G.**, *Hour, A., *Muldrew, A., & *Schardt, A. (2020). Time out interventions and strategies in school settings: A review of empirical studies. Manuscript in preparation.
3. **Miller, F. G.**, *Fiat, A., *Larson, M., & Cook, C. R. (2020). Project ESCAPES: Evaluation of a Tier 2 intervention for anxiety. Manuscript in preparation.

ASSESSMENTS (N=1)

1. Chafouleas, S. M., **Miller, F. G.**, Briesch, A. M., Neugebauer, S. R., & Riley-Tillman, T. C. (2012). Usage Rating Profile – Assessment. Storrs, CT: University of Connecticut.

PRACTICE GUIDES (N=1)

1. Marx, T., & **Miller, F. G.** (2020). *Strategies for Setting Data-Driven Behavioral Individualized Education Program Goals* (pp. 1-12). National Center on Intensive Intervention, American Institutes for Research.

REPORTS (N=1)

1. **Miller, F. G.**, Casey, A., Gibbons, K., & Marchant-Wood, M. (2017). *Review of Anoka-Hennepin Schools Emotional Behavioral Disorder (EBD) Program* (pp. 1-62). Center for Applied Research and Educational Improvement, College of Education and Human Development, University of Minnesota.

PRESENTATIONS (N=65)

1. Marx, T. A., & **Miller, F. G.** (2020, March). *Strategies for setting data-driven behavioral Individualized Education Program goals*. Webinar hosted by the National Center on Intensive Intervention
2. *Goerdt, A., & **Miller, F. G.** (2020, February). *Measuring emotion regulation strategies in children and adolescents*. Poster presentation at the National Association of School Psychologists Annual Convention, Baltimore, MD.
3. *Muldrew, A., & **Miller, F. G.**, *Bose, S. (2020, February). *Culturally responsive PBIS activity improves class-wide behaviors of diverse students*. Paper presentation at the National Association of School Psychologists Annual Convention, Baltimore, MD.
4. *Hour, A., & **Miller, F. G.** (2020, February). *A validation study of BASC-3 BESS Teacher for Somali students*. Paper presentation at the National Association of School Psychologists Annual Convention, Baltimore, MD.
5. *Christenson, A., **Miller, F. G.** (2020, January). *Examining the effectiveness of an e-journal writing intervention for adolescents with depressive symptoms*. Presentation at the Minnesota School Psychology Association Mid-Winter Conference. Plymouth, MN.
6. **Miller, F. G.** (2019, April). *Supporting students with social, emotional, and behavioral difficulties – lessons learned*. Invited presentation at the University of Wisconsin – Stout Psi Chi Speaker Series.
7. **Miller, F. G.**, *Muldrew, A., *Christenson, A., *Hour, A., & Goerdt, A. (2019, February). *Time-out techniques in school settings: A review of empirical studies*. Poster presentation at the National Association of School Psychologists Annual Convention, Atlanta, GA.
8. Cooper, J. M., & **Miller, F. G.** (2019, February). *Fostering university-school partnerships to reduce anxiety-related impairment among elementary students*. Paper presentation at the National Association of School Psychologists Annual Convention, Atlanta, GA
9. *Erhardt, V., & **Miller, F. G.** (2019, February). *Evaluating a modularized intervention to support students with anxiety*. Poster presentation at the National Association of School Psychologists Annual Convention, Atlanta, GA.

10. *Hour, A., & **Miller, F. G.** (2019, February). *Examining screeners for social-emotional and behavioral aspects of kindergarten readiness*. Poster presentation at the National Association of School Psychologists Annual Convention, Atlanta, GA.
11. *Schardt, A., & **Miller, F. G.** (2019, February). *Engagement versus motivation: CFA of the Motivation and Engagement Wheel*. Poster presentation at the National Association of School Psychologists Annual Convention, Atlanta, GA.
12. **Miller, F. G.** (2019, January). *School mental health: Advancements in social, emotional, and behavioral screening*. Presentation at the Minnesota School Psychology Association Mid-Winter Conference. Plymouth, MN.
13. Sullivan, A. L., Hansen-Burke, A., Coddling, R. C., **Miller, F. G.**, & Wackerle-Hollman, A. (2019, January). *Mythbusters: Debunking common misunderstandings in school psychology practice*. Presentation at the Minnesota School Psychology Association Mid-Winter Conference. Plymouth, MN.
14. **Miller, F. G.** (2018, August). *Understanding social, emotional, and behavioral difficulties*. Invited keynote presentation at the Minnesota Department of Education/Minnesota Association of School Administrators Back-To-School Conference. Brooklyn Park, MN.
15. *Muldrew, A., *Taylor, H., & **Miller, F. G.** (2018, July). *Using Stakeholder Input to Inform the Development of a School-based Anxiety Intervention*. Poster presentation at the International School Psychology Association Conference, Tokyo, Japan.
16. **Miller, F. G.**, *Fiat, A., *Larson, M., *Hour, A., & Cook, C. R. (2018, February). *Project ESCAPES: Evaluation of a tier-II intervention for anxiety*. Poster presentation at the National Association of School Psychologists Annual Convention, Chicago, IL.
17. **Miller, F. G.**, *Muldrew, A., *Fiat, A., *Larson, M., *Hour, A., & Cook, C. R. (2018, February). *Stakeholder perceptions of a novel tier-II anxiety intervention: Lessons learned*. Poster presentation at the National Association of School Psychologists Annual Convention, Chicago, IL.
18. *Schardt, A. & **Miller, F. G.** (2018, February). *Understanding the relationship between academic engagement and academic motivation*. Poster presentation at the National Association of School Psychologists Annual Convention, Chicago, IL.
19. Long, A. C. J., **Miller, F. G.**, & *Upright, J. J. (2018, February). *Classroom management including minority students: Meta-analysis of SCD studies*. Poster presented at the Annual Convention of the National Association of School Psychologists, Chicago, IL.
20. *Schardt, A., *Hour, A., *McGinnis, J., *Muldrew, A., & **Miller, F. G.** (2018, February). *The effectiveness of two flashcard methods for improving math subtraction fluency*. Poster presentation at the National Association of School Psychologists Annual Convention, Chicago, IL.
21. *Gardner, J., *Swenson, N., *Schaefer, S., *Osher, D., *Olsen, A., & **Miller, F. G.** (2018, February). *Research to practice: Implementing MTSS in high-needs schools*. Poster presentation at the National Association of School Psychologists Annual Convention, Chicago, IL.
22. *Schardt, A. & **Miller, F. G.** (2017, February). *CellF-Monitoring for academic engagement: A technology-based self-monitoring intervention*. Paper presentation at the National Association of School Psychologists Annual Convention, San Antonio, TX.

23. *Erhardt, V. & **Miller, F. G.** (2017, February). *CBT-Based interventions for students with anxiety: A systematic review*. Poster presentation at the National Association of School Psychologists Annual Convention, San Antonio, TX.
24. *Lickteig, O., **Miller, F. G.** (2017, February). *Physical activity as a mental health intervention in schools*. Poster presentation at the National Association of School Psychologists Annual Convention, San Antonio, TX.
25. **Miller, F. G.** (2017, February). *Linking assessment to intervention to improve tier 2 outcomes: Initial development and validation of the Student Intervention Matching Form*. Panel presentation at the 2017 Pacific Coast Research Conference, Coronado, CA.
26. **Miller, F. G.** (2016, November). *Considerations in school-based screening for social, emotional, and behavioral difficulties*. Webinar hosted by the Minnesota Department of Education Tuesday Talk Series.
27. **Miller, F. G.** (2016, September). *Assessment in action: Progress monitoring in school mental health*. Conference session at the Center for School Mental Health 21st Annual Conference on Advancing School Mental Health, San Diego, CA.
28. **Miller, F. G.**, Chafouleas, S. M., Riley-Tillman, T. C., & Fabiano, G. A. (2016, February). *Using direct behavior rating methods within a behavioral consultation framework*. Symposium at the National Association of School Psychologists Annual Convention, New Orleans, LA.
29. **Miller, F. G.**, Welsh, M. E., Chafouleas, S. M., Riley-Tillman, T. C., & Fabiano, G. A. (2016, February). *Examining the stability of social, emotional, and behavioral screening scores*. Poster presentation at the National Association of School Psychologists Annual Convention, New Orleans, LA.
30. *Johnson, A. H., **Miller, F. G.**, Chafouleas, S. M., Riley-Tillman, T. C., Fabiano, G. A., & Welsh, M. E. (2016, February). *Evaluating the technical adequacy of DBR-SIS in tri-annual behavioral screening*. Paper presentation at the National Association of School Psychologists Annual Convention, New Orleans, LA.
31. Long, A. C. J., & **Miller, F. G.**, *Schardt, A. A., Fletcher, S. (2016, February). *Teacher classroom management practices: A meta-analysis of what works*. Poster presentation at the National Association of School Psychologists Annual Convention, New Orleans, LA.
32. **Miller, F. G.**, & Chafouleas, S. M (2015, November). *Assessment in action: Screening considerations in school mental health*. Conference session at the Center for School Mental Health 20th Annual Conference on Advancing School Mental Health, New Orleans, LA.
33. **Miller, F. G.**, Chafouleas, S. M., Riley-Tillman, T. C., & Fabiano, G. A. (2015, August). *Factors influencing teacher behavioral assessment preferences*. Poster presentation at the American Psychological Association Annual Convention, Toronto, Canada.
34. *Kookan, J., McCoach, D. B., Chafouleas, S. M., **Miller, F. G.**, Welsh, M. E., Riley-Tillman, T. C., & Card, N. (2015, May). *Exploring non-invariance in classroom behavior trajectories using growth mixture modeling*. Presentation at the Modern Modeling Methods (M3) conference, Storrs, CT.
35. Chafouleas, S. M., **Miller, F. G.** (2015, February). *Direct Behavior Rating: Use in targeted screening of student behavior*. Mini-skills presentation at the National Association of School Psychologists Annual Convention, Orlando, FL.

36. Long, A. C. J., & **Miller, F. G.**, Fletcher, S. (2015, February). *The effectiveness of classroom management interventions and practices: A synthesis*. Poster presentation at the National Association of School Psychologists Annual Convention, Orlando, FL.
37. *Lupas, K., Fabiano, G., **Miller, F.**, Chafouleas, S., Riley-Tillman, C., Welsh, M. (2014, November). *Assessing ADHD Risk in Children Using a Brief Teacher Rating Scale*. Association for Behavioral and Cognitive Therapies, Philadelphia, PA.
38. **Miller, F. G.**, Chafouleas, S. M., & Briesch, A. M. (2014, September). *Toward sustainable evidence-based practice: Considering social validity in the context of school mental health*. Conference session at the Center for School Mental Health 19th Annual Conference on Advancing School Mental Health, Pittsburgh, PA.
39. Chafouleas, S. M., **Miller, F. G.**, & Briesch, A. M. (2014, September). *Direct Behavior Rating: Use in targeted screening and progress monitoring of core school-based behavioral competencies*. Advanced Practice Skills Workshop at the Center for School Mental Health 19th Annual Conference on Advancing School Mental Health, Pittsburgh, PA.
40. Chafouleas, S. M., & **Miller, F. G.** (2014, September). *Direct Behavior Rating: Research updates regarding use in targeted screening and progress monitoring of core school-based behavioral competencies*. Invited presentation at the School Mental Health Research Summit, Pittsburgh, PA.
41. *Kooken, J. W., **Miller, F. G.**, Welsh, M. E., McCoach, D. B., Fabiano, G. A., Riley-Tillman, T. C., & Chafouleas, S. M. (2014, May). *Two-part semi-continuous models: Application to Direct Behavior Rating data*. Poster presentation at the Modern Modeling Method Conference, University of Connecticut, Storrs, CT.
42. Chafouleas, S. M., & **Miller, F. G.** (2014, April). *Direct Behavior Rating: Use in assessing student behavior within RTI frameworks*. Presentation at the annual convention of the Council for Exceptional Children, Philadelphia, PA.
43. Welsh, M. E., *Kooken, J. W., **Miller, F. G.**, *Rosen, R., Chafouleas, S. M., Fabiano, G. A., & Riley-Tillman, T. C. (2014, April). *Examining bias on a single item scale with think alouds*. Paper presentation at the National Council on Measurement in Education, Philadelphia, PA.
44. **Miller, F. G.**, *Cohen, D., *Sims, W., Welsh, M. E., Chafouleas, S. M., Riley-Tillman, T. C., & Fabiano, G. A. (2014, February). *Construct validation of DBR-SIS: A multi-trait multi-method analysis*. Paper presentation at the National Association of School Psychologists Annual Convention, Washington, DC.
45. *Rosen, R., *Crovello, N., Welsh, M. E., Chafouleas, S. M., **Miller, F. G.**, Riley-Tillman, T. C., Fabiano, G. A. (2014, February). *Exploring Direct Behavior Ratings in a middle school population*. Paper presentation at the National Association of School Psychologists Annual Convention, Washington, DC.
46. **Miller, F. G.**, Neugebauer, S. R., Chafouleas, S. M., Briesch, A. M., & Riley-Tillman, T. C. (2013, August). *Examining innovation usage: Construct validation of the Usage Rating Profile – Assessment*. Poster presentation at the American Psychological Association Annual Convention, Honolulu, HI.
47. **Miller, F. G.**, *Johnson, A. H., Welsh, M. E., Chafouleas, S. M., Riley-Tillman, T. C., & Fabiano, G. A. (2013, August). *An evaluation of universal screening methods to identify behavioral risk*. Poster presentation at the American Psychological Association Annual Convention, Honolulu, HI.
48. **Miller, F. G.**, *Cohen, D., Chafouleas, S. M., Briesch, A. M., Neugebauer, S. R., & Riley-Tillman, T. C. (2013, August). *Examining changes in usability ratings of evidence based assessment over time*. Poster presentation at the American Psychological Association Annual Convention, Honolulu, HI.

49. *Johnson, A. H., **Miller, F. G.**, Chafouleas, S. M., Riley-Tillman, T. C., Fabiano, G. A., & Welsh, M. E. (2013, August). *Using composite scores to determine behavioral risk with Direct Behavior Rating*. Poster presentation at the American Psychological Association Annual Convention, Honolulu, HI.
50. *Kooken, J. W., **Miller, F. G.**, Welsh, M. E., & Chafouleas, S.M. (2013, August). *Classroom behavior over time: Do student trajectories vary?* Poster presentation at the American Psychological Association Annual Convention, Honolulu, HI.
51. *Kooken, J. W., Welsh, M. E., **Miller, F. G.**, Riley-Tillman, T.C., Chafouleas, S.M., & (2013, August). *The effect of test order when administering multiple rating scales to a single rater*. Poster presentation at the American Psychological Association Annual Convention, Honolulu, HI.
52. Welsh, M. E., Chafouleas, S.M., Fabiano, G., Riley-Tillman, T.C., & **Miller, F. G.** (2013, August). *Evaluating rater bias with only one rater per target*. Poster presentation at the American Psychological Association Annual Convention, Honolulu, HI.
53. Welsh, M. E., **Miller, F. G.**, *Kooken, J. W., & Chafouleas, S. M. (2013, April). *The kindergarten transition: Behavioral trajectories and school adjustment in the first year of school*. Paper presentation at the annual meeting of the American Educational Research Association, San Francisco, CA.
54. **Miller, F. G.**, & Lee, D. L. (2013, February). *Evaluating function-based and non-function-based behavioral interventions for students with ADHD*. Paper presentation at the National Association of School Psychologists Annual Convention, Seattle, WA.
55. Long, A. C. J., & **Miller, F. G.** (2013, February). *Integrity of intervention implementation and cultural adaptation: Complementary or competing*. Paper presentation at the National Association of School Psychologists Annual Convention, Seattle, WA.
56. **Miller, F. G.**, *Johnson, A. H., Welsh, M. E., Chafouleas, S. M., Riley-Tillman, T. C., & Fabiano, G. A. (2013, February). *Comparing biannual and triannual behavioral screenings using DBR-SIS*. Poster presentation at the National Association of School Psychologists Annual Convention, Seattle, WA.
57. *Johnson, A. H., **Miller, F. G.**, Welsh, M. E., Chafouleas, S. M., Riley-Tillman, T. C., & Fabiano, G. A. (2013, February). *Using ROC curves to determine risk with Direct Behavior Rating*. Poster presentation at the National Association of School Psychologists Annual Convention, Seattle, WA.
58. Fabiano, G. A., Norton, R. L., Welsh, M. E., **Miller, F. G.**, Parham, B. R., Chafouleas, S. M., & Riley-Tillman, T. C. (2012, November). *Effective screening approaches for social/behavioral challenges: Seasonal influences*. Poster presentation at the Association for Behavioral and Cognitive Therapies Annual Convention, National Harbor, MD.
59. **Miller, F. G.**, Neugebauer, S. R., Chafouleas, S. M., Briesch, A. M., Welsh, M. E., Riley-Tillman, T. C., & Fabiano, G. A. (2012, August). *Teacher perceptions of behavior screening assessments*. Poster presentation at the American Psychological Association Annual Convention, Orlando, FL.
60. Chafouleas, S. M., & **Miller, F. G.** (2012, May). *Using data for decision making for academic and social behavior*. Presentation at the Northeast PBIS Leadership Forum, Cromwell, CT.
61. **Miller, F. G.**, *Kooken, J. W., Welsh, M. E., Chafouleas, S. M., & McCoach, D. B. (2012, May). *A preliminary investigation of behavioral adaptation during kindergarten: Trajectories of academic engagement*. Poster presentation at the annual Center for Behavioral Education and Research Symposium, Storrs, CT.
62. **Miller, F. G.** (2010, August). *Woodcock Johnson Tests of Cognitive Abilities training*. Staff training for Academy District 20 school psychologists, Colorado Springs, CO.

63. **Miller, F. G.** (2010, April). *Do functional behavioral assessments improve intervention effectiveness for students with ADHD? A single-subject meta-analysis.* Paper presentation at the Behavior Analysis Research Colloquium, University Park, PA.
64. **Miller, F. G., & Watkins, M. W.** (2009, February). *Factor index profile analysis for postsecondary students with learning disabilities.* Poster presentation at the annual convention of the National Association of School Psychologists, Boston, MA.
65. **Hunt, F. G.** (2006, April). *The impact of labeling and social desirability on perceived success of a learning disabled student.* Poster presentation at Western Connecticut State University Research Day, Danbury, CT

GRANTS

Under Review

- 2020
- Project ISTEPS Toward Equity: Interdisciplinary School Teams Enhancing Positive Supports (ISTEPS). Office of Special Education Programs, U.S. Department of Education Personnel Preparation in Special Education, Early Intervention, and Related Services (CFDA 84.325K). Co PI: Amanda Sullivan
Amount: \$1,249,542.00
 - Co-Principal Investigator
- 2020
- MTSS for Mental Health Embedded Partnership with Minnesota Department of Education. Office of Elementary and Secondary Education, U.S. Department of Education. School-Based Mental Health Services Grant Program
 - Investigator

Funded

- 2019-2020
- Improving Measurement and Evaluation of School Mental Health. Center for Urban and Regional Affairs (CURA) 2019 Faculty Interactive Research Program. University of Minnesota – Twin Cities. Amount: \$46,033.00
 - Principal Investigator
- 2019-2021
- Initial Development and Validation of Direct Behavior Ratings for Anxiety. Office of the Vice President for Research (OVPR) Spring 2019 Grant-In-Aid Competition. University of Minnesota – Twin Cities. Amount: \$36,554.35
 - Principal Investigator
- 2017-2022
- Project TEAM: Teams Engaged in Advancing Meaningful (TEAM) Outcomes for Students with Severe Behavior Disorders. Office of Special Education Programs, U.S. Department of Education Personnel Preparation in Special Education, Early Intervention, and Related Services (CFDA 84.325K). PI: Jennifer McComas.
Amount: \$1,230,023.00
 - Co-Investigator
- 2015-2020
- Project PRIDES: School Psychologists Responding in Diverse Educational Settings. Office of Special Education Programs, U.S. Department of Education Personnel Preparation in Special Education, Early Intervention, and Related Services (CFDA 84.325K) – Focus Area C (Related Services). PI: Amanda Sullivan. Amount: \$1,064,072.00
 - Co-Investigator

- 2016-2017
 - Project ESCAPES - Evidence-based System for Children with Anxiety Problems in Educational Settings. Institute for Translational Research in Children’s Mental Health 2016 Collaborative Seed Grant. \$19,800.00
 - Principal Investigator
 - 2015-2016
 - Jacqueline Ann Morris Memorial Grant. American Psychological Association. Submitted on behalf of Palmer Lake Elementary School, Brooklyn Park, MN. Amount: \$4,500.00
 - Author
- Unfunded**
- 2016
 - Development, Validation, and Technology Integration of the Student Intervention Matching System (SIMS) to Inform the Selection of Tier 2 Evidence-based Practices. Institute for Education Sciences – Goal 5. If funded: \$1,599,999.00
 - Co-Principal Investigator
 - 2015
 - Project ASPECT: Advancing School Psychologists’ Early Childhood Training. Office of Special Education Programs, U.S. Department of Education, Preparation of Leadership Personnel (CFDA 84.325D), Type A. PI: Amanda Sullivan. If funded: \$1,180,865.00
 - Co-Investigator, Project Coordinator
 - 2015
 - A Component Analysis of Classroom Management Procedures within the Context of School-Wide Positive Behavior Interventions and Supports. Society for the Study of School Psychology, Early Career Research Award. If funded: \$16,751.00
 - Co-Principal Investigator

TEACHING

COURSES

- EPSY 8819: Emotion & Childhood Psychopathology
- EPSY 8815: Behavioral and Social Emotional Prevention and Intervention
- EPSY 8813: Introductory Practicum in School Psychology
- EPSY 8818: Intermediate Practicum in School Psychology
- EPSY 8817: Problem Analysis and Consultation in School Psychology
- EPSY 8831: Comprehensive Practicum in School Psychology
- EPSY 8832: Advanced Practicum in School Psychology

OTHER TEACHING EXPERIENCE

- 2014-2016
 - Guest Lecturer, The University of Minnesota, School Psychology Program
- 2014-2015
 - Guest Lecturer, The University of Minnesota, Future Faculty Student Group
- 2012-2014
 - Guest Lecturer, The University of Connecticut, School Psychology Program
- 2013-2014
 - Guest Lecturer, Graduate Assistant Workshops, The Center for Behavioral Education and Research
- 2013
 - Trainer, The National Center on Intensive Intervention
- 2006
 - Teaching Assistant, Western Connecticut State University, Psychology

PROFESSIONAL DEVELOPMENT

- 2016 ▪ Participant, Treks Mix - Flipped, CEHD, University of Minnesota
- 2014-2015 ▪ Participant, Early Career Teaching Program, Center for Teaching and Learning

ADVISING & MENTORSHIP: DOCTORAL STUDENTS

- 2020-present ▪ Advisor: Anna Li, University of Minnesota
- 2020-present ▪ Advisor: Peter Reinke, University of Minnesota
- 2019-present ▪ Advisor: Mahasweta Bose, University of Minnesota
- 2019-present ▪ Advisor: Greta Kos, University of Minnesota
- 2018-present ▪ Advisor: Annie Goerdts, University of Minnesota
 - Master's thesis: Construct Validity of the Emotion Regulation Questionnaire – Child and Adolescent
- 2017-present ▪ Advisor: Alexandria Muldrew, University of Minnesota
 - Master's thesis: Effects of a Culturally Responsive PBIS Activity on Student Behavior
 - Prelim: Promoting Positive Behavioral Outcomes in the Classroom: A Systematic Review of the CW-FIT
- 2016-2020 ▪ Co-advisor: Alaa Houry (Amanda Sullivan), University of Minnesota
 - Prelim: A Systematic Review of Universal Screeners Used to Evaluate Social-Emotional and Behavioral Aspects of Kindergarten Readiness
 - Dissertation: Validation of BASC-3 BESS Teacher for Somali Students
- 2015-2019 ▪ Co-advisor: Victoria Erhardt (Amanda Sullivan), University of Minnesota
 - Master's thesis: Examining the Impact of Pre-K and K Experience on Self-Regulation
 - Prelim: School-Based Anxiety Interventions: A Systematic Review of Randomized Controlled Trials
 - Dissertation: Effectiveness and Key Components of School-Based Anxiety Interventions
- 2014-2019 ▪ Co-advisor: Alyssa Schardt (Amanda Sullivan), University of Minnesota
 - Master's thesis: The Effects of CellF-Monitoring on Students' Academic Engagement
 - Prelim: Understanding the Relationship Between Academic Engagement and Academic Motivation: A Synthesis of Correlational Research
 - Dissertation: Engagement versus Motivation: A Confirmatory Factor Analysis of the Motivation and Engagement Wheel

DOCTORAL STUDENT COMMITTEES

- 2020 ▪ Chair, Dissertation of Mollie Weeks, University of Minnesota
- 2020 ▪ Reviewer, Dissertation of Sophia Frank, University of Minnesota

- 2019 ▪ Reviewer, Oral prelim paper of Mollie Weeks, University of Minnesota
- 2019 ▪ Reviewer, Oral prelim paper of Tara Kulkarni, University of Minnesota
- 2019 ▪ Reviewer, Dissertation of Aria Fiat, University of Minnesota
- 2018 ▪ Reviewer, Oral prelim paper of Sophia Frank, University of Minnesota
- 2018 ▪ Reviewer, Oral prelim paper of Aria Fiat, University of Minnesota
- 2017 ▪ Reviewer, Dissertation of Julia Baker, University of Minnesota
- 2017 ▪ Reviewer, Master's thesis of Aria Fiat, University of Minnesota
- 2016 ▪ Reviewer, Dissertation prospectus of Julia Baker, University of Minnesota
- 2016 ▪ Reviewer, Oral prelim paper of Julia Baker, University of Minnesota
- 2015 ▪ Reviewer, Master's thesis of Allyson Kiss, University of Minnesota
- 2015 ▪ Reviewer, Master's thesis of Elyse Farnsworth, University of Minnesota
- 2014 ▪ Reviewer, Master's thesis of Gregory Simonson, University of Minnesota
- 2014-2015 ▪ Associate Advisor, Doctoral committee of Janice W. Kooken, University of Connecticut

ADVISING & MENTORSHIP: SPECIALIST STUDENTS

- 2017-2020 ▪ Advisor: Annie Christenson, University of Minnesota
 - Master's thesis: E-Journaling to Improve Adolescents' Depressive Symptoms
- 2016-2019 ▪ Advisor: Alexandra Olson, University of Minnesota
 - Master's thesis: Screening for Trauma in Children and Adolescents: A Systematic Review of Validation Studies
- 2016-2019 ▪ Advisor: Abbey Weiers, University of Minnesota
 - Master's thesis: Intervening to Improve Student-Teacher Relationships: Components of Effective Interventions
- 2016-2019 ▪ Advisor: Olivia Lickteig, University of Minnesota
 - Master's thesis: A Quantitative Synthesis of School-Based Physical Activity Interventions for Internalizing Mental Health Outcomes
- 2015-2018 ▪ Advisor: Nicole Swenson, University of Minnesota
 - Master's thesis: Behavior Specific Praise: An Individual Behavior Management Strategy
- 2014-2017 ▪ Advisor: Lauren Fitzgerald, University of Minnesota
 - Master's thesis: Effects of Teacher-Directed OTRs on Student Behavioral Outcomes

CLINICAL/APPLIED EXPERIENCE

- 2014-2019 **University Practicum Supervisor**, School Psychology Program, University of Minnesota
 - Supervise second and fourth year students in school and clinical practicum

- 2011-2014 **Behavioral Consultant**, Educational Psychology Department, The University of Connecticut
- Provided consultative behavioral support to school-based teams
- 2011-2014 **Clinical Research Supervisor**, Educational Psychology Department, The University of Connecticut
- Supervised graduate students in behavioral consultation
- 2010-2011 **Pre-doctoral School Psychologist Intern**, Academy School District 20, Colorado Springs, CO
- Formal internship experience meeting NASP and CDSPP guidelines
- 2009-2010 **CEDAR Clinic Student Supervisor**, Center for Educational Diagnosis and Remediation, The Pennsylvania State University
- Supervised student clinicians in completing comprehensive psychoeducational evaluations
- 2009 **Lead Student Clinician**, Center for Educational Diagnosis and Remediation, The Pennsylvania State University
- Completed independent and comprehensive psychoeducational evaluations
- 2008-2009 **Field Practicum**, State College Area School District, State College, PA
- School-based assessment, intervention and consultation services in elementary and middle school settings
- 2007-2008 **Student Clinician**, Center for Educational Diagnosis and Remediation, The Pennsylvania State University
- Completed comprehensive psychoeducational evaluations as part of a student clinician team
- 2006-2007 **Graduate Assistant**, University Learning Centers, The Pennsylvania State University
- **Learning Skills Coordinator:** Trained undergraduate consultants in evidence-based tutoring strategies and facilitated study-skills workshops

SERVICE TO THE PROFESSION

EDITORIAL BOARD & EDITORSHIP POSITIONS

- | | |
|--------------|--|
| 2020-present | Associate Editor, <i>School Psychology</i> |
| 2019-present | Editorial Board Member, <i>School Mental Health</i> |
| 2018-2020 | Associate Editor, <i>Assessment for Effective Intervention</i> |
| 2017-present | Editorial Board Member, <i>Canadian Journal of School Psychology</i> |
| 2015-present | Editorial Board Member, <i>Journal of School Psychology</i> |
| 2015-present | Editorial Advisory Board Member, <i>School Psychology Review</i> |
| 2014-2019 | Editorial Board Member, <i>School Psychology Quarterly</i> |
| 2014-present | Review Board Member, <i>Journal of Special Education Leadership</i> |
| 2016-2018 | Editorial Board Member, <i>Assessment for Effective Intervention</i> |
| 2016 | Associate Editor (Special Issue), <i>Assessment for Effective Intervention</i> |

AD HOC REVIEWS

- | | |
|--------------|---|
| 2016-present | Ad hoc Reviewer, <i>Journal of Applied Developmental Psychology</i> |
| 2013-present | Ad hoc Reviewer, <i>Journal of Positive Behavior Interventions</i> |
| 2015-2018 | Ad hoc Reviewer, <i>School Mental Health</i> |

2013-2016 Ad hoc Reviewer, *Assessment for Effective Intervention*
2015 Ad hoc Reviewer (Special Issue), *Psychology in the Schools*

CONFERENCE REVIEWS

2013-present APA Division 16
2013-present NASP

DEPARTMENT & UNIVERSITY SERVICE

- 2020 ▪ Member, Department of Educational Psychology Graduate Advisory Committee
- 2020 ▪ Applied Licensure Program (APL) Task Force, Department of Educational Psychology, CEHD
- 2019 ▪ Search Committee Member, School Psychology, Department of Educational Psychology, CEHD (Chair: Amanda Sullivan)
- 2019 ▪ Contributor: First Generation Institute Microgrant Committee
- 2018-2019 ▪ Member, Department of Educational Psychology Graduate Advisory Committee
- 2018 ▪ Member, Department of Educational Psychology Chair Search Advisory Committee
- 2017 ▪ Invited Faculty Member, Dean's Advisory Board Meeting
- 2016-2017 ▪ Member, Department of Educational Psychology Department Values Task Force
- 2016-2017 ▪ Member, Department of Educational Psychology Awards Committee
- 2014-2016 ▪ Member, Department of Educational Psychology Graduate Advisory Committee
- 2016 ▪ Reviewer, 2016 Seed Grants, Institute for Translational Research in Children's Mental Health
- 2015 ▪ Reviewer, 2015 Seed Grants, Institute for Translational Research in Children's Mental Health
- 2014 ▪ Search Committee Member, School Psychology, Department of Educational Psychology, CEHD (Chair: Ted Christ)
- 2014 ▪ Search Committee Member, School Psychology, Department of Educational Psychology, CEHD (Chair: Amanda Sullivan)

COMMUNITY ENGAGEMENT

- 2020-present ▪ Member, Minnesota Collective for Educational Equity
- 2020 ▪ National Center for Intensive Intervention – Webinar on Setting Behavioral IEP Goals
- 2019 ▪ Consultant, Partnership: Fairview Range Medical Center and Eveleth-Gilbert High School
- 2016-2017 ▪ Consultant, CAREI, Audit of District Special Education Programming for EBD
- 2016-2017 ▪ Research Partnership, St. Paul Public School District
- 2016 ▪ Minnesota Department of Education – Webinar on Behavioral Screening
- 2015-2016 ▪ Partnership – Palmer Lake Elementary School
- 2016 ▪ Professional Development Workshop - Beyond Reading: Innovations in Evidence-based Practice
- 2015 ▪ CEHD Vision 2020 Blog: Understanding Social, Emotional, and Behavioral Difficulties

PROFESSIONAL AFFILIATIONS

- Member, National Association of School Psychologists
- Member, American Psychological Association
- Member, Division 16, American Psychological Association