

Curriculum Vitae

Aileen Fullchange, PhD, LP, NCSP

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EDUCATION

Ph.D., Counseling, Clinical & School Psychology (CCSP), School Psychology emphasis, University of California, Santa Barbara	Sept 2017
M.Ed., School Psychology, University of California, Santa Barbara	Dec 2015
M.A., Teaching Mathematics Education, Western Governors University, UT	Aug 2009
B.A., Physics, University of California, Berkeley	Dec 2002
A.S., Chemistry, with honors, Contra Costa Community College (CCC), San Pablo, CA	May 1999
A.S., Math & A.A., Liberal Studies, both with honors, CCC, San Pablo, CA	May 1997

LICENSES

National Register Health Service Psychologist (HSP; #73155)	since Dec 2023
Licensed Psychologist #35111 California	since Jun 2024
#TE61508480 Washington	since Dec 2023
#02575-01 New York	since May 2023
#37995 Texas	since Oct 2018
Nationally Certified School Psychologist (NCSP; #51456)	since Jun 2018
Pupil Personnel Services Credential (PPS; School Psychologist; California)	since Jun 2017
Single Subject Teaching Credential (California)	since Apr 2008

EMPLOYMENT HISTORY

Clinical & Supervision Experience

Founder <u>Fullchange Therapy</u> , virtual in CA, TX, NY, and WA	Feb 2020 – current
Founded a private practice serving families, couples, individuals, and teens who have experienced complex trauma and related symptoms and especially those from intersecting and diverse identity backgrounds, such as individuals from BIPOC, LGBTQ, and/or refugee backgrounds. Services in Spanish in English.	
Licensed Psychologist and Supervisor, 30-40+ hours/week <u>Momentous Institute</u> , Dallas, TX	Oct 2018 – Sep 2021
- Provided assessment, psychotherapy (individual, family, couples and group) and testing services to children, adolescents and families in a multidisciplinary outpatient setting in both Spanish and English. Examples of activities include: - Co-led Early Childhood Assessment Team to serve families seeking psychological evaluation for children 6 years old and below. Trained and supervised psychology trainees, at both the practicum and doctoral level. - Co-led Immigrations Evaluations Team to serve asylum seekers via administration of psychosocial assessments in English and Spanish. Trained and supervised psychology postdoctoral fellows. - Created an ongoing weekly mindfulness and yoga-based clinical groups for children and their caregivers. - Virtually delivered trauma-sensitive yoga videos in Spanish and English during COVID-19 pandemic. - Provided trainings (in the community and internally) relevant to the field of child/family mental health to trainees and fellow practitioners, including the following topics: Therapeutic Assessment (TA), clinical supervision, substance abuse, cultural considerations when treating anxiety, integrating mindfulness practices into therapy, understanding the role of advocacy in psychology, parenting teenagers, increasing empathy, attachment and trauma, and working with Asian and Asian-American families in therapy.	

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- o Contributed to the implementation and development of training programs. Helped to create an ongoing Assessment Consultation Group for assessment supervisors to increase their competence in assessment supervision of trainees.
- o Participated in Diversity, Equity, and Inclusion (DEI) initiatives, including being part of the year-long *Racial Equity Now!* cohort of *Dallas Truth, Racial Healing, and Transformation* (Dallas TRHT), internal Racial Equity Committee and internal DEI Committee.

Volunteer Mental Health Evaluator

Sept 2019

Refugee and Immigrant Center for Education and Legal Services (RAICES), national

- Conducted psychological evaluations for individuals detained at the U.S.-Mexico border by Immigration and Customs Enforcement (ICE), collaborating with detainees, interpreters, and lawyers.

Psychology Postdoctoral Fellow, 40+ hours/week

Sept 2017 – Sept

2018

Momentous Institute, Dallas, TX

Primary Clinical Supervisor: Dr. Garica Sanford

Secondary Clinical Supervisor: Dr. Jeannette Gordon-Reinoso

Assessment Supervisor: Dr. Jessica Gomez

- Conducted therapy sessions in individual, group, couples, and family formats with children, adolescents, and parents, with some sessions in Spanish. Conducted English and Spanish intakes.
- Provided group supervision for doctoral interns biweekly and co-lead weekly group supervision for Reflecting Team. Provided individual clinical supervision for a practicum student, with an additional practicum student to be added later this year.
- Determined batteries for, administer, and score psychological assessments for children and adolescents, and lead feedback sessions for caregivers and/or school staff both for individually assigned assessments and also as part of the Therapeutic Assessment Team.
- Coordinated weekly clinical seminars for trainees and staff, including communicating with presenters, helping to set up presentations, contributing to presentations, and soliciting feedback from trainees.
- Helped create the agency's first ever Therapeutic Assessment Team to address the need for comprehensive psychological assessments for particularly complicated cases involving complex factors related to language, culture, trauma, and/or presenting concerns.
- Started first mindfulness-based parent support groups at agency.

Psychology Doctoral Intern, 40+ hours/week

July 2016 – July 2017

Momentous Institute, Dallas, TX

Primary Clinical Supervisor: Dr. Jeannette Gordon-Reinoso

Secondary Clinical Supervisors: Dr. Neil Ravella & Dr. Garica Sanford

Assessment Supervisors: Dr. Summer Rose, Dr. Matthew Leahy, Dr. Christina Wise, & Dr. Laura Vogel

Director of Training: Dr. Garica Sanford

Client population: children, adults, couples, and families from diverse backgrounds from the surrounding urban community

- Carried a clinical caseload of 12-15 families, facilitated weekly group therapy sessions for children and adolescents, and conducted 1-2 intakes per week, with some sessions in Spanish.
- Determined batteries for, administered, and scored psychological assessments for children and adolescents, and led feedback sessions for caregivers and/or school staff.
- Participated in a weekly Reflecting Team.
- Supervised a practicum student.
- Consulted and collaborated with teachers and other professionals.
- Participated in 4+ hours of supervision, 3+ hours of didactic trainings each week, self-reflective activities throughout the year, and annual Changing the Odds conference.

Practicum Student Clinician, 10 hours/week

Sept 2015 – June 2016

Hosford Clinic, University of California, Santa Barbara

Supervisor: Dr. Collie Conoley

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Client population: children and families from a broad range of socioeconomic statuses in the community

- Conducted videotaped psychotherapy sessions with families, youths, and individual adults utilizing assessment data to guide interventions and treatment planning.
- Wrote intake reports and case notes using Point & Click (PNC) electronic case management system.
- Participated in weekly group and individual supervision.

Practicum Student Assessor, 4 hours/week

Mar 2015 – Oct 2015

Psychological Assessment Center, [Hosford Clinic](#), University of California, Santa Barbara

Supervisors: Dr. Jordan Witt and Dr. Erik Lande

Client population: youths ages 10-14 with presenting concerns related to academics, attention, memory, and/or social-emotional and behavioral issues.

- Conducted cognitive, academic, and neuropsychological assessments. Assisted in writing comprehensive psychological assessment reports.
- Consulted during case conferences with fellow assessment team members.

Practicum Student, School Psychology, 10-15 hours/week
2015

Aug 2014 – June

[Monroe Elementary School](#), Santa Barbara, CA

Supervisors: Melissa Quigley, MA and Dr. Erin Dowdy

Client population: children ages 5-12, most of whom qualified for special education and free/reduced lunches

- Provided individual and group counseling and assessed 20+ students for special education eligibility, wrote comprehensive reports, and presented at IEP meetings.
- Conducted Functional Behavioral Analyses to facilitate intervention development.
- Provided consultation for teachers and parents to address student behavioral and academic issues, including Oppositional Defiant Disorder, depression, anxiety, and selective mutism. Provided consultation regarding systems-level changes, including RtI and crisis response.
- Created and implemented a research-based protocol for suicide risk assessment for young children.

Practicum Student, School Psychology, 10-15 hours/week
2014

Sep 2013 – June

[Santa Barbara High School](#), Santa Barbara, CA

Supervisors: Juan Gallardo, MS, NCSP, and Dr. Jill Sharkey

Client population: children ages 14-17, primarily who qualified for special education from a socioeconomically diverse cross-section of families in the community.

- Provided individual counseling for over 15 students.
- Created and implemented a group counseling intervention to increase empathy and prosocial behaviors while reducing anger and aggression.
- Co-created and presented bullying intervention presentations to 9th grade classrooms.
- Provided consultation for teachers to address behavioral and academic issues, including lack of motivation, defiance, suicidality, depression, psychosis, anxiety, and OCD.
- Conducted psychoeducation evaluations and presented at IEP meetings.
- Conducted threat assessments for suicidality and homicidality.

Practicum Student, School Psychology, 3 hours/week

Oct 2012 – June 2013

[Carpinteria Family School](#), Carpinteria, CA

Supervisor: Beth Laurie, MA, NCSP, LEP

Client population: 8 to 9-year-olds from a diverse cross section of families in the community

- Provided small group and 1-1 interventions to third grade students.
- Conducted student observations, teacher and student interviews, and cumulative file reviews.
- Provided consultation for teachers, school counselors, and parents regarding student academic difficulties and social-emotional deficits related to making and sustaining friendships.

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Teaching Experience

Adjunct Professor

Sept 2021 – Dec 2021

Basic Practicum I (PsyD program)

The Chicago School of Professional Psychology, Dallas, Texas

- Teach a graduate-level doctoral course for students participating in practicum experiences across the Dallas-Fort Worth metroplex in settings ranging from community mental health centers, private practices, to prison systems. Topics include case conceptualization from the major theoretical orientations, diagnosis and treatment planning, and integration of diversity and cultural factors into clinical practice.
- Provide university-based supervision, including on-call supervision for crises as needed.

Teaching Assistant

Sep 2013 – Mar 2014 & Mar 2016 – June 2016

Research in Applied Psychology (undergraduate level)

University of California, Santa Barbara

Professor: Dr. Matt Quirk

- Assisted in classroom instruction for an undergraduate class on applied psychology research.
- Duties included leading classroom lectures and discussions, developing assessments, meeting with students during office hours, and grading examinations, assignments, and essays.

Teaching Assistant

Jan 2016 – Mar 2016

Neuropsychological Assessment (graduate level)

University of California, Santa Barbara

Professor: Dr. Erik Lande

- Designed interactive classroom activities to supplement lectures, supported students in practicing assessment administration, and graded examinations.

Teaching Assistant

Sep 2015 – Dec 2015

Neuropsychological Anatomy & Psychopharmacology (graduate level)

University of California, Santa Barbara

Professor: Dr. Erik Lande

- Designed interactive classroom activities to supplement lectures; graded examinations.

Teaching Assistant

Sep 2015 – June 2016

School-Based Practicum Supervision (graduate level)

University of California, Santa Barbara

Professor: Dr. Jill Sharkey

- Led supervision sessions, facilitating discussions and activities related to NASP practice standards.
- Provided on-site supervision; monitored and addressed needs from weekly logs of second year school psychology doctoral students participating in school-based practicum experiences.

Teaching Associate

Mar 2014 – June 2014 & June 2015 – Aug 2015

Research in Applied Psychology (undergraduate level)

University of California, Santa Barbara

- Designed and taught a 6-week, two-hour per week summer session class covering topics related to research methodology in applied psychology. Designed and graded quizzes and assignments.

7th/8th grade Math Teacher & 8th grade Math Intervention Teacher

Aug 2006 – July 2010

School Site Council member

Aug 2009 – July 2010

Math Department Chair

Aug 2008 – July 2009

[Claremont Middle School](#), Oakland Unified School District, Oakland, CA

- Developed and taught curricula for 7th and 8th math classes and 8th grade math intervention classes with a predominantly black, Indigenous and people of color (BIPOC) student population.
- Contributed to curricular and policy decisions school-wide as part of the Instructional Leadership Team.

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- Led weekly Professional Learning Communities which contributed to the school's first standardized test score gains in math in six years.

Other Work Experience

Board Member

Sept 2021 – current

Wellness for Educators (W4E), national

- Provide feedback and guidance on programs, help gain partnerships with other organizations, strengthen and expand the mission, and connect to funding opportunities for W4E, a nonprofit dedicated to supporting educators with research-based, trauma- and equity-informed practices and strategies for mental health and wellbeing.

Educational Consultant for Math

June 2010 – Oct 2013

Consortium on Reaching Excellence (CORE), nationwide

- Supported classroom teachers in under-resourced and marginalized public schools to increase student engagement by co-planning, modeling lessons in classrooms, providing consultation for teachers, and facilitating professional development workshops.
- Collaborated with administrators and teachers to use data to guide instructional decisions.

Content Coach

Aug 2011 – Dec 2011

STEM Goes Rural, ***Purdue University***, West Lafayette, IN

- Provided coaching support for physics teachers through observations of instruction and guidance on class management, future lesson content, differentiated instruction, and using assessment information.

Court-Appointed Special Advocate (CASA), Alameda County, CA

May 2011 – July 2012

- Advocated for safety needs of abused/neglected youth dependents of the juvenile court through mentoring, written court reports, and communication with social workers, attorneys, therapists and caregivers.

Instructional Technician

Jan 2005 – June 2006

Oxford Elementary After-School Program, Berkeley, CA

- Developed and taught science, nutrition, art, reading, and writing curricula for K-5 classes.
- Co-developed and co-led school's first ever Girls' Club to improve self-esteem, social skills, and behaviors in 4th and 5th grade girls.

Field Manager and Campaign Coordinator

Oct 2003 – May 2004

The Fund for Public Interest Research, NY, NY

- Managed teams to fundraise for non-profit organizations, including Save the Children; was one of the top 5 fundraisers in the nation.
- Organized grassroots campaigns for social and environmental issues.

Therapist and Teaching Aide

Dec 2002 – July 2003

Inside Out Early Intervention, Concord, CA

- Performed individual in-home therapy sessions for autistic toddlers using Applied Behavioral Analysis.
- Collaborated with senior therapists, schools, and parents to aid in IEP development and enactment.

Tutor

Jan 2000 – June 2000

Independent Living Skills Program, Martinez, CA

- Tutored high school-age foster youth transitioning to emancipation.

PUBLICATIONS

[Fullchange](#), A. (2022, July 1). Caring for Asian Youth: Combating Misconceptions. *Fostering Families Today*. Retrieved from

- <https://fosteringfamilies.today.com/fostering-families-today-feature/caring-for-asian-youth-combat-ing-misconceptions/>.
- Fullchange**, A. (2022, May 10). VAWA Should Fund More Housing, Not More Policing [Editorial]. Retrieved from <https://www.domesticshelters.org/articles/domestic-violence-op-ed-column/vawa-should-fund-more-housing-not-more-policing>.
- Fullchange**, A. (2022, May 10). It's Asian Pacific American Heritage Month and My Life Is Still in Danger [Editorial]. Retrieved from <https://msmagazine.com/2022/05/10/asian-pacific-american-heritage-month-aapi-violence/>.
- Fullchange**, A. (2022, March 29). Turning Red: It's About Asian Mental Health Too (Sayaka Matsuoka, Interviewer). *Nerdist*. Retrieved from <https://nerdist.com/article/turning-red-asian-mental-health-pixar-disney/>.
- Fullchange**, A. (2022). Empathy: A necessary ingredient in school-based social-emotional health and equity. In K-A. Allen, M. J. Furlong, D. A. Vella-Brodrick & S. M. Suldo, (Eds.). *The handbook of positive psychology in schools: Supporting Process and Practice* (3rd ed., pp. 217-229). Taylor and Francis. ISBN: 978-03-67-85586-4
- Fullchange**, A. (2021, May 25). To be an Asian American Pacific Islander in the United States [Editorial]. *Visible Magazine*. Retrieved May 25, 2021, from <https://visiblemagazine.com/to-be-an-asian-american-pacific-islander-in-the-united-states/>.
- Fullchange** (2021, May 24). Do's And Don'ts For Asian American And Pacific Islander Heritage Month [Blog post]. Retrieved from <https://momentousinstitute.org/blog/dos-and-donts-for-asian-american-and-pacific-islander-heritage-month>.
- Fullchange**, A., Denis, M., & Smith, L. (2021). School-based Empathy Policy: A holistic approach. In K. Allen, A. Reupert, L. Oades (Eds.) *Building Better Schools with Evidence-based Policy: Adaptable Policy for Teachers and School Leaders* (Chapter 38). New York, NY, US: Routledge/Taylor & Francis Group.
- Fullchange**, A. & Sharkey, J. (2018). Experiences and Outcomes of a Theatre Intervention for Youth on Probation and Their University Peers. *Applied Psychology in Criminal Justice*, 14(1).
- Fullchange**, A. (2016). Empathy and Potential for Positive Outcomes for At-Risk Youth. *NASP Communique*, 45(2).
- Fullchange**, A. (2016). Activities to Increase Cognitive Empathy in Students. *NASP Communique*, 45(1).
- Furlong, M. J., **Fullchange**, A., Dowdy, E. (2016). Effects of mischievous responding on universal mental health screening: I love rum raisin ice cream, really I do! *School Psychology Quarterly*. <http://dx.doi.org/10.1037/spq0000168>
- Fullchange**, A., Furlong, M. (2016). An exploration of effects of bullying victimization from a complete mental health perspective. *SAGE Open*, 1-12. doi:10.1177/2158244015623593
- Fullchange**, A., Furlong, M. J., Gilman, R., & Huebner, E. S. (2015). Interventions for subjective well-being. In L. A. Theodore (Ed.), *Handbook of Applied Interventions for Children and Adolescents*. New York, NY: Springer.
- Fullchange**, A. (2015). Disproportionality in special education: ethical considerations and potential solutions. *From Science to Practice to Policy*, 8(1), 10-15.
- *Zhang, Y., **Chang**, A., Cao, J., Wang, Q., Kim, W., Li, Y., Morris, N., Yenilmez, E., Kong, J., & Dai, H. (2001). Electric-field-directed growth of aligned single-walled carbon nanotubes. *Applied Physics Letters*, 79(19), 3155-3157.
- *Last name has been changed from Chang to Fullchange

PRESENTATIONS

- Fullchange**, A. (2024, March 22). What Does Mindfulness Have to Do with Burnout? [Keynote address]. 8th Annual Mental and Behavioral Health Conference, California State University, Los Angeles College of Education. <https://www.calstatela.edu/sites/default/files/MBH%202024.pdf>

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- Griesel, Drew (Host) (2024, February 27). Holistic Approaches in Mental Health Interventions with Dr. Aileen [Audio podcast episode] in Primal Wellness Coaching.
<https://www.primalwellnesscoaching.com/podcast/draileen>.
- Roberts, Julia (Host) (2023, September 29). Peacemaking in Estranged Relationships [Audio podcast episode] in Peace Talks Radio.
<https://www.peacetalksradio.com/episode/peacemaking-in-estranged-relationships>.
- Tran-Calhoun, A., **Fullchange**, A. (2023). *Not Your Model Minority Panel*. Presentation for NEA Big Read and Irving Public Library, Irving, TX (virtual).
- Fullchange**, A. (2022). *Mental Health Challenges Impacting the AAPI Community*. Presentation for the Association of International Certified Public Accountants' (AICPA's) National Commission on Diversity and Inclusion & [Ascend Pan-Asian Leaders](#) (virtual).
- Fullchange**, A. (2022). *Trauma and Its Impact on the Mind and Body*. Presentation for Human Rights Initiative North Texas (virtual).
- Fullchange**, A. (2021). Self-care [Keynote address]. Community Engagement Day, Texas State Fair.
- Ong, L., Song, A., **Fullchange**, A. (2021). *The Model Minority Myth*. Speaker at the Youth Empowerment Seminar of the Korean American Professional Network (KAPN), Dallas, TX.
- Tran-Calhoun, A., **Fullchange**, A. (2021). *Not Your Model Minority: A Primer on AAPI Solidarity*. Presentation for First United Methodist Church, Dallas, TX (virtual).
- Drenka, S., Hobart, J., Choi, I., David, E., Tran-Calhoun, A., Lee, A., **Fullchange**, A., Heymoss, J., Li, X., Huang, J., Crow, L., Blake, B., Lewis, S., Linares, L., Hawkins, J. (2021). *National TRHT Emergency Town Hall: Responding to Anti-Asian Violence*. Presentation for Truth, Racial Healing, and Transformation (TRHT; virtual).
- Fullchange**, A., Drenka, S., Koid, P., Le, N., Lin, N., New, N. (2021). *Mental Health and the AAPI Community*. Presentation for United Way's Nonprofit Success Institute Speaker Series (virtual).
- Fullchange**, A. (2020). *Mindfulness*. Presentation at Knockout Cancer Event of the Methodist Charlton Medical Center, Dallas, TX.
- Fullchange**, A., Smith, L. & Denis, M. (2020). *Transcending Trauma by Integrating Neurobiology and Culture to Drive Schoolwide Transformation*. Presentation at American Psychological Association (APA) Virtual Annual Convention.
- Wise, C., Gomez, J., & **Fullchange**, A. (2019). *Supervising Bilingual Assessment Through a Lens of Multicultural Competency*. Presentation at Texas Psychological Association Annual Convention, San Antonio, TX.
- Pagán-Peña, J., Mann, L., & **Fullchange**, A. (2019) *Trauma, Resiliency, and Acculturative Stress: Understanding Multidimensional Perspectives When Working with Latinx Youth*. Presentation at the Adolescent Symposium of Texas, Plano, TX.
- Fullchange**, A. (Moderator) (2018, December 1). *Crossing Over: The human story of trauma, resilience, and hope*. Cara Mia Theater, Dallas, TX.
- Fullchange**, A. (2018). *The HEROES Project: An Empathy-Based Intervention for Aggressive Youths*. Poster presented at the American Psychological Association (APA) Annual Convention, San Francisco, CA.
- Fullchange**, A. (2016). *The HEROES Project: An Empathy-Based Intervention for Anger and Aggression*. Paper presented at the National Association of School Psychologists (NASP) Annual Convention, New Orleans, LA.
- Fullchange**, A. & Adams, S. (2016). *Disproportionality in Special Education*. Paper presented at the NASP Annual Convention, New Orleans, LA.
- Furlong, M., **Fullchange**, A., Dowdy, E. (2016). *Identifying Mischievous Responders in Social-Emotional Health Screening Surveys*. Poster presented at the NASP Annual Convention, New Orleans, LA.
- Wroblewski, A. & **Fullchange**, A. (2016). *Trauma in Schools: Ethical Considerations and Evidence-Based Interventions*. Paper presented at the NASP Annual Convention, New Orleans, LA.
- Parker, R., **Fullchange**, A., Dougherty, D., Sharkey, J. (2015). *Promoting Emotional Competence in Schools*. Paper presented at the NASP Annual Convention, Orlando, FL.
- Fullchange**, A. (2015). *Exploring the Role of Positive Psychology in Bullying Victimization*. Poster presented at the NASP Annual Convention, Orlando, FL.
- Fullchange**, A., Adams, S., & Widaes, O. (2015). *Building Empathy and Prosocial Behaviors in Angry and Aggressive Youth*. Paper presented at the NASP Annual Convention, Orlando, FL.

RESEARCH PROJECTS

Lead Researcher

Sep 2014 – June 2016

The HEROES Project (Dissertation Project)

Faculty chair: Dr. Michael J. Furlong, University of California, Santa Barbara

- Created, implemented, and evaluated an empathy-based intervention (<https://theheroesproject.wixsite.com/heroes>) for at-potential youths in a two-part project, using first a pre/post-test design and then a randomized waitlist control design. Collaborated with and trained school staff. Results indicated large effect sizes for improvements in positive and reduction of negative social-emotional outcomes.

Graduate Student Researcher

Aug 2015 – Aug 2016

The Odyssey Project

Supervisor: Dr. Jill Sharkey, University of California, Santa Barbara

- Assisted in design and implementation of a study evaluating the effectiveness of a collaboration between UCSB's Theater/Dance Department and Los Prietos Boys Camp, a facility for males involved with the juvenile justice system.
- Administered surveys and conduct weekly interviews and observations. Analyzed quantitative and qualitative data and write up findings in a final report.

Graduate Student Researcher

Jan 2013 – June 2014

Developing Design Blueprint for the Social Emotional Health Survey Case Management Utility

Supervisor: Dr. Michael Furlong, University of California, Santa Barbara

- Supported implementation of a case management system for a local public high school utilizing data from the Social Emotional Health Survey (SEHS), an inventory of youth's personal strengths and resources.

Researcher

June 2001 – Aug 2001

Electric-Field Directed Growth of Aligned Single-Walled Carbon Nanotubes

Supervisor: Dr. Hongjie Dai, Stanford University

- Experimented with and theoretically justified methods of carbon nanotube growth.
- Provided theoretical background knowledge for a team of experimental researchers, resulting in a publication in a peer-reviewed scientific journal.

FELLOWSHIPS, AWARDS & HONORS

Public Voices Fellow, [The OpEd Project](#)

2022

James Hong Memorial Fellowship, UC Santa Barbara

2015

Gale Morrison Award for Research in the School Setting, UC Santa Barbara

2014

Doctoral Scholars Fellowship, University of California, Santa Barbara

2012 – 2016

Fund for Teachers Fellowship (to conduct educational research in Cuba)

2009

Oakland Teaching Fellow, Oakland, CA

2006

Alpha Gamma Sigma Honor Society

1997

President of College for Kids Club, College of the Redwoods, Eureka, CA

1994 – 1995

PROFESSIONAL MEMBERSHIPS

Texas Psychological Association (TPA) Member

July 2016 – current

Asian American Psychological Association (AAPA) Member

Mar 2015 – current

Dallas Psychological Association (DPA) Member

June 2019 – June 2021

American Psychological Association (APA) Member

Sep 2012 – Dec

2021

May 2023 – current

Association of Black Psychologists (ABPSI) Member

Nov 2021 – Dec

2023

Society of Indian Psychologists (SIP) Member

June 2022 – Dec 2023

National Latinx Psychological Association (NLPA) Member

Nov 2022 – Nov 2023

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National Association of School Psychologists (NASP) Member	Sep 2012 – current
California Association of School Psychologists (CASP) Student Member	Sep 2012 – June 2016
Ventura County Association of School Psychologists (VCASP) Student Member	Sep 2012 – June 2016

SERVICE

National Asian Pacific American Women's Forum (NAPAWF), Member	Mar 2020 – current
<i>The Educational and Developmental Psychologist</i> , Ad Hoc Reviewer	Jul 2020 – Aug 2020
Diversity, Equity & Inclusion Committee, Momentous Institute, Member	Dec 2019 – Sep 2021
Racial Equity Committee, Momentous Institute, Member	Aug 2019 – Sep 2021
Assessment Consultation Group, Momentous Institute, Co-Lead	Jan 2019 – Sep 2021
TPA Annual Convention Planning Committee, Member	Apr 2020 – Nov 2020
Executive/Student Affairs Committee, CCSP, UC Santa Barbara, Member	Sep 2015 – June 2016
Central Coast Assoc. of School Psychologists (CCASP), Student Rep & Board Member	Aug 2015 – June 2016
Clinic Committee, CCSP, UC Santa Barbara, Member	Oct 2014 – June 2015
Curriculum Committee, CCSP, UadvaC Santa Barbara, Member	Sep 2014 – June 2015
Climate Committee, CCSP, UC Santa Barbara, Member	Oct 2013 – June 2014

SKILLS

Computer: SPSS 20 predictive analytics software, Mplus 7.1 statistical software, electronic medical record systems (e.g., Care 4, Clinician's Desktop, Simple Practice, and Point & Click), basic web design, basic video editing.

Clinical certifications: Crisis Prevention Institute (CPI), Trauma-Focused Cognitive Behavioral Therapy (TF-CBT) Web, Level I and II training in Gottman Method Couples Therapy, Registered Yoga Teacher (RYT-200), 40-hour Trauma-Sensitive Yoga (TSY) Certification, Somatic Experiencing (Intermediate Level)

Assessment measures: including but not limited to

- o *Cognitive measures:* KABC-II NU, Leiter-3, WISC-V, WJ-IV Cog & Ach, WPPSI-IV, Woodcock-Muñoz Bateria III (Cognitiva y Aprovechamiento)
- o *Processing measures:* Beery VMI, CTOPP-2
- o *Academic measures:* Bracken, WIAT-4, WRAT 4
- o *Adaptive measures:* ABAS-3, Vineland 3
- o *Social-emotional and behavioral measures:* ADOS-2, BASC-3, BRIEF2, Conners 3
- o *Performance measures:* CPT-3
- o *Projective measures:* HTP, TAT, TEMAS, Roberts Apperception Test

Languages: Native English. Fluent Spanish. Basic Taiwanese.