

# **Jennifer Hargrave Carter, Ph.D., LSSP**

## **EDUCATION**

**Doctor of Philosophy** in Educational Psychology, School Psychology major, awarded in 2004 by the Department of Educational Psychology, University of Texas at Austin (APA Accredited).

Dissertation title: *The Relationship between Executive Functions and Written Expression in Students Ages 12 to 14* - Chair: Margaret Semrud-Clikeman, Ph.D.

**Master of Arts** in Educational Psychology awarded in December of 2001 from The University of Texas at Austin.

Master's Thesis Title: *The Relationship between Executive Functions and Written Expression in Children with Attention Deficit-Hyperactivity Disorder* - Chair: Margaret Semrud-Clikeman, Ph.D.

**Bachelor of Science** in Psychology awarded in January of 1998 from The University of Illinois at Urbana-Champaign.

## **LICENSURE/CERTIFICATION**

Licensed Psychologist, 2007 by Texas State Board of Examiners of Psychologists (License No. 33045)

Licensed Specialist in School Psychology, 2004 by Texas State Board of Examiners of Psychologists (License No. 32689)

## **PROFESSIONAL EXPERIENCE**

**Clinical Assistant Professor/School Psychology Masters Program Director, The University of Texas at Austin, August 2012 to present.** Develop Masters-level training program and complete paperwork for NASP approval process. Recruit, develop, and maintain school-based practicum sites. Assist masters-level school psychology students obtain and select internship sites. Supervise doctoral-level students serving advanced practicum in school settings. Teach a variety of courses in the school psychology program. Serve on the Leadership Team.

**Licensed Specialist in School Psychology, Austin Independent School District, August 2011 to December 2012.** Provided assessment services to a large, culturally diverse urban middle school and elementary school. Responsible for assessment of referred children to determine special education eligibility and programming needs. Required to compose written reports and provide feedback and recommendations to parents, school staff, and children. Participated and assist in Child Study Team meetings, placement planning, re-evaluation planning, individualized education plans, behavior intervention plans, manifestation hearings, temporary placement for new students, and communication with outside community services. Provided supervision to practicum students and LSSP interns.

**School Psychologist and SEL Coordinator, The University of Texas at Austin Elementary School, August 2007 to July 2011.** Developed and oversaw the school-wide social emotional learning curriculum, and the Response to Intervention three tier model for academic and behavioral issues at UT Elementary. Provided training to UT Elementary and SEL pilot schools in Austin ISD on topics such as SEL, Second Step implementation, and infusing SEL into academic content areas. Provided coaching and consultation on using SEL in the classroom and school-wide. Developed system to provide sustainability of SEL programming at school level. Oversaw Response to Intervention data review meetings and problem solving meetings. Provided assessment services to a culturally diverse elementary school. Responsible for assessment of referred children to determine special education eligibility and programming needs. Required to compose written reports and provide feedback and recommendations to parents, school staff, and children. Participated and oversee in placement planning, re-evaluation planning, individualized education plans, behavior intervention plans, manifestation hearings, and communication with outside community services. Participated in wrap-around interventions and meetings. Provided consultation to teachers and parents regarding behavior plans and academic, behavior, or emotional interventions. Assisted with developing crisis intervention plans for students with more severe behavioral/emotional disorders. Provided individual and group counseling to students. Coordinated and supervised one to two school psychology graduate students a semester completing required practicum in family therapy, interpersonal therapy, assessment, and consultation courses in the school psychology program at the University of Texas at Austin.

**Licensed Specialist in School Psychology, The University of Texas at Austin Elementary School, September 2006 to July 2007.** Provided assessment services to a culturally diverse elementary school. Responsible for assessment of referred children to determine special education eligibility and programming needs. Required to compose written reports and provide feedback and recommendations to parents, school staff, and children. Participated and assisted in placement planning, re-evaluation planning, individualized education plans, behavior intervention plans, manifestation hearings, and communication with outside community services. Participated in wrap-around interventions and meetings. Provided consultation to teachers and parents regarding behavior plans and academic, behavior, or emotional interventions. Assisted with developing crisis intervention plans for students with more severe behavioral/emotional disorders. Provided individual and group counseling to students. Coordinated and/or supervised three school psychology graduate students and two social worker students completing required practicum in family therapy, interpersonal therapy, assessment, and consultation courses. Oversaw community mentoring program for students.

**Therapist/School Based Services, Intervention Services, September 2006 to June 2007.** Provided school-based individual and group counseling to two Georgetown ISD middle school campuses. Screened approximately 70 students to determine needs for appropriate services. Provided weekly counseling to 8 groups and 6 individuals over two days. Groups focused on developing and improving peer relations, leadership skills, communication, self esteem, and problem solving skills. Groups and individual counseling also help students cope with issues such as family conflict or changes, grief and loss, depression, anxiety, ADHD, living with a chemically dependent person, and abuse and neglect. Worked with teachers,

counselors, parents, special education departments and other agencies to provide systemic interventions. Provided risk assessments and crisis plans for students with suicidal ideation.

**Project Director, ACTION Research Project at The University of Texas at Austin, *August 2004 to August 2006.*** Coordinated a school-based intervention research project examining the effectiveness of cognitive behavioral therapy with and without parent training for adolescent girls with clinical depression, ages 9-13. Managed and oversaw twenty doctoral level graduate students and their participation in providing therapy, interviewing participants with KSADS, collecting data, and entering data across two school districts. Provided assessment and recommendations for participants not meeting research criteria but do reach other diagnostic criteria (i.e., PTSD, Bipolar Disorder, PDD). Provided training and supervision for students, as well as lead therapy groups. Organized and lead weekly team meetings. Assisted with budgeting decisions and ensured that accounting paperwork was submitted and documented appropriately. Oversaw methods integrity as defined in research proposal, and tracking all participants at each point of contact with the project staff. Ensured the ethical application of all project aspects, such as assisting the principal investigator in safety tracking for depressed participants, ensuring that informed consent procedures were followed, and overseeing documentation of participants' progress or areas of concern. Consulted with the psychiatrists to assist in risk assessments and safety monitoring. Collaborated with school-based personnel such as counselors, principals, and teachers and provide in-service training as needed. Collaborated and provided psychological services to parents and families of participating girls. Provided cognitive behavioral therapy workshops for local professionals. Assisted in teaching cognitive behavioral therapy and therapist skills for a graduate course.

**Consultant, Texas NeuroRehab Center & Oaks Treatment Center, *May 2006.*** Developed powerpoint presentations on topics such as Autism, Childhood Disorders, and Fetal Alcohol Spectrum Disorder. Recent research and books were reviewed to develop presentations used by psychologists for various workshops and promoting the treatment centers. Some workshops were also used as continuing education credits for attendees in the medical and mental health fields.

**Licensed Specialist in School Psychology Intern, Austin Independent School District, *August 2004 to June 2005; February 2001 to June 2003.*** Provided assessment services to a large, culturally diverse urban middle school. Responsible for assessment of referred children to determine special education eligibility and programming needs. Required to compose written reports and provide feedback and recommendations to parents, school staff, and children. Participated and assisted in placement planning, re-evaluation planning, individualized education plans, behavior intervention plans, manifestation hearings, temporary placement for new students, and communication with outside community services. Participated in wrap-around interventions and meetings. Provided consultation to teachers and parents regarding behavior plans and academic, behavior, or emotional interventions. Specifically provided ongoing consultation with teachers in classrooms designed for students with severe emotional and behavioral disorders. Assisted with developing crisis intervention plans for students with more severe behavioral/emotional disorders. Some special populations served included students with multiple disabilities, students with autism, students with

attention problems, students with emotional disturbance, and students with learning disabilities.

**Psychology Intern for the Department of Psychological Services, Cypress Fairbanks Independent School District, Houston, Texas.** *August 2003 to June 2004.* (APA approved pre-doctoral internship). Provided the following school-based services to elementary, middle, high school, and alternative campus settings with students in both general and special education classrooms: individual, group, and family psychotherapeutic services to severely emotionally disturbed students within the school setting; provided consultation services concerning education, behavior plans and interventions to parents, teachers, and staff; provided crisis intervention services within the school setting; conducted behavioral and psychological evaluations for the school district by administering objective and projective assessment instruments, writing interpretive reports, and participating in Individualized Educational Plan meetings; delivered various workshops on topics such as assessing ADHD, behavior management for parents, making appropriate referrals for special education evaluation, and suicide prevention; participated in weekly training seminars and colloquia.

**Psychology Intern, Austin Neurological Clinic, Austin, Texas,** *May 2000 to February 2002.*

Administered, scored, and interpreted a variety of assessment instruments, completing comprehensive integrated written reports and developing appropriate recommendations. Assessment battery was designed to address neuropsychological referral questions using the Boston Process Approach and included measures of motor, sensory perceptual, language, attention, memory, cognitive, academic, behavioral and emotional functioning.

### **TEACHING AND SUPERVISORY EXPERIENCE**

**Clinical Assistant Professor, University of Texas at Austin.** Fall 2012 to present. Taught courses on Law and Ethics and History of School Psychology, Cognitive Behavioral Therapy, Academic Assessment, Practicum in Psychoeducational Assessment, and School-Based Practicum.

**Lecturer, University of Texas at Austin.** Spring 2012. EDP 389H. Taught a course to first year students in the School Psychology program on educational disabilities in the school setting. Provided instruction on the history special education, current special education law, and current issues in assessing, classifying, and providing services to students with disabilities.

**Adjunct Faculty, Texas State University.** Spring 2012, Fall 2011, Spring 2011. EDP 6301/6302. Provided supervision for students enrolled in Professional Internship for School Psychology or in Practicum for School Psychology. Conducted site visits and meetings with students and their site supervisors.

**Adjunct Faculty, Texas State University.** Fall 2010. EDP 5376. Taught a professional training course concerning psychoeducational testing. Provided instruction regarding test administration, interpretation, as well as strategies for working with kids with behavior problems, strategies for assessing different ages, and presenting results to parents and school staff.

**Lecturer, University of Texas at Austin.** Fall 2010. EDP 389H. Taught a practicum course to second year students in the School Psychology program on assessment in the school setting. Provided supervision and assistance with case conceptualization. Also provided students with assistance in navigating the school system and current issues in school assessment and special education.

**Lecturer, University of Texas at Austin.** Fall 2009. EDP 363M. Taught undergraduate course on the adolescent development under the College of Education and Department of Educational Psychology. Provided students with theories underlying adolescent development and how these theories could be applied to practice as a teacher.

**Lecturer, University of Texas at Austin.** Fall 2005. Taught course on the use of functional behavioral assessment across developmental levels, disorders, and settings. Provided students with the necessary knowledge and skills to conduct behavioral assessments, develop and implement behavior intervention plans and counseling treatment plans based on results of assessments and utilize the principles of positive behavior support. Presented research-validated instructional and therapeutic strategies for specific behavior problems and disorders.

**Teaching Assistant, Cognitive-Behavioral Intervention Practicum Course, The University of Texas at Austin.** Spring 2002. Provided supervision in conjunction with professor to 14 graduate students enrolled in one of the core professional training courses in the School Psychology program. Cases supervised were in two local school districts and included clients across grade levels (kindergarten to high school). Met weekly for forty minutes with each student to discuss assessment/monitoring client behaviors, assist in case conceptualization using cognitive behavioral approach, and plan developmentally and diagnostically appropriate therapeutic interventions for 42 clients. Supervision also included the discussion of system entry, use of activities to support therapy plan, consultation with parents, psychiatrists, and teachers, documentation of cases, confidentiality, monitoring and reporting unsafe behaviors of clients, empathy, and implementation of behavioral intervention plans. Provided lectures on topics including building rapport, activities used in session to support hypotheses or learn skills, and termination issues.

**Teaching Assistant, Individual Testing and Diagnostic Intervention, The University of Texas at Austin.** Fall 2000 and Spring 2001. Provided supervision in conjunction with professor to 12 first-year graduate students enrolled in a professional training course concerning psychoeducational testing. Met weekly with students using pair supervision to discuss conducting interviews, case conceptualization, written reports, documentation and law and ethics in assessment, and parent and child feedback sessions. Supervised each parent interview and parent feedback behind a two-way mirror and provided assistance to students when necessary. Held weekly labs to provide additional instruction regarding test instruction and interpretation, interpreting behavior checklists, education about entering and working in the school system, interviewing skills, rapport building with clients, making appropriate recommendations, strategies for working with kids with behavior problems, strategies for assessing different ages, and presenting results to parents.

## **RESEARCH EXPERIENCE**

**Project Director, ACTION Research Project at The University of Texas at Austin,** August 2004 to August 2006. Please see description above under Job Experience.

**Research Assistant, The University of Texas at Austin.** June 2002 to August 2003.

As lead therapist provided therapy to individuals and groups as well as assisted with weekly supervision meetings and therapist training of other graduate students. Assisted with developing treatment integrity and therapist competency ratings. Coordinated contact liaisons with participating schools and developed a document summarizing school entry and information relevant to the project. Organized and assisted with the training of school counselors co-leading the groups with graduate students. Contributed to writing the group therapy manual used in treatment. Organized and developed a manual concerning teacher consultation in collaboration with the A.C.T.I.O.N. program and treating students with depression and anxiety.

**Research Assistant, Vaughn Gross Center for Reading and Language Arts,** Effective Reading Instruction of Children with Emotional and Behavioral Disturbances, June 2001 to December 2001. Assisted in coordination of teacher professional development training (10 hours), test administration, classroom observations, and progress monitoring in seven selected teachers' classrooms. Administered reading measures to 33 elementary students with the special education classification of emotional disturbance. Scored measures and developed instructional implications for teachers in the areas of reading fluency, decoding skills, sight words, and reading comprehension.

**Research Assistant, Vaughn Gross Center for Reading and Language Arts,** Effectiveness of Summer Reading Intervention Programs for At-Risk Elementary School Students, August 1999 to July 2000. Assisted in administering and scoring pre- and post-test measures for summer reading intervention. Assisted in collecting classroom observation data for treatment reliability. Also developed scoring procedure for writing samples collected during intervention.

**Research Assistant. The University of Texas at Austin,** Academic and Social Skills in Children with Nonverbal Learning Disabilities (NVLD) and Attention-Deficit Hyperactivity Disorder. Project designed to provide teachers, administrators and parents with assessment and intervention information that will assist them in managing the educational and social needs of students with suspected with Attention Deficit-Hyperactivity Disorder, Non Verbal Learning Disabilities, and Aspergers Syndrome. Administered and scored test battery. Wrote summary reports based on the assessments. Facilitated pilot social skills groups using drama activities during pilot stage.

**Research Assistant. The University of Texas at Austin,** Peer Interaction Across Ethnically Diverse Middle Schools. Survey data was collected across three ethnically diverse middle schools and examined topics such as peer relationships, family variables, school environment, perceived threat of discrimination, crowd affiliation, perception of friends' attitudes about other ethnicities, and openness to learning about other ethnicities. Assisted in collection of

data by administering surveys in multiple middle school classrooms. Also, assisted in data entry and analysis for publications and presentations.

## **PUBLICATIONS**

- Stark, K.D., **Hargrave, J.**, Greenberg, M., Hersh, B., Fisher, M., & Gerber, B. (2010). Maximizing the Effectiveness of Psychosocial Interventions for Children. In T. Gutkin (Ed.) *Cognitive Behavioral Interventions in the Schools*. New York: Guilford Press.
- Hargrave, J.** (2010). Social and Emotional Learning: Teaching to the Spirit of Every Child. In M. Goldberg (Ed.) *Teaching to the Spirit of Every Child: Lessons Learned in Urban Education*. (pp. 48-80). Austin, Texas: Forty Acres Press.
- Stark, K., **Hargrave, J.**, Gerber, B., Fisher, M., & Hamilton, A. (2009). Conducting Evidence Based Interventions in the Schools. In T. Gutkin & C. Reynolds (Eds.), Handbook of School Psychology, 4<sup>th</sup> Edition . (pp.636-654). Hoboken, New Jersey: John Wiley & Sons, Inc.
- Stark, K., **Hargrave, J.**, Hersh, B., Greenberg, M., Herren, J., & Fisher, M. (2007) In Abela, J. R. Z., & B. L. Hankin (Eds.). *Treatment of Childhood Depression: The ACTION Treatment Program*. Handbook of Child and Adolescent Depression. (pp.224-249) New York: Guilford Press.
- Sommer, D., Stark, K. D., **Hargrave, J.**, Simpson, J., & Molnar, J. (2006). Depressive disorders during childhood. In G. Bear, K. Minke, & A. Thomas (Eds.), *Children's Needs II: Psychological Perspectives* (pp. 199-210). National Association of School Psychologists.
- Stark, K., **Hargrave, J.**, Sander, J., Custer, G., Schnoebelen, S., Simpson, J., & Molnar, J. (2005). Treatment of childhood depression: The ACTION treatment program. In P. C. Kendall (Ed.), Child and Adolescent Therapy: Cognitive Behavioral Procedures, 3<sup>rd</sup> Edition. New York: Guilford Press.
- Stark, K., Sommer, D., Yancy, M. G., & **Hargrave, J.** (2004). Childhood depression; Diagnosis, prevalence, and prognosis. In W. E. Craighead, & C. B. Nemeroff (Eds.) The Concise Corsini Encyclopedia of Psychology and Behavioral Science, 3<sup>rd</sup> Edition. (pp 173-175). Hoboken, New Jersey: John Wiley & Sons, Inc.
- Stark, K. D., Simpson, J., Schnoebelen, S., **Hargrave, J.**, Glenn, R., & Molnar, J. (2004). Therapist's Manual for ACTION. Broadmore, PA: Workbook Publishing.
- Stark, K. D., Schnoebelen, S., Simpson, J., **Hargrave, J.**, Glenn, R., & Molnar, J. (2004). Children's Workbook for ACTION. Broadmore, PA: Workbook Publishing.
- Carlson, C., Wilson, K., & **Hargrave, J. L.** (2003). The effect of school racial composition on hispanic intergroup relations. Journal of Personality and Social Research, 20, 203-220.

**Hargrave, J. L.** (2003). Alpers disease. In E.F. Fletcher-Janzen & C. Reynolds (Eds.), Childhood Disorders: Diagnostic Desk Reference. Hoboken, New Jersey: John Wiley and Sons Publisher.

**Hargrave, J. L.** Balo disease. (2003). In E.F. Fletcher-Janzen & C. Reynolds (Eds.), Childhood Disorders: Diagnostic Desk Reference. Hoboken, New Jersey: John Wiley and Sons Publisher.

**Hargrave, J. L.** Coats disease. (2003). In E.F. Fletcher-Janzen & C. Reynolds (Eds.), Childhood Disorders: Diagnostic Desk Reference. Hoboken, New Jersey: John Wiley and Sons Publisher.

**Hargrave, J. L.** Fabry disease. (2003). In E.F. Fletcher-Janzen & C. Reynolds (Eds.), Childhood Disorders: Diagnostic Desk Reference. Hoboken, New Jersey: John Wiley and Sons Publisher.

### **PEER REVIEWED PRESENTATIONS**

**Hargrave, J.,** Ledbetter, M., Mullin, K., Tran, R., & Trevino, R. (2010, May). Preparing Students for a Complex World – Implementing a School-wide Social and Emotional Learning Program within Academic Content Areas. Paper presented at the annual convention of American Educational Research Association, Denver, CO.

**Hargrave, J. L.** (2006, November). Children Experiencing Depression and Parental Divorce: A Group Case Study Using Cognitive-Behavioral Therapy. Poster presented at the annual convention of Association for Behavioral and Cognitive Therapies, Chicago, IL.

Stark, K. D., & **Hargrave, J.L.** (2006, November). Translational Research and Transporting Evidence Based Interventions to the School Setting: Cognitive Behavioral Therapy for Depressed Youth. Poster presented at the annual convention of Association for Behavioral and Cognitive Therapies, Chicago, IL.

Krumholz, L. S., Ridley, K. P., Herren, J. A., Stark, K. D., & **Hargrave, J. L.** (2006). Somatic Symptoms in Ethnically-Diverse Girls with Depression and Comorbid Anxiety-Depression. Poster presented at the Association for Behavioral and Cognitive Therapies Convention, Chicago, IL.

Gerber, B., Herren, J., Stark, K., & **Hargrave, J.** (2006, August). Assessing Social Competency Differences in Depressed and Nondepressed Female Youth. Poster presented at the annual convention of American Psychological Association, New Orleans, LA.

Herren, J. A., Gerber, B., Giroux, D., Stark, K., & **Hargrave, J.** (2006, August). Investigating Major Symptoms of Depression in Early Adolescent Girls. Poster presented at the annual convention of American Psychological Association, New Orleans, LA.



Seligman, A., Monnat, L., Stark, K., & **Hargrave, J.** (2006, August). Severity and Prevalence of Depression in Early Adolescent Girls. Poster presented at the annual convention of American Psychological Association, New Orleans, LA.

**Hargrave, J. L.**, & Germain, J. (2005, March). Monitoring and Treating Students with Co-occurring Substance and Emotional Problems. Poster presented at the annual convention of the National Association of School Psychologists, Atlanta, GA.

Germain, J., **Hargrave, J.**, & Chastain, L. (2005, March). Performance on State Writing Assessment and SRSD Intervention Strategies. Presentation at the annual convention of the National Association of School Psychologists, Atlanta, GA.

Sander, J. B., Stark, K. D., Glenn, R., Yancy, M. G., Simpson, J., Schnoebelen, S., **Hargrave, J. L.**, Molnar, J. M., Neimeier, M. L., Stapleton, L. M., Giroux, D. M., & Kaslow, N. J. (2003, August). Efficacy of CBT versus CBT with Parent-Training for Depressed Adolescent Girls. Symposium conducted at the American Psychological Association annual convention, Toronto, Ontario.

**Hargrave, J. L.**, Corlett, M. K., Semrud-Clikeman, M., & Young, G. A. (2002, August). Written Expression in Children with ADHD. Poster presented at the annual convention of the American Psychological Association, Chicago, Illinois.

**Hargrave, J. L.**, Wilson, K., Semrud-Clikeman, M. & Young, G. (2000, August). Social Competency and Social Stress in Children with ADHD. Poster presented at annual convention of the American Psychological Association, Washington, DC.

Wilson, K., Castillo, I., **Hargrave, J. L.**, & Carlson, C. (2000, August). Differences in Peer Relations Across Ethnically Diverse Schools. Poster presented at annual convention of the American Psychological Association, Washington, DC.

**Hargrave, J. L.**, Wilson, K., Semrud-Clikeman, M. & Young, G. (2000, February). Parent and Teacher Social Skills Ratings of Children with ADHD. Poster presented at annual convention of the Texas Association of School Psychologists, Dallas, Texas.

### **INVITED PRESENTATIONS, WORKSHOPS, AND GUEST LECTURES**

**Carter, J. L.** (2011, November). Social Emotional Learning: Uses for Tiered Intervention and Assessment. Invited lecture presented to graduate students enrolled in practicum class, instructor: Rachel Robillard, Ph.D., Texas State University.

**Carter, J. L.**, & Chavez, M. M. (2011, June). Social Emotional Learning: The Role of Principals and Administration. Invited workshop presented to principal candidates in the principal preparation program, instructor: Mark Gooden, The University of Texas at Austin.

**Carter, J. L.**, & Garza, Paulette (2011, May). Consultation of Reading Assessment and Intervention: Examples of Consultation between School Psychologists and Reading Teachers.

Invited lecture presented to graduate students enrolled in School Consultation class, instructor: Rachel Robillard, Ph.D., Texas State University.

**Carter, J. L.** (2010, February). Developing Self Regulation as the Foundation for School Success. Invited by S. Burke to participate on pane for Symposium to be presented at the annual convention of National Association of School Psychologists, San Francisco, CA.

**Carter, J.L.** (2010, November). Engaging and Motivating Struggling Learners: Integrating Five Components of Social Emotional Learning. Invited lecture presented to undergraduate students enrolled in teacher preparation program and Reading Difficulties class, instructor: Melissa Chavez, The University of Texas at Austin.

**Carter, J. L.** (2010, November). Using Peace Tables in the Classroom: Teaching Students Conflict Resolution Skills. Training presented to staff at UT Elementary, Austin, Texas.

**Carter, J. L. & Woods, T.** (2010, October). Social Emotional Learning and the Roles of the School Counselor. Training presented to Elementary School Counselors at Elementary School Counselor Meeting, Austin ISD.

**Carter, J. L.** (2010, September). Second Step - Fourth Edition: Early Learning Program. Training presented to Pre-kindergarten teachers at Govalle Elementary School, Austin ISD.

**Carter, J. L.** (2010, September). Second Step Violence Prevention Program. Training presented to Pre-kindergarten teachers at Lucy Read Demonstration School, Austin ISD.

**Carter, J. L. & Tanco, E.** (2010, September). Second Step- Fourth Edition. Training presented to Pre-kindergarten to 3<sup>rd</sup> Grade teachers at Metz Elementary School, Austin ISD.

**Carter, J. L. & Tanco, E.** (2010, September). Second Step- Fourth Edition. Training presented to Kindergarten to 3<sup>rd</sup> Grade teachers at Allison Elementary School, Austin ISD.

**Carter, J. L. & Tanco, E.** (2010, September). Second Step- Fourth Edition. Training presented to Pre-kindergarten to 3<sup>rd</sup> Grade teachers at Galindo Elementary School, Austin ISD.

**Carter, J. L.** (2010, September). Second Step Violence Prevention Program. Training presented to 4<sup>th</sup> and 5<sup>th</sup> grade teachers at Galindo Elementary School, Austin ISD.

**Carter, J. L.** (2010, August). Social Emotional Learning Methods for Teaching and Reinforcing Behavior. Invited lecture presented to education students in teacher training program enrolled in Classroom Management Methods class, instructor: Dottie Hall, Ph.D., Univeristy of Texas at Austin.

**Carter, J. L.** (2010, August). Social Emotional Learning Update. Workshop presented to staff at UT Elementary, Austin, Texas.

- Hargrave, J. L.** (2010, April). Social Emotional Learning: Uses for Tiered Intervention and Assessment. Invited lecture presented to graduate students enrolled in practicum class, instructor: Rachel Robillard, Ph.D., Texas State University.
- Hargrave, J. L.** (2010, February). Understanding Student Behavior: Supporting Students with Social and Emotional Learning. Invited lecture presented to education students in teacher training program enrolled in Guiding Young Children in Groups class, instructor: Ramona Trevino, Ph.D., University of Texas at Austin.
- Hargrave, J. L.** (2009, September). Response to Intervention. Invited lecture presented to graduate students enrolled in Law and Ethics/School Psychology History, instructor: Cindy Carlson, Ph.D., University of Texas at Austin.
- Hargrave, J. L. & Tannous, M.** (2009, September). Second Step Violence Prevention Program. Training presented to teachers at Metz and Govalle Elementary Schools, Austin ISD.
- Hargrave, J. L.** (2009, September). Social Emotional Learning. Training presented to teachers and staff at Govalle Elementary School, Austin ISD.
- Hargrave, J. L.** (2009, September). Social Emotional Learning. Training presented to teachers and staff at Metz Elementary School, Austin ISD.
- Hargrave, J. L.** (2009, August). Social Emotional Learning. Invited lecture presented to education students in teacher training program enrolled in Classroom Management Methods class, instructor: Dottie Hall, Ph.D., University of Texas at Austin.
- Hargrave, J. L.** (2009, June). Data Driven Decisions Concerning School Climate. Invited lecture presented to education administration graduate students enrolled in Data Decision Making class, instructor: Ramona Trevino, Ph.D., University of Texas at Austin.
- Hargrave, J.L.** (2009, April). Response to Intervention: What Information Do I Need to Do this Assessment? Invited lecture presented to graduate students enrolled in Assessment class, instructor: Rachel Robillard, Ph.D., Texas State University.
- Hargrave, J. L.** (2008, September). Social Emotional Learning. Invited lecture presented to education students in teacher training program enrolled in Early Childhood Methods class, instructor: Ramona Trevino, Ph.D., University of Texas at Austin.
- Hargrave, J. L.** (2006, September). Using the ACTION Model to Treat Childhood and Adolescent Depression in the Schools. Workshop presented to School Psychologists and Social Workers at District of Columbia Public Schools, Washington, DC.
- Hargrave, J. L.** (2006, March). Crisis Intervention Techniques. Invited lecture presented to graduate students enrolled in Consultation Practicum, instructor: Janay Sander, Ph.D., University of Texas at Austin.

**Stark, K. D., & Hargrave, J. L.** (2005, September). Cognitive-behavioral therapy versus cognitive-behavioral therapy plus parent training for pre-adolescent and adolescent girls with depression. Presentation at the Child Depression Research Consortium, Pittsburgh, PA.

**Stark, K. D. & Hargrave, J.** (2005, August). Treatment of depressed youth. University of Texas Southwestern Medical School, Dallas, TX.

**Stark, K. D., & Hargrave, J. L.** (2004, September). Conceptualization and treatment of depressive disorders. Workshop presented at Region XIII Professional Development Center, Austin, TX.

**Hargrave, J. L.** (2005, February) Making cognitive-behavioral therapy developmentally appropriate for children. Invited lecture for doctoral students enrolled in Cognitive-Behavioral Interventions, instructor: Kevin Stark, Ph.D., University of Texas at Austin.

**Hargrave, J. L.** (2004, November) Crisis Intervention in the School Setting. Invited lecture presented to undergraduate students enrolled in Adolescent Development, instructor: Janay Sander, Ph.D., University of Texas at Austin.

**Hargrave, J. L.** (2004, October) Play based assessment. Invited lecture for doctoral students enrolled in Social and Emotional Assessment of Children and Adolescents, instructor: Deborah Tharinger, Ph.D., University of Texas at Austin.

**Charles, D., Hargrave, J. L., Hirsch, S., Gonzales, M., & Waisenhofer, R.** (2004, May). Making appropriate referrals for special education evaluations. Invited presentation for psychologists at Cy-Fair Independent School District, Houston, TX.

**Hargrave, J. L., & German, J.** (2004, February). Behavior Management for Parents. Workshop presentation for parents at Cy-Fair Independent School District, Houston, TX.

**Hargrave, J. L.** (2003, September). Suicide Prevention. Invited presentation for teachers at Cy-Fair Independent School District, Houston, TX.

#### **DISSERTATIONS COMMITTEE MEMBER FOR FOLLOWING STUDENTS:**

**Krumholz, L.** (2010). Maintenance of Treatment Effects from Cognitive-Behavioral Therapy and Parent Training of Family Functioning and Girls' Depressive Symptoms.

**Gerber, B.** (2010). Relational Factors and Cognitive Interventions in Group Cognitive-Behavioral Therapy: Effects on the Cognitive Triad and Depression in Preadolescent Females.

Monnat, L. (2010). Mechanisms of Change in CBT for Depressed Early Adolescent Girls; Mediating Effects of the Cognitive Triad on Cognitive Interventions for Depressive Symptoms.

### **ACADEMIC HONORS AND AWARDS**

**Christine W. Anderson Fellowship**, College of Education, awarded Fall 2002. Awarded for academic potential and achievements in the field of school psychology.

**Professional Development Travel Award**, College of Education, awarded Spring 2002 and Spring 2000.

**American Psychological Association Division 16 Student Poster Award**, American Psychological Association National Convention, August 2000. Awarded as one of the top three student presentations for the poster entitled *Differences in Peer Relations across Ethnically Diverse Schools*.

**General Assembly Scholarship**. Awarded an annual undergraduate college scholarship by the Illinois House of Representatives. Based on academic excellence and community service.

### **PROFESSIONAL AFFILIATIONS**

American Psychological Association

National Association of School Psychologists

American Education Research Association, SIG Social Emotional Learning