

# Zachary H. Williamson

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## EDUCATION

University of Texas at Austin, Austin, TX  
Doctoral Student, Educational Psychology  
Human Development, Culture & Learning Sciences  
The University of Texas at Austin

Richmont Graduate University, Atlanta, GA  
M.A. in Marriage and Family Therapy, Child and Adolescent specialty, 2008-2010  
(3.98 GPA)

Georgia State University, Atlanta, GA  
Ed.S. School Psychology, 2006 (3.95 GPA)  
Graduate Assistantship in the Renfroe Bullying Intervention (RBI) Project.

University of Georgia, Athens, GA B.S., Psychology, 2001 , Dean's List, Hope  
Scholarship recipient 1997-2001.

## EDUCATIONAL CREDENTIALS

Master of Arts (M.A.) in Marriage and Family Therapy

Master of Education (M.Ed.) in School Psychology

Educational Specialist (Ed.S.) in School Psychology

## PROFESSIONAL EXPERIENCE

*Assistant Instructor, EDP 310 – Strategic Learning for the 21st Century,  
Educational Psychology - Human Development, Culture, and Learning Sciences  
(Spring 2017)*

*Teaching Assistant, Mark Pope, Ph.D., Human Development and Family Sciences  
(Spring 2017)*

*Teaching Assistant, Su Yeong Kim, Ph.D., Human Development and Family*

*Sciences (Fall 2016)*

*Teaching Assistant, Karrol Kitt, Ph.D., Human Development and Family Sciences (Fall 2015-Spring 2016)*

*Department Teaching Assistant, Educational Psychology - Human Development, Culture, and Learning Sciences, (Fall 2015-Spring 2016)*

*Teaching Assistant, Kristin Neff, Ph.D., Educational Psychology, Mindfulness, Compassion, and the Self (Fall 2014)*

*Teaching Assistant, Toni Falbo, Ph.D., Educational Psychology, Adolescent Development (Spring 2015)*

*Graduate Research Assistant, OnRamps, Center for Teacher and Learning, University of Texas at Austin (2013-2014)*

*Counselor-in-Training/Intern, Hope Counseling Center, Centerville, GA, 2010-2011*

Accumulated 700 hours on-site and 300 hours direct, face-to-face counseling experience under the supervision of licensed mental health professionals. Received one hour of individual supervision and one and one-half hours of group supervision per week. Client population included children, adolescents, adults, couples, families, and groups.

Other responsibilities:

- Observed and described client characteristics through case presentation.
- Prepared formal treatment plans for clients.
- Provided diagnoses on the basis of complete case formulations.
- Demonstrated knowledge of pharmacological treatments and provided relevant information to clients as needed.
- Demonstrated awareness of and sensitivity to issues related to race, culture, class, transference/countertransference, spirituality, etc. in treatment plans and case presentations.
- Provided community education related to relevant mental health issues.

*School Psychologist , Rutland Academy, Athens, GA 2006-2010*

One of the twenty-four programs that comprise the Georgia Network for Educational and Therapeutic Support (GNETS), Rutland Academy serves students from 12 school systems in Northeast Georgia grades K-12 with Severe Emotional and Behavioral Disorders (SEBD). Students are referred to Rutland from their home schools with a goal of rehabilitation and reintegration into the home school

and regular education classroom.

Primary responsibility of providing individual and group counseling services to students. Worked with middle-school aged children from 2006-2008 and elementary aged children from 2008-2010. Students served while employed at Rutland included those with the following diagnoses: Attention Deficit Hyperactivity Disorder, Mental Retardation, Learning Disorder, Oppositional Defiant Disorder, Psychotic Disorder, Conduct Disorder, Reactive Attachment Disorder, Depressive Disorder, Anxiety Disorder, Aspergers Disorder, Substance Dependence, Posttraumatic Stress Disorder, and Bipolar Disorder.

Other responsibilities:

- Provided treatment schedules to administration.
- Coordinated and participated in regularly scheduled treatment team meetings, consisting of the school psychologist, social worker, teacher, teaching assistants, and administration, to discuss treatment progress and coordination of treatment services.
- Maintained treatment session notes and provided written treatment summaries as appropriate.
- Consulted with parents regarding psychological functioning of their children.
- Consulted with teachers regarding classroom management, behavioral intervention, cognitive information processing, and teaching and learning styles in order to maximize student learning, generalization, and retention.
- Provided crisis intervention services to students and/or consulted with treatment team and other professionals as appropriate.
- Consulted with treatment team and others as appropriate to develop treatment plans for Rutland students and students in transition to less restrictive educational settings.
- Coordinated psychological evaluations for students as needed.
- Interpreted evaluation findings and provided recommendations to treatment team and parents accordingly.
- Collaborated with community mental health and other community agencies to enhance treatment effectiveness.
- Attended staff development meetings and participated in treatment program evaluation and development activities.
- Attended Individualized Education Plan (IEP) meetings as needed to coordinate appropriate provision of services, provide professional recommendations, interpret evaluation results, assist with eligibility determinations, and consult with other professionals.
- Adhered to the highest standards of professional practice while demonstrating thorough knowledge of applicable special education laws

and regulations.

*School Psychologist Practicum Student and Intern, Cobb County (Georgia) Public Schools, 2004-2006*

Responsibilities included the following: consulted with parents, teachers, and administrators, researched and developed effective instructional practices, provided assessment of learning and behavior problems through classroom observations, administered psychoeducational evaluations and summarized results in report form, provided individual and group counseling to students, assisted with implementation of effective classroom management techniques, participated in Student Support Team and Special Education meetings, developed individualized educational/behavioral plans, provided presentations to faculty, participated in on-going professional study groups and multicultural assessment team, completed functional behavior assessments, and applied response to intervention model.

*School Psychologist Intern, HAVEN Academy Psychoeducational Center, 2005-2006*

One of the twenty-four programs that comprise the Georgia Network for Educational and Therapeutic Support (GNETS), HAVEN Academy serves students from grades K-12 with Severe Emotional and Behavioral Disorders (SEBD) and/or Autism. Students are referred to HAVEN from their home schools in Cobb County, Douglas County, and Marietta City schools, with a goal of rehabilitation and reintegration into the home school and regular education classroom. Students evaluated while employed at HAVEN included those with the following diagnoses: Attention Deficit Hyperactivity Disorder, Conduct Disorder, Reactive Attachment Disorder, and Bipolar Disorder. Other duties included parent, teacher, and outside agency consultation, functional behavior assessments, group counseling, and program research.

## ADDITIONAL PROFESSIONAL HIGHLIGHTS

- Worked as a Graduate Assistant at GSU for 3 semesters on the Renfroe Bullying Intervention. Duties included interviewing students regarding school culture related to bullying, assisting in the development of therapeutic, culture-specific group curriculum, leading a group for middle school victims of bullying, evaluating the ongoing and eventual outcomes of the group, and assisting in the reporting of the group process and outcomes (See publications) (2004-2006)
- Cobb County staff development presenter on the identification and treatment of Tic Disorders and Tourette's Syndrome (October 2005)
- Invited to present to the Cobb County Board of Education regarding the duties and responsibilities of school psychologist interns (March 2005)

## PROFESSIONAL MEMBERSHIPS

Consortium of Research for Teacher Education

American Educational Research Association

## KEY QUALIFICATIONS

- Commitment and achievement motivated with a concern for helping others
- Able to show compassion and understanding
- Creative, persistent problem solver
- Solid communication, organization, and leadership skills.
- Goal-directed and driven toward innovation and progress
- Confident of current knowledge in the field of educational psychology yet aware and accepting of the continual learning process that takes place
- Accomplished in modern technology skills
- Exceptional written communication skills

## PUBLICATIONS/PRESENTATIONS

“Self-Kindness in the Face of Criticism: Self-Compassion Influences Undergraduates’ Perceptions of Constructive Feedback.” Presented at the American Educational Research Association Annual Meeting, San Antonio, Texas, April 2017.

“An Analysis of the Components of Self-Compassion.” Presented at the Society for Personality and Social Psychology Annual Convention, San Antonio, Texas, January, 2017.

Yu, L. T., Schallert, D. L., Park, J. B., Williams, K. M., Seo, E., Sanders, A. J., Williamson, Z. H., Choi, E., Gaines, R., & Knox, M. C. (2016). When students want to stand out: Discourse moves in online classroom discussion that reflect students' needs for distinctiveness. *Computers in Human Behavior*, 58, 1-11.

Fong, C.J., Warner, J.R., Williams, K.M., Chen, L., Schallert, D.L., Williamson, Z.W., & Lin, S. (2014, April). Deconstructing constructive criticism: The nature of academic emotions associated with constrictive, positive, and negative feedback. Paper presented at the American Education Research Association, Philadelphia, PA.

Fong, C.J., Williams, K.M., Warner, J.R., Schallert, D.L., Chen, L., & Williamson, Z.H. (2013, December). “My teacher saying ‘this sucks’ doesn’t really help me”: College students’ perspectives on constructive criticism in writing. Paper presented at the annual meeting of the Literacy Research

Association, Dallas, TX.

Park, J., & the D-Team (2012, November). Does it matter if the teacher is there?: The teacher's contribution to merging patterns of interaction in online classroom discussions. Paper presented at the annual meeting of the Literacy Research Association, San Diego, CA.

Lopp, E., Bellmoff, L., Meyers, J., Varjas, K., Birckbichler, L., Marshall, M., & Williamson, Z. (2007, March). Bullying in an urban school district: Perceptions of 4th through 8th grade students. Paper presented in symposium "Utilizing mixed methods to investigate bullying: Urban youths' perspectives", at the National Association of School Psychologists 2007 Annual Convention, New York, NY.

Varjas, K., Meyers, J., Henrich, C.C., Graybill, E.C, Dew, B.J., Marshall, M.L., Williamson, Z., Skoczylas, R.B., & Avant, M. (2006). Developing a culture-specific bullying intervention project. *Journal of Applied Psychology*.

Varjas, K., Meyers, J., Henrich, C.C., Graybill, E.C, Dew, B.J., Marshall, M.L., Williamson, Z., Skoczylas, R.B., & Avant, M. (2006). Using a participatory culture-specific intervention model to develop a peer victimization intervention. *Journal of Applied School Psychology*, 22(2), 35-58. Co-published in: B.K. Nastasi (Ed.), *Multicultural Issues in School Psychology*. New York: The Haworth Press, Inc.

Varjas, K., Meyers, J., Henrich, C. C., Graybill, E. C., Dew, B. J., Marshall, M. L., Williamson, Z., Skoczylas, R. B., & Avant, M. (2005, October). Developing a culture-specific bullying intervention project. Poster presented at the annual conference of Georgia Association of School Psychologists. Savannah, GA.

Yu, L., & The D-Team (2013, December). Paper presented at the annual meeting of the Literacy Research Association, Dallas, TX.

#### *Invited Presentations and Workshops*

Meyers, J., Varjas, K., Henrich, C., Graybill, E., Marshall, M., Williamson, Z., Skoczylas, R., & Mahan, W. (2006, September). Culture specific approaches to development of interventions to prevent school-based bullying and its negative effects. Invited presentation at the Morehouse School of Medicine Violence Prevention: Promoting Healthy Communities Conference, Atlanta, GA.