



DR. PEDRO OLVERA, L.E.P. #2975

Department of *School Counseling/School*

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EDUCATION

Alliant International University (2004-2007)

Doctor of Psychology (Psy.D.) in Educational Psychology (Specialization: *School Psychology*)

Dissertation: *Assessment of Antisocial Behavior in Elementary School Children: Manifestations, Risk Factors, Models of Development, and Assessment of Comorbid Learning Disabilities*

Azusa Pacific University (2000-2003)

Master of Arts (M.A.) in Education (Emphasis: *School Psychology*): Pupil Personnel Services authorization in School Psychology

Graduation Research Project: *The Assessment of Bilingual Children*

Vanguard University of Southern California (1999-2000)

Completed 28 Master of Arts (M.A.) units in Theological Studies

San Diego Christian College (1997-1999)

Bachelor of Arts (B.A.) in Social Science

POST-DOCTORAL EDUCATION

University of California at San Diego (UCSD)

Reading Instruction Certificate (Anticipated Completion Date: December' 2015)

University of California at Irvine (UCI)

Graduate School of Education (2014-Present)

Preliminary Administrative Credentials Credential (Completion Date: June' 2015)

LICENSES AND CERTIFICATION

California Teacher Commission (CTC)

Professional Clear Pupil Personnel Services Credential: *School Psychology*

Preliminary Administrative Services Credential: *Certificate of Eligibility*

Board of Behavioral Sciences (California)

Licensed Educational Psychologist (LEP): #2975

EXPERTISE AND SCHOLARLY INTERESTS

Dr. Olvera's research interests include bilingual school psychological service delivery, home-school collaboration with Latino/Spanish speaking families, best practice bilingual psychoeducational reports, achievement gap study, and specific learning disability identification (SLD) methods (Cattell-Horn-Carroll theory).

PUBLICATIONS

Olvera, P. (2014). Contemporary School Psychology (CSP) is committed to improving the practice of school psychologists working with bilingual and bicultural youth. *Contemporary School Psychology*, 18, 157-158.

Olvera, P. & Olvera, V. (2014). Bilingual school psychologists: Opportunities and challenges. *Contemporary School Psychology*, DOI: 10.1007/s40688-014-0034-6.

Ihori, D. & **Olvera, P** (2014). Discrepancies, responses, and patterns: The strengths and weaknesses of specific learning disability identification model. *Contemporary School Psychology*, 15, 1-11.

Clinton, A. B. & **Olvera, P.** (2014). Norm-referenced assessment and bilingual populations. In S.G. Little & A. Akin Little (Ed.), *Academic Assessment and Intervention* (pp. 102-114). New York, NY: Taylor & Francis/Routledge.

Olvera, P., & Gomez-Cerrillo, L. (2013). Integrated intellectual assessment of the bilingual student. In A. B. Clinton (Ed.), *Integrated Assessment of the Bilingual Child*. Washington, DC: APA.

Olvera, P. & Olvera, V.I. (2012). Optimizing home-school collaboration: Strategies for school psychologists and Latino parent involvement for positive mental health outcomes. *Contemporary School Psychology*, 16, 77-87.

Sikkenga, A.V., Lundeen, R.J., & **Olvera, P.** (2012). A look at the RTI Social Behavioral-Model in urban schools. *CASP Today*, 62 (2), 10; 12.

Martin, R.H., Block, M. & **Olvera, P.** (2012). School neuropsychology for counselors. *International Journal of Humanities and Social Science*, 2, 45-47.

Olvera, P. & Cerrillo-Gomez, L. (2011). A bilingual approach (English & Spanish psychoeducational assessment MODEL grounded in Cattell-Horn Carroll (CHC) Theory: A cross battery approach. *Contemporary School Psychology*, 15, 113-123.

Olvera, P. & Olvera, V.I. (2010). Supporting the cognitive, academic, and social emotional needs of children with diabetes: The school psychologist's role. *CASP Today*, 60(3), 3.

Olvera, P. & Crosby-Cooper, T. (2010). Strengths-based assessments for school psychologists. *CASP Today*, 60(1), 6; 1.

Olvera, P. (2007). Assessment of antisocial behavior in elementary school children: Manifestations, risk factors, models of development, and assessment of comorbid learning disabilities. *Dissertations Abstracts International*, 68, p. 2812.

PROFESSIONAL PRESENTATIONS

- ***Invited Keynote Address:***

Olvera, P. (2008, Fall). *The top 10 things I learned my first year working at Azusa Pacific University as an ethnically diverse faculty member.* Keynote Address at Azusa Pacific University's Annual Faculty of Color Dinner, Pomona, CA.

- ***Peer-Reviewed Presentations:***

Olvera, P. Lockhart, A., Samarin, K., & Barajas, K. (2015, Fall). School psychologists as mental health gatekeepers: Preventative practices in the home to school to prison pipeline. . Mini workshop for the annual meeting of the California Association of School Psychologists, Riverside CA.

Olvera, P., Latunde, Y., & Lockhart, A. (2015, Fall). *The impact of NCLB on children of color (2003-2013): Achievement, pedagogy, and public policy.* Mini workshop for the annual meeting of the California Association of School Psychologists, Riverside CA.

Cheung, S., Olvera, P., Juang, L. (2105, Summer). *Intergenerational conflict,-Latino and Asian American perspectives.* Symposium for the annual meeting of the American Psychological Association (APA), Toronto, Canada.

- Olvera, P. (2015, Spring). Voces de familias Latinas: Las barreras culturales y lingüísticas, los desafíos y éxitos en asegurar una educación pública, gratuita y apropiada para sus niños. (Barriers that Latino Families Face in Ensuring FAPE for Children with Disabilities). Spanish presentation for the annual meeting of the Council of Exceptional Children (CEC), San Diego, CA.
- Olvera, P. (2015, Spring). Facilitar y sostenimiento de la colaboración entre hogar y escuela con las familias Latinas (Facilitating and sustaining home-school collaborative partnerships with Latino families). Spanish presentation for the annual meeting of the Council of Exceptional Children (CEC), San Diego, CA.
- Olvera, P. & Villapudua, N. (2014, Fall).** *Writing a best practice psychoeducational report for ELL students: Integrating legal codes, ethics, and best practices.* Workshop for the annual meeting of the California Association of School Psychologists, San Diego, CA.
- Olvera, P. & Vizcarra, F. (2014, Fall).** *Assessing primary language: Legal and practice issues.* Mini skills presentation for the annual meeting of the California Association of School Psychologists, San Diego, CA.
- Olvera, P. & Villapudua, N. (2013, Fall).** *Writing a legally and defensible ELL psychoeducational report.* Workshop for the annual meeting of the California Association of School Psychologists, Sacramento, CA.
- Olvera, P. (2013, April).** *Assessing English Language Learners (ELLs): Pre-Referral Considerations, the process, and assessment pathways.* Workshop for the annual meeting of the California Association of School Psychologists, Sacramento, CA.
- Olvera, P. (2013, April).** *Bilingual school psychology: Challenges and promises.* Workshop for the annual meeting of the California Association of School Psychologists, Sacramento, CA.
- Olvera, P. (2011, April).** *Best practices in assessing bilingual (English/Spanish) children suspected of having Autism Spectrum Disorder (ASD): Considerations, assessment, and collaborative strategies.* Workshop for the annual meeting of the California Association of School Psychologists, Costa Mesa, CA.
- Sikkenga, A., Lundeen, R., & **Olvera, P.** (2011, April). *Response to intervention (RtI): Social-behavioral model for urban schools.* Panel discussion for the annual meeting of the California Association of School Psychologists, Costa Mesa, CA.
- Olvera, P., Martinez, G., & Martinez, J. (2011, April).** *A Tier-1 home school collaboration model for working with Latino parents: Strategies that school psychologists can implement to increase family involvement.* Panel discussion for the annual meeting of the California Association of School Psychologists, Costa Mesa, CA.
- Olvera, P. & Cerrillo-Gomez, L. (2010, March).** *A bilingual (English & Spanish) psychoeducational assessment MODEL grounded in Cattell-Horn Carroll (CHC) Theory: Introduction and application of MODEL through case study discussion.* Paper presentation at the annual meeting of the California Association of School Psychologists, Santa Clara, CA.

Olvera, P. (2010, June). *Culturally appropriate assessment of bilingual (English and Spanish) children with Autism Spectrum Disorder (ASD): Cultural considerations, assessment tools, and collaborative strategies.* Paper presentation at the summer meeting of the California Association of School Psychologists, Azusa, CA.

Olvera, P. & Belisle, V. (2009, November). *Disproportionality in special education: The school counselor as advocate.* Paper presented at the annual meeting of the California Association of School Counselors, Temecula, CA.

Olvera, P. & Cerrillo-Gomez, L. (2009, March). *A bilingual (English & Spanish) psychoeducational assessment MODEL grounded in Cattell-Horn Carroll (CHC) Theory: A data based decision making approach to conducting comprehensive bilingual Tier-3 assessments.* Paper presentation at the annual meeting of the California Association of School Psychologists, Riverside, CA.

▪ **Invited Presentations/Trainings/Parent Workshops:**

Olvera, P. (2015). *Nondiscriminatory assessment of English language learners (ELLs): Context and assessment processes.* Presentation for the Norwalk-La Mirada Unified School District, Norwalk, CA.

Olvera, P. (2015). *Assessing English language learners (ELLs) from general to special education.* Presentation for the Palos Verdes Unified School District. Blythe, CA.

Olvera, P. (2014). *Dislexia y disgrafía: Introducción, síntomas, y apoyos (Dyslexia and dysgraphia: Introduction, symptoms, and supports).* Presentation for the Tichenor Orthopedic Clinic for Children. Long Beach, CA.

Olvera, P. (2014). *Nondiscriminatory Assessment of English Language Learners (ELLs): Context and Assessment Processes.* Presentation for the Orange County Association of School Psychologists (OCASP). Huntington Beach, CA.

Olvera, P. (2014). *Bilingualism: Theory, research, and a Chicano professor's personal journey.* Presentation for Azusa Pacific University's (APU) Chicano/Latino Experience lecture series. Azusa, CA.

Olvera, P. (2014). *Voces de familias Latinas: Las barreras, retos, y exitos culturales y lingüísticas en asegurar una educación pública Gratuita y apropiada para Sus estudiantes. (Latino Family Voices: Cultural & Linguistic Barriers, Challenges & Successes in Ensuring a Free Appropriate Public Education for their Children).* Panel discussion for Fiesta Educativa annual conference. San Diego, CA.

Olvera, P. (2014). *¿Que es un reporte psicoeducacional? (What is a psychoeducational report?).* Presentation for the Montebello chapter of Fiesta Educativa. Montebello, CA.

Olvera, P. & Gallardo, E. (2014). *Assessing English language learners (ELLs): From referral to eligibility.* Presentation for the Antelope Valley SELPA. Palmdale, CA.

- Olvera, P. (2014). *Viviendo con el autismo: Estrategias para reducir el estrés y aumentar la felicidad familiar* (Living with autism: Strategies to reduce stress and increase family happiness). Presentation for Fiesta Educativa annual conference. Los Angeles, CA.
- Olvera, P. (2014). *Dislexia y disgrafía: Introducción, síntomas, y apoyos* (Dyslexia and dysgraphia: Introduction, symptoms, and supports). Presentation for the Westside Regional Center. Culver City, CA.
- Olvera, P. (2014). *La evaluación educativa independiente* (Independent Educational Evaluations). Presentation for the Westside Regional Center. Culver City, CA.
- Olvera, P. (2014). *Engaging in Cross Battery Assessment (XBA): Assessment and diagnostic practices within a Cattell-Horn –Carroll (CHC) Theory Framework*. Presentation for the Las Virgenes Unified School District, Calabasas, CA.
- Olvera, P. (2014). *La evaluación independiente (EEI)*. Presentation for TIGRES parent group. Culver City, CA.
- Olvera, P. (2014). *Assessing English language learners: Pre-Referral, Process, pathways, and Evaluation*. Presentation for the West Orange County Consortium for Special Education (WOCCSE).
- Olvera, P. & Olvera, V. (2014).** *The school psychologist as expert*: Presentation for Neuro-Educational Clinic. La Palma, CA.
- Olvera, P. (2014). *A brief overview of assessing English Language Learners: Pre-referral, process, pathways, and evaluation*. Presentation at Cal Baptist University (CBU), Riverside, CA.
- Olvera, P. & Gallardo, E. (2014).** *Nondiscriminatory and alternative assessment: A CHC/Cross-Battery approach*. Presentation for the Desert Mountain SELPA. Apple Valley, CA.
- Olvera, P. & Gallardo, E. (2014).** *Assessment pathways: Case study applications (Part 3)*. Presentation for the Ventura County of Education. Camarillo, CA.
- Olvera, P. & Gallardo, E. (2014).** *Selecting the most appropriate language to assess (Part 2)*. Presentation for the Ventura County of Education. Camarillo, CA.
- Olvera, P. (2014).** *Engaging in Cross-Battery Assessment (XBA): Refining your assessment and diagnostic practices by applying Cattell-Horn-Carroll (CHC) Theory into your daily practice*. Presentation for the Riverside Association of School Psychologist (RASP). San Jacinto, CA.
- Olvera, P. & Gallardo, E. (2014).** *Pre-referral considerations for ELLs: Teaching strategies, BICS/CALPs, and assessment of primary language (Part 1)*. Presentation for the Ventura County of Education. Camarillo, CA.
- Olvera, P. (2013).** *Dislexia: Un breve repaso* (Dyslexia: A brief overview): Presentation for the Tichenor Orthopedic Clinic for Children. Long Beach, CA.

- Olvera, P. (2013).** Descripción general de la dislexia: síntomas y tratamiento (Overview of Dyslexia): Symptoms and Treatment). Presentation for the Westside Regional Center. Culver City, CA.
- Olvera, P. (2013).** ¿Qué se incluye en un informe psicoeducacional? (What is included in a psychoeducational report?). Presentation for Maravilla Parent Center, East Los Angeles, Ca.
- Olvera, P. (2013).** *Review of best practice assessment guidelines for ELLs: Practice through case study application.* Presentation for the Ventura County of Education. Camarillo, CA.
- Olvera, P. (2013).** *An overview of cross-battery assessment: Process & application. Presentation for the Desert Mountain SELPA. Apple Valley, CA.*
- Olvera, P. (2013).** *Assessing English Language Learners (ELLs): Pre-Referral, process, and Pathways.* Presentation for the Foothill Association of School Psychologists (FASP) at Azusa Pacific University, Azusa, Ca.
- Olvera, P. (2013).** *Assessment issues and considerations: Guidelines and best practices in determining language of assessment through case study review.* Presentation for the Ventura County of Education. Camarillo, CA.
- Olvera, P. (2013).** *Pre-referral considerations for ELLs: Teaching strategies, BICS/CALPs, and assessment of primary language.* Presentation for the Ventura County of Education. Camarillo, CA.
- Olvera, P. & Rivera, E. (2012).** *La identificación del bully en niños con necesidades especiales (Identifying victims of bullying in children with special needs).* Presentation for the Westside Regional Center. Culver City, CA.
- Olvera, P. (2012).** *A brief overview of Cross-Battery Assessment: Alternate assessment using CHC-based assessments.* Los Angeles Association of School Psychologist (LAASP). Los Angeles, CA.
- Olvera, P. (2012).** *Assessing English language learners: A primer for school psychologist students.* Chapman University, Orange, CA.
- Olvera, P. (2012).** *Assessing English language learners: Nondiscriminatory protocols and methods.* Presentation for the Ventura County SELPA & Ventura Association of School Psychologists (VCASP), Ventura CA.
- Olvera, P. & Cerrillo-Gomez, L. (2011).** *Best practices in assessing bilingual (English & Spanish).* Presentation for the Rowland Unified School District, Rowland, CA.
- Olvera, P. & Cerrillo-Gomez, L. (2011).** *Best practices in assessing bilingual (English & Spanish).* Presentation for the Santa Barbara SELPA, Santa Maria, CA.
- Olvera, P. & Cerrillo-Gomez, L. (2011).** *Assessing bilingual (English & Spanish) students using A MODEL framework: Assessment grounded in CHC Theory.* Presentation for the Ventura Association of School Psychologists (VCASP), Camarillo, CA.

- Olvera, P.** (2011). *Assessing ELD children: Incorporating Rtl and CHC assessment practice*. Presentation for the University of La Verne Symposium, La Verne, CA.
- Olvera, P. & Cerrillo-Gomez, L.** (2011). *Introduction to the assessment of culturally and linguistically diverse individuals*. Presentation for the University of La Verne Symposium, La Verne, CA.
- Olvera, P. & Cerrillo-Gomez, L.** (2011). *The assessment of bilingual students through a MODEL approach: Application through case study discussion*. Presentation for the Hacienda La Puente SELPA, Rowland, CA.
- Olvera, P. & Cerrillo-Gomez, L.** (2011). *Bilingual (English & Spanish) assessment approach utilizing Cattell Horn Carroll (CHC) Theory: Application through case study discussion*. Presentation for the Glendale SELPA, Glendale, CA.
- Olvera, P. & Cerrillo-Gomez, L.** (2011). *Bilingual (English & Spanish) assessment approach utilizing Cattell Horn Carroll (CHC) Theory: Application through case study discussion*. Presentation for Pomona Unified School District, Pomona, CA.
- Olvera, P. & Cerrillo-Gomez, L.** (2010). *Bilingual (English & Spanish) assessment approach utilizing Cattell Horn Carroll (CHC) Theory: Application through case study discussion*. Presentation for the Kings County Office of Education, Leemore, CA.
- Olvera, P.** (2010). *Behavior Interventions in Special Education*. Spanish presentation for the Kaiser Counseling and Learning Center, Watts, CA.
- Olvera, P. & Cerrillo-Gomez, L.** (2010). *Bilingual (English & Spanish) assessment approach utilizing Cattell Horn Carroll (CHC) Theory: Application through case study discussion*. Presentation for the Conejo Valley Unified School District, Ventura, CA.
- Olvera, P. & Cerillo, L.** (2010, March). *A bilingual (English & Spanish) psychoeducational assessment model grounded in Cattell-Horn Carroll (CHC) Theory: A data based decision-making approach to conducting comprehensive bilingual Tier-3 assessment*. A presentation for the Santa Ana Unified School District, Santa Ana, CA.
- Belisle, V. & **Olvera, P.** (2010, March). *Making a successful transition: From intern to school psychologist*. Presentation at the Annual meeting of the California Association of School Psychologists, Santa Clara, CA.
- Belisle, V. & **Olvera, P.** (2010, January). *Making a successful transition: From practicum to internship*. Presentation for the Orange County Association of School Psychologists, Orange, CA.
- Belisle, V. & **Olvera, P.** (2009, December). *From surviving to succeeding: Your first year as a school psychologist*. Presentation at the Winter Meeting of the California Association of School Psychologists, Orange, CA.

- Cerrillo-Gomez, L. & **Olvera, P.** (2009, August). *Psychoeducational assessment of English Language Learners: A general overview*. A panel discussion for the school psychologists at the Chaffey Joint High School District, Ontario, CA.
- Olvera, P.** (2008, September). *Learning about parent and student rights to facilitate a successful IEP* (Spanish). Fiesta Educativa, Annual Conference, Orange County, CA
- Olvera, P.** (2008, June). *La ayuda que puede ofrecer un psicólogo escolar a las familias con hijos que tienen epilepsia. (How a school psychologist can serve families of children with epilepsy)*. A Spanish in-service presented at Children's Hospital of Orange County (CHOC) for the Orange County chapter of Epilepsy Alliance, Orange, CA.
- Olvera, P.** & Silva, R. (2008, January). *¿Que es un psicólogo escolar? (What is a school psychologist)?* A Spanish in-service presented for the Orange County chapter of Fiesta Familiar, Santa Ana, CA.
- Olvera, P.** (2007, November). *Response to intervention (RtI): The basics*. A presentation for the Santa Ana Unified School District, Santa Ana, CA.
- Olvera, P.** & Cerrillo-Gomez, L. (2010). *Bilingual (English & Spanish) assessment approach utilizing Cattell Horn Carroll (CHC) Theory: Application through case study discussion*. Presentation for the East Valley SELPA School Psychologists, Fontana, CA.
- Olvera, P.** & Cerrillo-Gomez, L. (2010). *Conducting assessment of bilingual (English & Spanish) students: A MODEL grounded in CHC Theory*. Presentation at the summer meeting of the Special Education Local Planning Agency (SELPA) Directors Conference, San Diego, CA.
- Olvera, P.** & Cerrillo-Gomez, L. (2010). *A MODEL approach to conducting assessment of bilingual (English & Spanish) students: A psychoeducational assessment approach grounded in CHC Theory*. Paper presentation at the summer meeting of the California Association of School Psychologists, Azusa, CA.
- Graydon, K., Belisle, V., and **Olvera, P.** (2010). *Navigating the job hunt and thriving as a new school psychologist*. Paper presentation at the summer meeting of the California Association of School Psychologists, Azusa, CA.

HIGHER EDUCATION EXPERIENCE

Azusa Pacific University

2007-Present

Associate Professor

Program Director –School Psychology Program (2008-Present):

Provide leadership for successful attainment of accreditation by the National Association of School Psychologists (NASP; 2010 & 2012), conduct Program Assessment/Accreditation Reports for the California Teacher Commission (CTC), Internal Program Review for Office of Intuitional Research and Assessment (OIRA), National Council of Accreditation of Teacher Education (NCATE) program reports.

Provided leadership for successful attainment of WASC accreditation for the Master of Arts in Educational Psychology and Educational Specialist Degree (Ed.S) in School Psychology (2012). Wrote documents for Applied Behavior Analysis (ABA) and Clinically and Educationally-Related Mental Health Counseling tracks.

Provide vision and leadership regarding program, academic standards, academic program review, student recruitment and retention, and faculty hiring; Course development and scheduling; Hire faculty and adjunct faculty; Initiate mentorship programs for advancement of student leadership (local, state, and national).

Maintain program assessment system, evaluate assessment data, and prepare accreditation reports.

PROFESSIONAL SERVICE

University Service:

- Master's Study Council (2013-2014)

Graduate School of Education (APU)

- AAA (Assessment, Accountability, and Accreditation.) - *School Psychology Program Representative (2008-2011)*
- School of Education Extended Leadership Committee - *School Psychology Program Director (2008-Present)*
- National Council for Accreditation of Teacher Education (NCATE) reaccreditation committee - *Standard 3 Committee Chair (2011-Present)*

TEACHING ~ COURSES TAUGHT (AZUSA PACIFIC UNIVERSITY)

Teach coursework for the preparation of School Psychologists and School Counselors:

School Psychology Coursework (Advanced Courses):

- EDPY 556 Academic Assessment and Intervention (RTI)
- EDPY 633 Multicultural/ Bilingual Assessment & Intervention
- EDPY 637 Child Psychopathology: Assessment and Treatment
- EDPY 681 Psychoeducational Assessment 1
- EDPY 683 Psychoeducational Assessment 3
- EDPY 697 Readings in School Psychology (Seminar)

School Counseling & School Psychology Coursework (Core Courses):

- EDCO 557 Child and Adolescent Development and Learning
- EDCO 545 Positive Behavior Supports and Classroom Intervention

Clinical Courses:

EDPY 635 A, B, & C -Taught all practicum-related coursework.

Adjunct Professor (2011-Present)- Alliant International University

Have taught the following doctoral-level courses for educational/school psychologist candidates:

- EDP 8059 Current Theories of Intelligence with Special Focus on CHC Theory & Cross Battery Assessment
- EDP 8051 Family Multicultural Counseling

PROFESSIONAL MEMBERSHIPS

American Psychological Association (2009-Present):

- Educational Psychology (Division 15) – Regular Member
- School Psychology (Division 16) - Regular Member

National Association of School Psychologists (2001-Present):

- Regular Member
- Bilingual Directory

California Association of School Psychologists (2001-Present):

- Regular Member
- Board Member (Orange County)
- Convention Committee (2011) - Board Member
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Orange County Association of School Psychologists (OCASP):

- Member in Good Standing
- President Elect (2008)
- President (2009)
- Past President (2010)

School Psychology Educators of California (2008-Present):

- Azusa Pacific University Representative/Member

COMMUNITY SERVICE

National Association of School Psychologists (2010-Present):

- Program reviewer for school psychology programs seeking accreditation.

California Association of School Psychologist (2007-Present):

- Editorial Advisory Board: Contemporary School Psychology (Peer Reviewed Journal)
- Review for CASP Today (Newsletter)
- Convention Chair (2011)
- Convention Proposal Reviewer
- Reviewed Submissions for Goodman Research Award

California Special Education Local Planning Area (SELPA) (2010):

- Expert reviewer for *Referral and Identification of English Learners Suspected of Having a Disability* by Jarice Butterfield, Ph.D. – one of three selected reviewers of manual prior to state-wide distribution.

Expert Reviewer for Book Revision:

- **Sattler, J.M. (2014).** Foundations of behavioral, social, and clinical assessment of children. San Diego, CA. Jerome M. Sattler, Inc. *Acknowledged on pg. xx.*

Azusa Pacific University (2009):

- Reviewer for proposals of the Christians on Diversity Academy (CDA) 2010 Conference

PROFESSIONAL/CLINICAL EXPERIENCE

Neuro-Educational Clinic (2010-Present):

Bilingual Licensed Educational Psychologist/ Clinical Co-Director

Private practice conducting comprehensive psychoeducational evaluations/Independent Educational Evaluations (IEEs) in conjunction with neuropsychological evaluations for bilingual/English Language Learners (ELLs); consult/in-service with school districts on assessments of ELLs; also serve as expert witness on related issues (i.e., record review and due process).

Pediatric Neurodevelopment Institute (PNI) at Azusa Pacific University (2007-2009):

Bilingual Educational Psychologist/ Supervising Faculty

Served as supervising faculty to doctoral and master-level students conducting psychoeducational evaluations to bilingual (Spanish/English) children in the community.

Santa Ana Unified School District (2002-2010):

Bilingual School Psychologist /Supervisor of Interns & Practicum Students

Worked in a heavily populated Latino school district (96%) with primarily Spanish speaking students and families. Provided academic consultation; designed strategies and programs to address social emotional problems; consulted with educators and parents on issues of social development, behavioral and academic difficulties; conducted psycho-educational assessments for purposes of identifying special needs; provided psychological counseling for individuals, groups and families; and coordinated intervention strategies for management of individual and school-wide crises.

Concept 7 Family and Support Treatment Centers (2000-2002):

Bilingual Certification Social Worker & Case Manager

Recruited and trained foster parents (English and Spanish) for the provision of foster care services. Conducted home studies to determine "good fit" foster care placements. Provided social services and assistance to improve the social and psychological functioning of foster children and their families. Conducted needs assessments and offered assistance to improve their situation. Services included but not limited to the following: finding respite care, arranging for adoption processes, and location of foster homes for neglected, abandoned, or abused children. Worked with children from Orange County Child Protective Services and maintained regular contact with O.C. Social Services Agency. Carried a caseload of Orange County children placed in foster care in the following counties: Orange County, Los Angeles, San Diego, Riverside, and San Bernardino.

HONORS AND ACADEMIC DISTINCTIONS

Santa Ana Unified School District (2006): Support Staff of the Year

Recognized by the following individuals:

- Congressional Recognition: Loretta Sanchez
- County of Orange Certificate of Recognition: Lou Correa
- California State Senate Certificate of Recognition: Joseph Dunn
- California State Assembly Certificate of Appreciation: Tom Umberg