

CARLA J EGYED

Vita

Education

- Ph.D. 2000 University of Missouri-Columbia
School Psychology-APA Accredited
Areas of Emphasis: Clinical Child Psychology and Assessment
- M.A. 1997 University of Missouri-Columbia
School Psychology
- B.A. 1992 Purdue University
Psychology

Licenses

- Licensed Psychologist-Texas
Licensed Specialist in School Psychology-Texas

Clinical Experience

- 2004-present **Licensed Specialist in School Psychology, Mansfield Independent School District, Mansfield, TX.**
Duties: Provided consultation to parents and school staff to remediate academic, emotional, and behavioral difficulties experienced by public school students, provided individual and group counseling services, conducted psychological and autism assessment for students ranging from preschool to high school, wrote individual behavior plans to address student needs, and provided training to district staff and assessment personnel.
- 2010-2011 **Subcontractor, Assessment and Intervention Services, Arlington, TX.**
Duties: Performed adult psychological evaluations for the Department of Child and Family Services.
- 2003-2004 **Licensed Specialist in School Psychology, Little Elm Independent School District, Little Elm, TX.**
Duties: Developed new psychological services department, provided consultation to school staff and parents, provided counseling services to public school students, conducted psychological and autism assessment for students ranging from preschool to high school, wrote individual behavior plans to address student needs, and provided training to district staff and assessment personnel.
- 2001-2003 **Licensed Specialist in School Psychology, Plano Independent School District, Plano, TX.**

Duties: Provided psychological consultation to elementary, middle school, and high school teachers, school administrators, and parents, and conducted psychological evaluations with children.

2000-2001

Assessment Specialist, Lewisville Independent School District, Lewisville, TX.

Duties: Coordinated special education services on elementary school campuses, assessed children for handicapping conditions, and consulted with teachers, school administrators, and other professionals about special education placements and modifications.

1999-2000

Pre-doctoral Psychology Intern, Dallas Independent School District, Dallas, TX.

Duties: Conducted individual and family therapy and psychological evaluations and consultations at a school-linked youth and family clinic, performed the role of a school psychologist in an elementary school, which included psychoeducational assessment, consultation, and intervention development, conducted group therapy with adolescents in an alternative high school, and assessed students and preschool children with low-incidence handicapping conditions.

1998 (Fall)

Practicum Student, Division of Youth Services, Boone County Missouri, Columbia, MO.

Duties: Conducted group therapy and maintained progress reports with adolescents in foster care.

1998 (Fall)

Student Supervisor, The University of Missouri School Psychology Program, Columbia, MO.

Duties: Became familiar with models of supervision, provided individual supervision to two beginning practicum students, and documented their progress.

1998 (Summer)

Practicum Student, The University of Missouri Hospitals and Clinics, Department of Child Health, Columbia, MO.

Duties: Consulted with physicians, conducted comprehensive evaluations and made recommendations for children aged 4 months to 13 years presenting with concerns of ADHD and Pervasive Developmental Disorders.

1996-1997

Practicum Student, Assessment and Consultation Clinic, The University of Missouri, Columbia, MO.

Duties: Conducted comprehensive individual evaluations including psychoeducational, personality, and behavioral assessments of children, adolescents, and adults presenting with vocational, behavioral, educational, and affective concerns, and provided feedback for parents, administrators, teachers, and clients.

1997 (Fall)

Practicum Student, Columbia Public Schools, Columbia, MO.

Duties: Conducted individual evaluations of children and adolescents,

consulted with teachers, conducted psychological screenings, and participated on placement committees.

- 1995-1996 **Practicum Student, Head Start, Booneville, MO.**
Duties: Conducted individual evaluations of preschool children, consulted with teachers, administrators, and parents, conducted psychological screenings, participated in placement committee meetings, referred students for early childhood placement, and developed behavior management plans.

Professional Experience

- 2004 **Lecturer, The University of Texas at Dallas, Department of Behavioral and Brain Sciences, Dallas, TX.**
Duties: Taught undergraduate psychology course about exceptional children.
- 1998-1999 **Graduate Research Assistant, MU Interprofessional Initiative, The University of Missouri, Columbia, MO.**
Duties: Conducted program evaluation of a university-wide interdisciplinary preparation initiative.
- 1999 **Graduate Research Assistant, A Way With Words Literacy Program, The University of Missouri, Columbia, MO.**
Duties: Supervised undergraduate literacy tutors, conducted literacy team meetings, and tutored elementary school children in reading.
- 1998 **Graduate Teaching Assistant, The University of Missouri, Columbia, MO.**
Duties: Taught a beginning statistics laboratory class.
- 1996-1998 **Graduate Teaching Assistant, The University of Missouri, Columbia, MO.**
Duties: Supervised students administering and scoring individual intelligence instruments, developed examinations, and maintained the test library.
- 1997-1998 **Graduate Research Assistant, Center for Learning Evaluation and Assessment Research, University of Missouri, Columbia, MO.**
Duties: Collected and coded data on the consequential validity of state-wide performance assessment, developed a survey on pedagogical beliefs of teachers, assisted in the planning and implementation of a national conference on performance assessment, and assisted in the preparation of technical reports.
- 1995-1996 **Graduate Research Assistant, The University of Missouri, Columbia, MO.**

Duties: Entered and analyzed preschool assessment data, searched and reviewed research literature on preschool assessment and causes for dropping out of school, and gathered data on the productivity of graduate school psychology programs.

1993-1996

Psychiatric Technician, Charter Behavioral Health System of Northwest Indiana, Michigan City, IN.

Duties: Developed and implemented behavior plans for children, consulted with psychiatrists, teachers, and nurses, co-facilitated groups for adolescents and children, managed classroom behavior, and supervised and charted patient behavior and progress.

1992

Research/Teaching Assistant, Purdue University-Calumet, Hammond, IN.

Duties: Gathered and entered data on psychological instruments, and assisted professor with course materials.

Additional Training and Experience

National School Neuropsychology Conference (2008)

Received training in advanced interpretation of neuropsychological evaluation instruments specifically as it applied to cognitive functioning, learning and working memory, learning disabilities, and traumatic brain injuries.

Traumatic Brain Injury Evaluation Team Training (2004)

Received training in the evaluation of executive processes and the functional implication of injuries to the brain. Learned about connecting assessment findings to intervention and the needs of children returning to the school setting after sustaining a head injury.

Structured Teaching Strategies for Students with Autism (2004)

Received training in structured teaching strategies for students with pervasive developmental disorders including the development and use of visual schedules, physical structure of environment, communication systems, and work systems.

Nonviolent Crisis Intervention Certified Instructor Training (2003)

Received training to become an instructor for Nonviolent Crisis Intervention, a two-day course to teach individuals who work with children who physically act out to diffuse potentially violent situations.

TEACCH Assessment of Autism (2002)

Received training in the assessment of children with autism spectrum disorders including diagnostic interviews, the Childhood Autism Rating Scale, and the Psychoeducational Profile Revised.

MU Interprofessional Initiative Policy Seminar (1998)

Received training in the legislative process and the contribution of human service professionals to public policy. Worked collaboratively with professionals from other disciplines to impact state legislation concerning children.

International Training Course on Trauma Psychology (1998)

Received training from an international panel on techniques for working with traumatized children and their families.

Comprehensive Community Oriented Planning and Evaluation Organizing Committee (1998)

Developed training for community based interprofessional collaborative planning and evaluation.

The American Psychological Association, The American Psychological Association of Graduate Students Advocacy Coordinating Team Training (1998)

Received training to do national, state, and local advocacy for legislation affecting mental health issues.

Introduction to Play Therapy (1998)

Learned techniques of play therapy to use with a variety of childhood concerns in a variety of settings.

Professional Organizations

2001-2005	<u>Federal Advocacy Coordinator</u> , Division 16, School Psychology, of the American Psychological Association
2001-present	Member, American Psychological Association
1999-2000	<u>Student Affiliates in School Psychology President</u> , Division 16, School Psychology, of the American Psychological Association
1998-1999	<u>President-elect</u> , Student Affiliates in School Psychology
1998-1999	<u>Chair, Student Affairs</u> , The Missouri Psychological Association
1998-1999	<u>President</u> , University of Missouri Chapter of Student Affiliates in School Psychology
1997-1999	<u>Regional Advocacy Coordinator</u> , Advocacy Coordinating Team, The American Psychological Association of Graduate Students
1997-2000	<u>Campus Representative</u> , Department of Educational and Counseling Psychology at the University of Missouri, for the Campus Representative

Program of The American Psychological Association of Graduate Students

1998-2000	Member, The National Association of School Psychologists
1995-1996	
2007-present	
1997-1998	<u>Vice President</u> , Student Affiliates in School Psychology
1996-1998	<u>Newsletter Editor</u> , Student Affiliates in School Psychology
1995-1996	<u>Associate Newsletter Editor</u> , The Missouri Association of School Psychologists

Publications

Egyed, C. J., & Short, R. J. (2006). Teacher self-efficacy, burnout, experience, and decision to refer a disruptive student. *School Psychology International*, 27(4), 462-474.

Ryan-Arrendondo, K., Renouf, K., Egyed, C. J., Dobbins, M., Sanchez, S., & Rakowitz, L. W. (2001). Threats of violence in schools: The Dallas Independent School District's response. *Psychology in the Schools*, 38(2), 185-196.

Egyed, C. J. (1998). Student involvement in Missouri psychology. *Missouri Psychologist*, 1(1), 13.

Egyed, C. J., McIntosh, D. E., & Bull, K. S. (1997). School psychologists' perspectives of why students drop out of school. *Psychology in the Schools*, 35(2), 153-161.

Egyed, C. J. (1997). Education and training and the future of doctoral school psychology: A student's perspective. *The School Psychologist*, 51(3), 58-59.

Presentations at professional conferences and meetings

Egyed, C. J. & Short, R. J. (2007) *Construct Validation of the RCMAS: Classification and Convergent Validity*. Poster accepted for presentation at the annual conference of the National Association of School Psychologists, New York, NY.

Short, R. J., & Egyed, C. J. (2004). *Relationship of Classroom Practices and Performance on Statewide High-Stakes Assessment*. Poster accepted for presentation at the annual conference of the American Psychological Association, Honolulu, HI.

Egyed, C. J., & Short, R. J. (2002, August). *A study of the discriminant and convergent reliability of the RCMAS*. Poster presented at the annual conference of the American Psychological Association, Chicago, IL.

- Egyed, C. J., & Short, R. J. (2000, August). *The relationship among teacher efficacy, burnout, and referral of disruptive students*. Poster presented at the annual conference of the American Psychological Association, Washington, D.C.
- Short, R. J., Egyed, C. J., & Koehn, P. (1999, August). *School psychology's role in public health: A training model*. Poster presented at the annual conference of the American Psychological Association, Boston, MA.
- Short, R. J., Carr, D. L., & Egyed, C. J. (1999, August). *Teacher Beliefs Scale: Structures and comparisons*. Poster presented at the annual conference of the American Psychological Association, Boston, MA.
- Egyed, C. J. (1998, August). *Advocacy and school psychology*. In S. T. DeMers (Chair). Marketing school psychology—Essential skills for the professional. Symposium presented at the annual conference of the American Psychological Association, San Francisco, CA.
- Short, R. J. & Egyed, C. J. (1998, August). *Developing school-linked systems of care for children and families*. In J. E. Farmer (Chair). Treatment and prevention of disability in children through interprofessional alliances. Symposium presented at the annual conference of the American Psychological Association, San Francisco, CA.
- Short, R. J., Carr, D. L., Egyed, C. J., Sandridge, T. K., Cannata, D., & Brewer, A. L. (1988, August). *Performance assessment: Impact of standards-based testing on classroom practice*. Poster presented at the annual conference of the American Psychological Association, San Francisco, CA.
- Short, R. J., Egyed, C. J., Brewer, A. L., Hiemenz, J. R., Gilman, R. C., Witek, J. M. & Johnson, J. (1997, August). *New training areas in doctoral school psychology: Students' perspectives*. Symposium presented at the annual meeting of the American Psychological Association, Chicago, IL.
- Egyed, C. J., Bull, K. S. & McIntosh, D. E. (1996, August). *Top five causes students drop out of school: As seen by school psychologists*. Poster session presented at the annual meeting of the American Psychological Association, Toronto, ON.