

Kahlila G. Lawrence, PhD, LSP

University of South Florida
College of Education
4202 East Fowler Ave., EDU105
Tampa, FL 33620
813-974-1255
kglawrence@usf.edu

EDUCATION

Graduate: University of South Florida
Degree: Doctor of Philosophy (degree conferred August 2008)
Program: School Psychology (APA Accredited, NASP Approved)
Concentration: Pediatric School Psychology
Dissertation: *Beyond the Barriers: A Qualitative Investigation into the Experiences of General Pediatricians Working with Young Children Exhibiting Developmental Delays and Disabilities*

Graduate: University of South Florida
Degree: Education Specialist (degree conferred August 2005)
Program: School Psychology (NASP Approved)
Thesis: *Are School Psychologists Engaging in Parent Involvement Activities at the Elementary School Level? A National Study*

Undergraduate: Bethune-Cookman University (previously Bethune-Cookman College)
Degree: Bachelor of Science (degree conferred May 2001)
Major: Psychology

LICENSURE

Department of Health (DOH)
Florida School Psychology License SS 1646 2022 – present

ACADEMIC APPOINTMENT

University of South Florida – College of Education

Associate Professor of Instruction & Practicum/Internship Coordinator August 2019 – Present

A variety of graduate courses have been delivered to first-year, second-year, and advanced-level students (3+ years) within USF's School Psychology Program. Instruction has emphasized multi-tiered problem solving using a culturally-responsive lens, the implementation of empirically-supported practice, and systems change to enhance the well-being and achievement of students from early childhood through late adolescence. Additionally, whole group and individual supervision has been provided each school year to graduate students enrolled in field experiences.

Activities to enhance the quality of field experiences have been developed and facilitated for graduate students each school year. Specifically, a new practicum course (*Introduction to School Psychology Practicum – SPS 6945*) was recently developed to expand the knowledge and skills of graduate students beginning their first semester in the program. Internship Seminars also have been developed and delivered each Fall semester to support students in search of APPIC and non-APPIC placements with the application process. Lastly, affiliation agreements have been developed in collaboration with USF's General Counsel and are tailored as appropriate for interns placed in sites throughout the nation.

Graduate-Level Courses:

Psych-ed Assessment II (Spring 2020-23)
 Consultation in the Schools (Fall 2021-23)
 Biological Bases of Behavior (Spring 2020-23)
 Pediatric Health Issues in the Schools (Fall 2019-20)
 Personality Assessment (Fall 2019-22)
 Social Psychology (Summer 2020 & 22)
 Behavior Disorders (Summer 2021)
 Introduction to School Psychology Practicum (Fall 2019-24; Spring 2019-24)
 Psych-ed Practicum Intervention (Fall 2019-24; Spring 2019-24)
 Internship Supervision for Ed.S. (Fall 2019-24; Spring 2019-24)
 Internship Supervision for Ph.D. (Fall 2019-24; Spring 2019-24; Summer 2020-23)

Student Mentorship - Thesis and Ed.S. Project Committee Member

<u>Student</u>	<u>Program Area</u>	<u>Research Title</u>	<u>Research Type</u>	<u>Progress</u>
D Ahrendt	School Psychology	Well-Being Promotion Program for Grades K-5: Modifications to Intervention and Measurement	Ed.S. Project	Defended April 29, 2021
L Williams	School Psychology	The Specifics of Specific Learning Disability: An Analysis of State-Level Eligibility Criteria and Response to Intervention Practices	Thesis	Defended November 30, 2021
T Broughton	School Psychology	A Critical Analysis of the Graduate Socialization of Racially Minoritized School Psychology Students	Thesis	Defended December 1, 2021
A Taylor	School Psychology	Ethnic-Racial Minoritized Adolescents' Perceptions of Cyberhate, School Connectedness, Ethnic-Racial Identity, and Life Satisfaction	Thesis	Defended May 17, 2022
N Wyckoff	School Psychology	Equitable Practices in Academic Multi-Tiered Systems of Support for English Learners	Ed.S. Project	Defended December 5, 2022
T Graff	School Psychology	Family-School Collaboration & Culturally Responsible Services – School Psychologists' Perception	Ed.S. Project	Defended July 25, 2022
D Ross	School Psychology	Threats to School Safety: Examining Levels of Community Violence and Its Relation to School Related Threat	Thesis	Defended May 23, 2023
J Schloth	School Psychology	Review of The Homework, Organization, and Planning Skills (HOPS) Intervention	Ed.S. Project	Defended July 12, 2023
C Legra	School Psychology	Adapting and Evaluating a Positive Psychology Intervention for Children	Thesis	Proposal in Progress

with Cancer and their Families

J Barnes	School Psychology	An Application of a Positive Psychology Intervention to Promote the Well-Being of Children with Cancer	Thesis	Proposal in Progress
T Rowell	School Psychology	Examining the Effectiveness and Acceptability of a Single-Session Problem-Solving Teleconsultation Package with Caregivers	Thesis	Defended June 5, 2024
J Sailor	School Psychology	Interprofessional Collaboration with School Nurses Perceived by School Psychologists: Development of a Survey	Ed.S. Project	Proposal in Progress
B Budzisch	School Psychology	Behavior Specific Praise Training in Head Start Classrooms: A Systematic Review	Ed.S. Project	Defended February 8, 2024

Student Mentorship - Dissertation Committee Member & Outside Chair

<u>Student</u>	<u>Program Area</u>	<u>Research Title</u>	<u>Research Type</u>	<u>Progress</u>
Chelsea Salvatore	School Psychology	A Critical Analysis of Latine School Psychology Graduate Students' Socialization Experiences	Dissertation	Defended June 6, 2024
Lanicia Marshall	Educational Psychology	Preservice Teachers' Perceptions of Their Level of Preparedness to Support Students Who Encounter Adverse Childhood Experiences-Related Trauma	Dissertation	Proposal in Progress
Nicole Pacateque	School Psychology	TBD	Dissertation	Proposal in Progress
Rachael Hite	School Psychology	TBD	Dissertation	Proposal in Progress

Faculty Affiliate with the Institute for School-Community Partnerships, Integrated Services, and Child Mental Health and Educational Policy (The Institute for School Community Partnerships - ISCP)

May 2023 – present

The Institute for School Community Partnerships is a research and technical assistance center within USF's College of Education that is focused on improving educational and related services for children, youth, families, and communities. In the 2022-2023 school year, the Institute's budget was just under \$23,000,000. My current work has focused on enhancing the structure of the ISCP and helping to develop a new program that will strengthen community partnerships throughout Florida (School Community Partnerships for Innovation – SCPI). Contributions include collaborating with current Institute staff to develop the mission, vision, and initial action steps, identify and interview applicants for key personnel positions, and develop an organizational communication plan.

OTHER TEACHING EXPERIENCE**University of South Florida***Adjunct Professor*

January 2017 & January 2018

Adjunct instructor and developer of the course, *Advanced Psychoeducational/Behavioral Interventions*, for the School Psychology Program. I developed this course and it provided an overview of multi-tiered systems of support for behavior. Content focused on using a problem-solving approach to assist school psychologists with implementing universal, secondary, and tertiary behavioral supports for students. Specifically, positive behavior intervention supports (PBIS), proactive classroom management strategies, social emotional learning, and mentoring were addressed. Lectures, reflective assignments, class discussions, and feedback were provided to graduate students on a weekly basis.

Nova Southeastern University*Adjunct Professor*

August 2018

Adjunct instructor for the *Comprehensive Data-Based Assessment: Integrated Report* course in the School Psychology Program. This course teaches graduate students how to effectively integrate multiple sources of data while writing psychoeducational reports for students having learning and/or behavioral concerns. Students gained knowledge and practice with conducting feedback sessions of evaluation findings with parents. Lectures, class discussions, and feedback were provided to graduate students on a weekly basis.

PROFESSIONAL EXPERIENCE**School Psychological Services: District-Level**

School District Coordinator of Professional Development for the School Climate Transformation Grant

2015-2016

- Developed and coordinated the delivery of professional development trainings for Hillsborough County Public Schools Title 1 principals, teachers, and support services personnel.
- Facilitated the development of new professional development Social Emotional Learning curricula to strengthen the climate and culture of learning environments.
- Presented school-wide professional development trainings.
- Consulted and collaborated with Title 1 school administrators, teachers, and support services personnel regarding the implementation of social-emotional initiatives and programs for students.
- Developed and monitored task management plans and engaged in fidelity checks of grant activities.
- Secured and managed contractual service agreements for internal and external partners. Managed grant expenditures for internal and external partners, materials, and resources.

School District Peer Evaluator for Psychological Services

2012-2015

- Collaborated with Hillsborough County Public School district leaders to develop and enhance the observation and evaluation system for the psychological services department.
- Trained supervisors and coordinators of the Psychological Services department, Multi-tiered System of Supports department, and the department of Charter Schools in the observation and evaluation process for support services staff.
- Observed, evaluated, and collaborated with 100+ psychological services personnel within elementary, middle, high, alternative, bilingual, and therapeutic settings through problem solving and the development of individualized action plans to enhance practice.

Supervision of School Psychology Clinical Externs & Practicum Students 2009-2012

- Supervised graduate-level practicum students within Hillsborough County Public Schools regarding the administration of evaluation tools, utilization of consultation skills, and implementation of social-emotional supports within elementary schools.
- Supervised graduate-level clinical externs within Hillsborough County Public Schools who engaged in the assessment and intervention of emotional and behavioral concerns exhibited by elementary students.

District Crisis Team Member – Hillsborough County Public Schools 2008-2012

- Facilitated group and individual crisis counseling to elementary, middle, and high school students, educators, and families.
- Attended planning and debriefing meetings with district crisis team members.
- Presented crisis counseling techniques to district crisis team members.

School Psychological Services: Building-Level*School Psychological Services – Elementary*

Belle Witter Elementary – Tampa, Florida	July 2017 – June 2019
Lamb Elementary - Tampa, Florida	Nov 2016 - June 2017
Belle Witter Elementary – Tampa, Florida	2005-2012
Pizzo Elementary – Tampa, Florida	2004-2005

- Completed assessments and psychological evaluation reports for students in need of academic, behavior, and/or emotional supports.
- Consulted with parents and educators regarding student assessment results, intervention plans, and student progress.
- Administered curriculum-based assessments and developed individualized interventions to enhance the academic performance of students at the elementary level.
- Facilitated a year-long social skills group for elementary students in a Varying Exceptionalities classroom (grades 3, 4, and 5).
- Consulted with healthcare providers and members of student-centered community agencies to enhance student achievement.
- Provided Tier 2 and Tier 3 interventions for students in need of social-emotional supports.
- Served on the school-wide problem-solving leadership team.
- Facilitated weekly Tier 3 problem-solving meetings to support students with academic, behavioral, and/or emotional concerns.
- Served as the PBIS Coach and collaborated with the PBIS team to implement school-wide positive behavior support.
- Organized and delivered crisis counseling for students and educators.
- Provided multiple trainings per year to assist educators with the implementation of procedures and best practices to enhance academic and social-emotional supports for students at Tiers 1, 2, and 3.
- Engaged in Tier 1 problem-solving with school administrative team and teacher leaders to enhance the fidelity of school-wide CHAMPS for behavior management.

School Psychological Services – Secondary

Van Buren Middle School – Tampa, Florida	2005-2006
North Tampa Alternative – Tampa, Florida	2004-2005
Brandon Alternative – Brandon, Florida	2004-2005

- Completed assessments and psychological evaluation reports for students in need of academic, behavior, and/or emotional supports.
- Provided counseling for students in need of Tier 3 social-emotional supports.
- Consulted with parents and educators regarding student assessment results, intervention plans, and student progress.
- Administered curriculum-based assessments and developed individualized interventions to enhance the academic performance of students at the secondary level.
- Co-facilitated treatment team meetings to problem solve student concerns at the secondary level.
- Created and facilitated leadership groups for secondary students to enhance school climate and culture.
- Facilitated Tier 2 social emotional groups for female students in grades 10, 11, and 12.
- Co-facilitated weekly problem-solving meetings per grade level within the middle school setting.

School Psychological Services for Early Childhood

Visiting Professor of Research – Florida Mental Health Institute 2005

- Collaborated with families and educators to support young children with developmental delays and behavior challenges.
- Guided parents and early childhood educators in the implementation of preventative strategies to enhance the development of young children within the home and learning environments.
- Conducted site visits to determine the quality of learning within pre-k settings.
- Facilitated action-research to support and document changes in stakeholder ability to effectively manage and reduce challenging behaviors.

Early Childhood Council of Hillsborough County Developmental Screenings 2004

- Worked with families to screen the physical, adaptive, social-emotional, cognitive, and communication skills of young children (ages 3 through 5 years).
- Consulted with educators and medical professionals to determine the need for a comprehensive Pre-K evaluation.
- Consulted with parents regarding the implementation of strategies at home and within the community settings.

University of South Florida Early Intervention Program 2004

- Collaborated with developmental pediatricians and family service coordinators at the University of South Florida as a multidisciplinary team member to assess and meet the needs of young children (birth to three) exhibiting developmental delays and disabilities.
- Assisted with the development of Individual Family Service Plans for young children.

Pre-K Assessment Team Member – Hillsborough County Public Schools 2004

- Collaborated with social workers, speech language pathologists, and parents to evaluate the developmental skill level of young children (ages 3 through 5 years).
- Consulted with team members to determine eligibility for special education and/or related services.

FUNDED GRANTS*Co-Principal Investigator*

Duration: 1/1/2023 – 12/31/2027

Title: *Project TIERS (Targeted and Intensive Emotional and Relational Supports) in Schools*

Funding Source: U.S. Department of Education

Total amount: \$4,092,846

Description: *Project TIERS* is a collaborative project between USF's School Psychology program and a local public school district. The primary aims of this project are to increase access to quality school-based mental health services for children attending high-needs elementary schools, address the shortage of school psychologists in high-needs Local Education Agencies (LEAs), and increase the presence of school psychologists from diverse backgrounds in local schools. My primary role focuses on implementation, and much of my role enables me to engage in teaching. Specifically, I have developed and presented workshops on school-community partnerships and self-care for school psychologists in high-needs schools; led recruitment efforts by presenting the topic of school psychology and USF's school psychology program to undergraduates throughout the southeast region of the country; mentored Project TIERS students; and will be participating in a Book Read for graduate students and practitioners.

Co-Investigator

Duration: 1/1/2024 – 12/31/2028

Title: *Project UPCS: Unlimited Potential Community Schools- Empowering Students, Families, and Communities through Statewide University Partnerships and High-Needs Districts*

Funding Source: U.S. Department of Education

Total amount: \$9,325,800

Description: *Project UPCS*

Description: Project UPCS (Subcontract with the University of Central Florida) was awarded to the Institute for School Community Partnerships (ISCP) in January 2024, including a \$9,325,800 per year award over a 5-year span. This award will assist the ISCP in partnering with the Hillsborough County Public School District to enhance their existing community schools and to develop new community schools through the integration of four pillars and pipeline services:

Integrated Student Supports

- Social, health, nutrition, and mental health services and supports (i.e., stakeholder services)
- Juvenile crime prevention and rehabilitation programs (i.e., restorative practices)

Expanded and Enriched Learning Time and Opportunities

- Early childhood education programs
- Out-of-school-time programs
- Support for a child's education transitions (e.g., elementary to middle, middle to high school)
- Activities that support postsecondary and workforce readiness

Active Family and Community Engagement

- Family and community engagement
- Community-based support for students

Collaborative Leadership and Practices

SERVICE*School Psychology Program Service*

School Psychology Program Graduate Admissions

Jan 2020 – present

School Psychology Program Portfolio Reviewer

Jan 2020 – present

Search Committee Member – Project TIERS Coordinator Position	May 2023 – July 2023
Search Committee Member – Asst./Assoc. Researcher Position	May 2023 – present
Search Committee Member – Asst Visiting Professor of Research Position	May 2023 – present
<i>College/University Service</i>	
Diversity Committee Member	Aug 2019 – present
Diversity Comm. Moderator: <i>International Student Experiences Panel</i>	Jan 2020
COEDU Interview: <i>Meeting the Social & Emotional Needs of Your Child</i>	March 2020
COEDU Panelist: <i>Real Talk: Systemic Racism and the Murder of George Floyd</i> -USF Tampa, St. Pete, & Sarasota Campuses	June 2020
Graduate Policy Council (GPC) Member present	Aug 2022 –
COEDU 3-Minute Thesis Competition Judge	Nov 2022-23
Graduate Admissions Recruiter Committee Member	March 2023
<i>State Professional Organization Service</i>	
Florida Assoc. of School Psychologists (FASP) Research Committee Member	Aug 2022 – present
<i>Journal Reviewer Service</i>	
School Psychology Review	Oct 2023
<i>Community Service</i>	
Mindful Mentoring - Workshop Presenter	Feb 2020
100 Girls Summit – Guest Speaker	April 2020
Princess Project – Guest Speaker	April 2022
<u>MEDIA-RELATED TEACHING EXPERIENCES</u>	
USF College of Education Interview: <i>How to meet the social, emotional needs of your child during COVID-19</i>	April 2020
LA Times Interview: <i>Social & Emotional Impacts on Distance Learning</i>	July 2020
ABC Action News Interview: <i>Call Me MiSTER Program</i>	Feb 2021

PROFESSIONAL ORGANIZATIONS

Florida Association of School Psychologists (FASP)	2019 – present
National Association of School Psychologists (NASP)	2019 – present
National Black Child Development Institute (NBCDI)	2022 – present

SPECIAL RECOGNITION

Center for Innovative Teaching and Learning – ‘Thank A Professor’	Fall 2022
Ida S. Baker Diversity Educator – Belle Witter Elementary, HCPS	Fall 2018
Ida S. Baker Diversity Educator – Belle Witter Elementary, HCPS	Fall 2005