Scott Ardoin, PhD, BCBA, is Professor, Department Head of the Department of Educational Psychology, and Co-Director of the UGA Center for Autism and Behavioral Education Research. He is a Board-Certified Behavior Analyst (BCBA) and a member of the Applied Behavioral Analysis faculty. Dr. Ardoin has two research foci. One focuses on the implementation of behavioral interventions with elementary students. As part of this research, Dr. Ardoin works collaboratively with faculty members in the special education program (Drs. Ayres and Ringdahl) in implementing interventions within local elementary schools. Through their projects, special education and school psychology graduate students work collaboratively to develop the behavioral management skills of school administration, teachers, and staff. His second line of research is in the area of reading intervention and assessments. Through his work in this area, graduate students gain the opportunity to conduct intervention and assessment work within local schools. In addition to doing research in these two areas, Dr. Ardoin teaches courses in behavioral analysis and academic interventions and provides supervision for students earning hours toward their certification as Board Certified Behavior Analyst.

Sycarah Fisher, PhD, NCSP. Dr. Fisher is an assistant professor and a Nationally Certified School Psychologist (NCSP) and is actively pursuing licensure. Her research agenda focuses on minority mental health and substance use. A major component of this research is examining the implementation of evidence-based mental health and substance use interventions in schools with vulnerable populations. Her program of research focuses on culturally adapted interventions and implementation science, examining the implementation of evidence-based practices for substance use and mental health in underserved minority serving schools. She is active in state and professional organizations.
### School Psychology Faculty

**Ashley Harrison, PhD, LP.** is an Associate Professor. She received her Ph.D. in clinical psychology from Binghamton University and completed a clinic internship and NIH T32 postdoctoral position both at the Alpert Medical School of Brown University. Dr. Harrison received training in three clinical orientations: behavior therapy, cognitive therapy, and family therapy within a scientist-practitioner framework and has specialized training in providing assessment and intervention among individuals across the lifespan diagnosed with autism spectrum disorder (ASD). Her scholarship focuses on two lines of research related to ASD. First, she conducts research identifying and minimizing cross-cultural disparities in ASD services both in the United States and internationally and potential mechanisms that contribute to these disparities. Her scholarship also focuses on using novel quantification methods, such as eye tracking, to identify causal mechanisms that contribute to the social attention impairment observed among children with ASD. As an assistant professor, Dr. Harrison has been awarded several competitive grants from the University of Georgia, has authored 17 peer reviewed journals, and regularly presents at national and international conferences such as the International Meeting for Autism Research and the Society for Research in Child Development. Dr. Harrison has received multiple awards for her teaching.

**Michele Lease, PhD, LP.** Dr. Lease is Professor and Graduate Coordinator for the Department of Educational Psychology. She was trained in an evidence-based, cognitive-behavioral training model at the University of Illinois in the Clinical Psychology Program. She conducts and supervises masters and doctoral student research in the area of children’s peer relations, particularly dynamics underlying social status and influence within friendship dyads, cliques, social networks. She approaches her research from an interdisciplinary perspective, with influence from the fields of social psychology, ethology, and sociology. Dr. Lease is an active scholar, with over 35 publications in refereed journals, and has chaired or co-chaired 20 dissertation committees in her time at UGA. Her students have received numerous awards, including the APA Koppitz Award. Dr. Lease provides service and leadership at the departmental, university and national level. She served as associate editor of *School Psychology Quarterly* (Division 16 Journal of APA) for five years and regularly reviews articles for peer-reviewed journals and professional conferences (SRCD; SRA).
Amy Reschly, PhD. Dr. Reschly is a Nationally Certified School Psychologist (NCSP), Professor in the Department of Educational Psychology and the School Psychology Program Coordinator. Dr. Reschly ascribes to an eco-behavioral theoretical view on research as well as the training and practice of psychology. She teaches core program courses in the introduction to school psychology, consultation, and on occasion, the doctoral seminar. She studies student engagement at school and with learning. Engagement is the primary theoretical model for prevention of school dropout and is related to academic, social-emotional, and behavioral outcomes for all students across levels of schooling (elementary through college). Engagement also serves as the link between contextual influences - home, school, peers, and community - and outcomes of interest, allowing her to study a broad range of strategies and interventions (e.g., home-school collaboration, teacher-student relationships, the dropout prevention program Check & Connect). She is an active scholar, having published more than 60 articles and chapters and co-edited two handbooks, one on family-school interventions, the other on research in student engagement. She provides service and leadership at the national level including her role as the current editor of School Psychology Review, the flagship scholarly journal of the National Association of School Psychologists.
Kevin Ayres, PhD, BCBA. Dr. Ayres is a Professor in the Department of Communication Sciences and Special Education and a Board-Certified Behavior Analyst. Dr. Ayres conducts research that focuses primarily on behavior analytic approaches to learning in classroom environments. This includes work evaluating methods for improving academic and life skills as well as reducing disruptive behavior in classrooms. Much of Ayres's work incorporates behavioral applications of technology to meet students' educational needs.

Rebecca Lieberman-Betz, PhD. Dr. Lieberman-Betz is Associate Professor in the Department of Communication Sciences and Special Education. Her areas of research include play and communication development in young children with autism spectrum disorder (ASD); communication intervention for children with ASD in classroom settings; parent responsiveness and play behaviors during parent-child interactions; and parent-mediated intervention for young children with disabilities. Her work also focuses on early care and education providers’ responsiveness to infants and toddlers to support early communication development, and increasing early care and education providers responsiveness through peer coaching.

Jennifer Lindstrom, PhD. Dr. Lindstrom is Associate Professor in the Department of Communication Sciences and Special Education. Her research focuses on causes and treatment of dyslexia and other learning disabilities, issues surrounding the provision of accommodations to individuals with dyslexia and other learning disabilities, early literacy with a focus on teacher training and the use of research-based methodologies for improving student performance, and the relationships between cognitive and linguistic abilities and poor reading and writing development.

Stacey Neuharth-Pritchett, PhD. Dr. Neuharth-Pritchett is Professor of Educational Psychology. She is affiliated with both the Applied Cognition and Development Program and the School Psychology Program. She is currently the Associate Dean for Academic Programs in the College of Education. Her research interests center on the contexts of early educational intervention, kindergarten retention, economically disadvantaged children's transition to school (particularly the Head Start population), and intervention for children with chronic health problems. She has served as the principal investigator, co-investigator on a number of externally-funded research projects on Head Start, early literacy, and teacher quality.
Joel Ringdahl, PhD, LP, BCBA. Dr. Ringdahl is Associate Professor in the Department of Communication Sciences and Special Education and a Board-Certified Behavior Analyst (BCBA). His research is focused in three areas: (a) assessment and treatment of severe behavior problems exhibited by individuals with developmental disabilities, (b) preference assessments including response allocation under concurrent reinforcement schedules, and (c) application of group contingencies in classroom settings. Across all three areas, his research focuses on refinement of procedures that will produce improved treatment maintenance or improved clinical outcomes.

Affiliated Program Faculty may serve as research mentors and co-advisors to students in the School Psychology Program. School Psychology Program applicants who are interested in working with one of these individuals should indicate this on their personal statement.