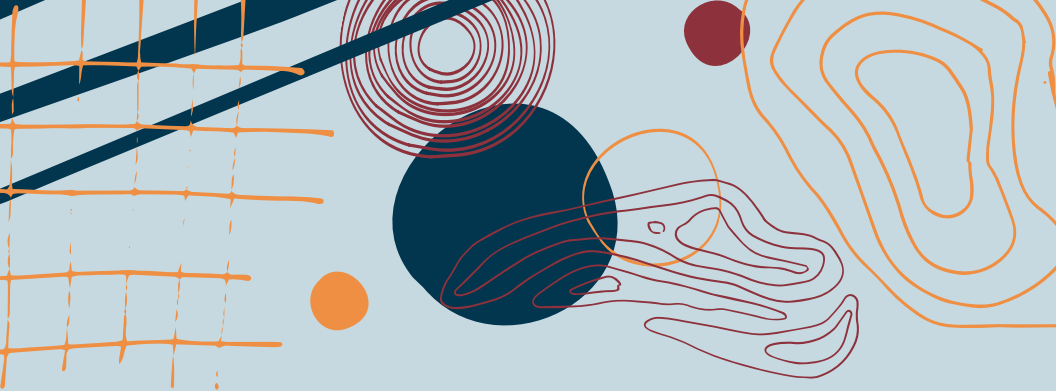


BLACK LEADERS IN SCHOOL PSYCHOLOGY

2022



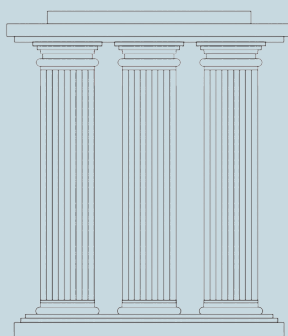


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The Social Justice Committee of the Trainers of School Psychologists started the Black Excellence in School Psychology Project in 2021 as a way to increase awareness of Black leaders in school psychology through the dissemination of a flyer within graduate preparation programs. In response to positive feedback received from the school psychology training community, the project was expanded to honor leaders from other historically marginalized groups. In 2021, the Committee created and disseminated flyers for Black History Month (Feb), AAPI Heritage Month (May), Latinx/Hispanic Heritage Month (Sep 15 - Oct 15) and Indigenous Peoples/Native American Heritage Month (Nov). In 2022, the Committee is looking to expand this work further by inviting diverse scholar leaders to serve on advisory boards to guide the nomination and creative processes in culturally affirming ways, and to feature additional leaders in school psychology outside of academia. School psychology faculty members and school psychologists are asked to share the flyers within their professional networks to increase representation within our field and highlight the important contributions of minoritized leaders in school psychology. We recognize that honoring the contributions of diverse leaders is not confined to one month of the year and that ongoing support and celebration of the countless contributions of underrepresented groups in school psychology must occur everyday. We welcome your feedback about the project.

Representation matters and this is one small step forward for our field.

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Please cite as: Trainers of School Psychologists. (2022). (Cooper, J. M., Writing Committee Chair). Black Leaders in School Psychology. Honoring Diverse Leaders in School Psychology Project. We would also like to express our gratitude to our advisory panel, Drs. Celeste Malone and Stacy Williams, and project assistants, Rebeka Dinnall-Fuentes and Jillian Weinberg.



BLACK LEADERS IN SCHOOL PSYCHOLOGY

KIZZY ALBRITTON, PH.D.



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Kizzy Albritton is an Associate Professor of School Psychology at The University of Texas at Austin. She earned her PhD in School Psychology from Georgia State University. She also holds a Master of Education degree in Behavior and Learning Disabilities from Georgia State University. Her primary line of research inquiry examines ways to improve academic, social-emotional, and behavioral outcomes for preschool-age children from racially minoritized and economically marginalized backgrounds. Her research seeks to address these challenges through the implementation of academic and social-emotional interventions and the effective implementation of multi-tiered frameworks in early childhood settings. Additionally, Dr. Albritton's research calls for the expansion of the role of school psychologists in early childhood settings to include comprehensive services that seek to increase equitable outcomes for racially minoritized and economically marginalized young children. Prior to completing her PhD, she worked as an elementary and middle school special education teacher.

Learn more about Dr. Albritton [here](#).

CANDICE NICOLE ASTON, PH.D.



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Dr. Aston is an Assistant Professor of School Psychology at Towson University. Prior to earning her PhD from Duquesne University, she obtained a master's degree in both Child Psychology and Elementary Education. Dr. Aston has years of experience working with urban populations in school and clinical settings. She completed her doctoral internship at Sarah Reed Children's Center, which provides intensive psychiatric services for children with significant trauma and mental health concerns. The focal point of her research has centered around the design and implementation of culturally centered interventions for Black girls. She has also published several journal articles on nondiscriminatory testing practices and most recently examined the schooling experiences of Black graduate students enrolled in school psychology training programs. Dr. Aston is also a Licensed Psychologist in the state of Maryland and strives to promote mental health awareness within underrepresented communities.

Learn more about Dr. Aston [here](#).

Follow Dr. Aston on [Twitter!](#)



BLACK LEADERS IN SCHOOL PSYCHOLOGY

BREA BANKS, PH.D.



Brea M. Banks, Ph.D. (she/her) is an Assistant Professor of Psychology and co-director of the African American Studies Program at Illinois State University, where she also earned her Ph.D. specializing in school psychology. She is a Licensed Clinical Psychologist in the state of Illinois. Prior to her current position, she worked in private practice conducting psychological assessments and providing family therapy. She also previously served as the lead counseling liaison at a university counseling center, providing direct and indirect services to college students holding marginalized identities. Dr. Banks' primary research interest surrounds minoritized students' experiences with microaggressions, and she is particularly interested in how children and adolescents experience these transgressions. She has also published material about autism spectrum disorder, literacy in refugee children, and behavioral treatment integrity. Her teaching interests surround culturally responsive psychological service provision, specifically relevant to counseling and assessment. Dr. Banks especially enjoys mentoring, advising, and co-authoring publications with graduate students.

Learn more about Dr. Banks [here](#).

Follow Dr. Banks on [Twitter!](#)

CHARLES A. BARRETT, PH.D.



Charles A. Barrett, PhD, NCSP is a Coordinator for Diagnostic and Psychological Services with Loudoun County Public Schools. Additionally, he is an Adjunct Lecturer at Northern Virginia Community College, the Graduate School of Education at Howard University, the College of Education and Human Development at George Mason University, and the Department of Psychology at Millersville University. An award-winning educator for his commitment to students, families, schools, and communities, Charles has held various leadership positions with the National Association of School Psychologists (NASP) and frequently speaks to a variety of professional and lay audiences about promoting positive outcomes for children.

To learn more about Charles, including his books on a variety of topics that are relevant to educators and communicate hope and wholeness, visit [www.charlesbarrett.org!](http://www.charlesbarrett.org)

Follow Dr. Barrett on [Instagram](#) and [Twitter!](#)



BLACK LEADERS IN SCHOOL PSYCHOLOGY

JAMILIA BLAKE, PH.D.



Jamilia Blake, Ph.D. is an award-winning and published Licensed Psychologist and a Professor at Texas A&M University. Dr. Blake's research examines the developmental trajectory of peer-directed aggression, bullying, and victimization in socially marginalized youth and racial/ethnic disparities in school discipline. Notably, she has published studies examining the social and psychological consequences of aggression and victimization for African-American girls and students with disabilities and the disparate impact of school discipline for African-American girls. Her work on the inequitable discipline experiences of Black girls has been featured in the New York Times, Huffington Post, on NPR, and CBS. She is creator of the adultification bias construct, serving as the lead researcher for the Girlhood Interrupted: The Erasure of Black Girls' Childhood policy report that highlights this research. She is also the lead author for the follow-up policy report Listening to Black Women and Girls: Lived Experiences of Adultification Bias. She is author to more than 50 publications, a Division 16 and Division 45 fellow of the American Psychological Association, and has graduated over 10 doctoral psychologists who are trail blazers in culturally competent clinical service delivery and educational and health disparity research.

Follow Dr. Blake on [Twitter!](#)

Check out some of Dr. Blake's recent publications:

Blake, J.J., Jackson, L., Ruffin, N., Salter, P., Li, H., Banks, C. & Solari Williams, K. (in press). Black Girls and School Discipline: The Role of Teacher Race, Pubertal Development, and Discipline Philosophy on Discipline Decisions. *Journal of Emotional and Behavioral Disorders*.

Blake, J. J., Smith, D., Unni, A., Marchbanks, M. P., Eason, J., & Wood, S. (2020). Behind the eight ball: The effects of race and number of infractions on the severity of exclusionary discipline sanctions issued in schools. *Journal of Emotional and Behavioral Disorders*. <https://doi.org/10.1177/1063426620937698>

Blake, J. J., Keith, V. M., Luo, W., Le, H., & Salter, P. (2017). The role of colorism in explaining African American females' suspension risk. *School Psychology Quarterly*, 32, 118-130.

TAI COLLINS, PH.D.



Tai A. Collins, PhD, BCBA-D is an Associate Professor and Coordinator of the School Psychology Program at the University of Cincinnati. Dr. Collins' research focuses on interventions to support Black students in schools. Utilizing a Critical Race Theory framework to develop interventions and supports, Dr. Collins has published on peer-mediated interventions, group contingencies, behavioral interventions, and Black students' school-based experiences (e.g., school climate and safety). Dr. Collins is also interested in social justice training and research in school psychology.

Learn more about Dr. Collins [here](#).

Follow Dr. Collins on [Twitter!](#)



BLACK LEADERS IN SCHOOL PSYCHOLOGY

MICHAEL CUNNINGHAM, PH.D.



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Michael Cunningham serves as the Associate Provost for Graduate Studies and Research at Tulane University. He holds the academic rank of Professor with a joint faculty appointment in the Department of Psychology and the undergraduate program in Africana Studies. His program of research focuses on racial, ethnic, psychosocial, and socioeconomic processes that affect psychological well-being, adjustment to chronic stressful events, and academic achievement among African American adolescents and their families. Dr. Cunningham has received external funding from federal, state, local agencies. He was awarded with Tulane's highest teaching award and has been designated as a Suzanne and Stephen Weiss Presidential Fellow. He completed his graduate degrees at Emory University and an undergraduate degree at Morehouse College. Dr. Cunningham also completed a postdoc at the University of Pennsylvania. His current professional service includes serving as Editor-in-chief for Research in Human Development and

Senior Editor for the American Educational Research Journal. His mentoring experiences include being a Senior Mentor for the Robert Wood Johnson New Connections Program and a Faculty Mentor for the APA Minority Fellow Program, Psychology Summer Institute. In 2021, Dr. Cunningham was selected as Tulane University's recipient of the Oliver Fund Award for Excellence in Faculty Mentoring.

Learn more about Dr. Cunningham [here](#).

Follow Dr. Cunningham on [Twitter](#)!

OLIVER W. EDWARDS, PH.D., NCSP, BCBA-D



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Dr. Edwards is a Full Professor of school psychology with UCF. He is currently serving as Chair of the Department of Counselor Education & School Psychology. Dr. Edwards practiced as a School Psychologist with the School Board of Broward County, Florida for several years. He later became an administrator with the district, supervising roughly 65 School Psychologists and School Social Workers in their work with 65 schools and some 75,000 students. Dr. Edwards' early research addressed theories of intelligence testing of racial/ethnic minorities and the psychosocial development of children raised by grandparents. Currently, he is researching social support networks as well as health disparities and their impact on ethnic minority school children.

Learn more about Dr. Edwards [here](#).

Follow Dr. Edwards on [Twitter](#)!



BLACK LEADERS IN SCHOOL PSYCHOLOGY

SYCARAH FISHER, PH.D.



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Sycarah Fisher, PhD is an Associate Professor of School Psychology at the University of Georgia. She received her doctoral training at Michigan State University with an emphasis on working with culturally diverse populations. She completed her APPIC internship in New Orleans, Louisiana focusing on Response to Intervention within urban school systems. After the completion of her degree, she served as a School Psychologist for 3 years at an urban charter school in Washington, DC. Dr. Fisher's research focuses on improving outcomes for diverse populations. This manifests itself in two distinct lines of research. The first involves investigating culturally specific risk and protective factors related to mental health and substance use outcomes for minority youth. The second line of research focuses on the implementation of culturally relevant school-based mental health and substance use interventions. Dr. Fisher's work has been published in journals such as the Journal of Youth and Adolescence, School Psychology Review, and Addictive Behaviors and has been funded by the National Institute on Drug Abuse.

Learn more about Dr. Fisher [here](#).

Follow Dr. Fisher on [Twitter](#) & [Instagram](#)!

TONIKA DUREN GREEN, PH.D.



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Dr. Tonika Green is a Professor at San Diego State University in Department of Counseling and School Psychology. She is a Nationally Certified School Psychologist who is committed to preparing school psychologists who are multicultural thinkers and actors, who understand how racial, ethnic and sociocultural factors influence student performance. Dr. Green publishes in the areas of social justice within education, recruitment and mentorship, and improving outcomes for youth in foster care. She has been awarded over 3 million dollars in grants designed to train school professionals to improve outcomes for marginalized and minoritized youth. Her leadership roles include, 19 years of experience as a faculty member at SDSU, School Psychology Program Director, Grant Director, university chairships, and Director of the African American Mentoring Program. In her newest leadership position, she is the Associate Vice President for Campus Community Affairs in the Division of Student Affairs and Campus Diversity.

Learn more about Dr. Green [here](#).

What are 7 things you don't know about Dr. Green? Find out [here](#).

Check out Dr. Green featured on CBS 8 [here](#)!

Read The Daily Aztec's statement on Dr. Green [here](#)!

Check Out the Daily Aztec's Weekly Digital Edition featuring Dr. Green [here](#)!

BLACK LEADERS IN SCHOOL PSYCHOLOGY

CHARITY BROWN GRIFFIN, PH.D.



Dr. Charity Brown Griffin is an Associate Professor in the Department of Psychological Sciences at Winston-Salem State University and the Director of the Minority Academic Achievement and Development (MAAD) Lab. She earned a B.A. in Psychology from the University of North Carolina, Chapel Hill and a M.A. and Ph.D. in School Psychology from the University of South Carolina. After completing her graduate training, Dr. Griffin served children and families through her practice in K-12 public schools as a Nationally Certified School Psychologist. She is also Licensed as a Psychologist by the North Carolina Psychology Board. Dr. Griffin's research program examines cultural and contextual factors that contribute to Black youth's development. Her work integrates principles from multiple disciplines (school psychology; developmental psychology; education) to elucidate how Black youth's experiences with race-related processes in schools and communities, influence educational and psychological outcomes. Her research on topics, including racial

identity, racial socialization, racial discrimination, school racial climate, race-related stress and trauma, school engagement and youth participatory action research, has been published in popular media outlets and peer-reviewed journals. Dr. Griffin has also served as an advisor and consultant for local and national organizations, programs, and media outlets.

Learn more about Dr. Griffin [here](#).

Follow Dr. Griffin on [Twitter!](#)

ERIN HARPER, PH.D.



Dr. Erin Harper is a Nationally Certified School Psychologist, Associate Professor of School Psychology, and Coordinator of the School Psychology Program at Texas A&M University-Commerce. She has provided educational and psychological services in school and community settings for over 17 years. Erin's research focuses on co-creating school-based and community-based systems of support with youth and families. Most of her research to date has focused on collaboratively creating youth development programs with Black adolescent girls and school-based prevention of commercial sexual exploitation of children (CSEC).

Learn more about Dr. Harper [here](#).

Follow Dr. Harper on [Twitter!](#)

BLACK LEADERS IN SCHOOL PSYCHOLOGY

KAMONTÁ HEIDELBURG, PH.D.



Kamontá Heidelberg, Ph.D., NCSP, is a native of Cincinnati, Ohio, and a proud triple alumnus of the University of Cincinnati (UC). Currently, Dr. Heidelberg is an Assistant Professor at the University at Buffalo (UB) and conducts research focusing on cultural adaptations to evidence-based individualized and systems-level interventions to support the positive social-emotional and academic development of Black students in schools. Dr. Heidelberg developed a national-reviewed, evidence-based, culturally-enriched social skills program for Black adolescents males titled Black to Success (B2S). B2S has been implemented with numerous Black adolescent males, and findings suggest that the culturally enriched social skill program with Afroncentrism and mentoring may increase prosocial behaviors while reducing problem behaviors for Black adolescent males in schools. Furthermore, Dr. Heidelberg conducts professional development and trainings regarding cultural awareness and teaching, implicit bias, problem-solving

approaches to discipline, School-Wide Positive Behavior Interventions and Supports (SWPBIS) with cultural responsiveness at the core, and inclusion of students, families, and communities' voices as solutions to increase cultural competency among educators to support equitable outcomes for racially/ethnically minoritized students.

Learn more about Dr. Heidelberg [here](#).

Follow Dr. Heidelberg on [Twitter!](#)

STACY-ANN A. JANUARY, PH.D.



Dr. January is an Assistant Professor in the School Psychology Program at the University of South Florida. Her research is grounded within an ecological problem-solving framework and focuses on promoting student success within a multi-tiered system of support. Her specific interests include improving equity in data-based decision making in schools, evaluating preventive academic interventions, and understanding contextual factors that promote student success in school. Dr. January was a co-recipient of the 2021 Lightner Witmer Award from APA Division 16. She is currently an Associate Editor of School Psychology Review and has been recognized as Reviewer of the Year (2016) and Outstanding Associate Editor (2020) for the journal. Dr. January is Co-Chair of the planning committee for the 2022 School Psychology Research Collaboration Conference (SPRCC) and is Research Committee Chair of the Florida Association of School Psychologists. Dr. January identifies as Black and Jamaican-American.

Learn more about Dr. January [here](#).

Follow Dr. January on [Twitter!](#)

BLACK LEADERS IN SCHOOL PSYCHOLOGY

JANINE M. JONES, PH.D., NCSP, LP



Janine M. Jones, PhD, NCSP, LP (she/her) is a Professor of School Psychology and Associate Dean for Academic Affairs in the College of Education at the University of Washington. She is a Licensed Psychologist and a Nationally Certified School Psychologist. Dr. Jones has served in school psychology leadership including as Chair of the NASP publications board and receiving a NASP presidential award as leader of the year.

She also serves as Vice President for Professional Affairs for Division 16 of the American Psychological Association. Dr. Jones is an author and the editor of *The Psychology of Multiculturalism in the Schools: A primer for practice, training, and research*. Her research focuses on providing culturally responsive school-based interventions that address the socio-emotional health of students of color. Specifically, she integrates the cultural factors that are associated with resilience in racially diverse youth including the study of racial identity and belonging as critical elements in school engagement for youth of color. For

this work, Dr. Jones was selected to be the Distinguished Lecturer for the NASP 50th Anniversary Annual convention and was named a pioneer by the Robert Wood Johnson Foundation/Ashoka Changemakers Children's Wellbeing Initiative. Dr. Jones' work is framed around the belief that providing culturally responsive services and promoting resilience within the cultural context creates the path toward serving the whole child. Her research and teaching bridges the gap between research and practice by developing culturally responsive and innovative approaches to emotional and behavioral intervention for all children.

Learn more about Dr. Jones [here](#).

Follow Dr. Jones on [Twitter!](#)

TAMIKA P. LA SALLE, PH.D.



Dr. La Salle is an Associate Professor of School Psychology at University of Connecticut. She is also a Research Scientist with the Center for Behavioral Education and Research. Dr. La Salle's research focuses on school climate and cultural responsiveness with a specific focus on identifying mechanisms to establish and maintain positive school climates for minoritized and marginalized students. Dr. La Salle developed the Georgia School Climate Survey, used nationally and internationally, and has published numerous peer-reviewed journal articles and book chapters.

Learn more about Dr. La Salle [here](#).

Follow Dr. La Salle on [Twitter!](#)



BLACK LEADERS IN SCHOOL PSYCHOLOGY

PATRICE LEVERETT, PH.D., NCSP



Dr. Patrice Leverett, NCSP, is an African American female, Assistant Professor at the University of Nevada - Las Vegas in the School Psychology program. She serves as the practicum supervisor and teaches courses on the impact of culture and diversity on practice. She received her Master's Degree in Education at Queens College of New York and her Ph.D. in Educational Psychology at the University of Wisconsin - Madison. Her research is two-fold, examining the impact of implicit bias on the decision-making of school-based personnel on disciplinary practices to reduce the impact of racial disproportionality, particularly for African American male students. Her second line of inquiry examines the student perspective of disciplinary practices and incorporates those perceptions into the training of equitable school psychologists. Dr. Leverett is an active member of her community, serving with organizations like My Brother's Keeper of Las Vegas to address issues of trauma-informed practice, specifically around racialized trauma. She also conducts in-house evaluations to determine the effectiveness of the school psychology programs in producing socially just clinicians.

Learn more about Dr. Leverett [here](#).

Follow Dr. Leverett on [Twitter](#) & [Instagram](#)!

ANNA LONG, PH.D.



Dr. Anna C. J. Long is an Associate Professor and Program Director of School Psychology at Louisiana State University and a Licensed Psychologist. She is currently a member of the American Psychological Association Division 16 Committee on Ethnic Minority Affairs. She received the 2020 Diversity Committee Excellence in Teaching Award and the 2021 Brij Mohan Distinguished Professor Award. The latter award recognizes a faculty member who serves as a model for the community in the demonstration of a commitment to peace, equality, and social justice. Her broad research focus is implementation science and its application to addressing educational and mental health disparities. Central aims of her research include: (a) closing the gap between what we know works and what we do in schools; (b) expanding behavioral health research in high-need schools and with ethnically diverse and low-income populations; and (c) expanding knowledge on culturally responsive and relevant practice. Given her passion for

issues, she deliberately partners with marginalized communities and schools that are understudied and frequently apprehensive or mistrusting of the research process. She views service to the field, university, and community as central to her professional identity. Therefore, she makes every effort to conduct ecologically valid research.

Learn more about Dr. Long [here](#).

BLACK LEADERS IN SCHOOL PSYCHOLOGY

CELESTE MALONE, M.S., PH.D.



Celeste Malone, PhD, MS, is an Associate Professor and Coordinator of the School Psychology program at Howard University. She received her MS in school counseling from Johns Hopkins University, her PhD in school psychology from Temple University, and completed a postdoctoral fellowship in child clinical and pediatric psychology at the Johns Hopkins University School of Medicine. Prior to obtaining her doctorate, Dr. Malone received her master's in school counseling from Johns Hopkins University. Her primary research interest relates to multicultural and diversity issues embedded in the training and practice of school psychology. Specifically, Dr. Malone addresses development of multicultural competence through education and training, diversification of the profession of school psychology, and the relationship between culturally responsive practice and PK-12 student outcomes. Dr. Malone serves on the National Association of School Psychologists Board of Directors

as the strategic liaison for the social justice strategic goal and is an elected member of the American Psychological Association Commission for the Recognition of Specialties and Subs specialties in Psychology. Dr. Malone is currently NASP President-Elect and will serve as the 2022-2023 NASP President. Notably, she is the second person of color to ever serve in this role.

Learn more about Dr. Malone [here](#)

Follow Dr. Malone on [Twitter!](#)

Listen to Dr. Malone's [episode](#) of *Healing Centered Conversations* (Dr. McClure's podcast).

BYRON MCCLURE, D.ED.



Dr. Byron McClure is a National Certified School Psychologist and currently the Founder of Lessons For SEL. He was previously the Assistant Director of Redesign for DC Public Schools. His work centers around influencing systemic change and ensuring students from high-poverty communities have access to a quality education. Dr. McClure has extensive knowledge and expertise in mental health, social emotional learning, and behavior. Dr. McClure has done considerable work advocating for fair and equitable discipline practices for all students, particularly, for African-American boys. Dr. McClure has presented across the country as a panelist, featured, and keynote speaker. He believes in maximizing everyones limitless potential.

Learn more about Dr. McClure [here](#).

Follow Dr. McClure on [Twitter!](#)

Follow Dr. McClure on [Instagram!](#)

Listen to Dr. McClure's [podcast](#), @healingconvopod, across all of social media!

▶ BLACK LEADERS IN SCHOOL PSYCHOLOGY

ANTOINETTE HALSELL MIRANDA, PH.D.



Antoinette Halsell Miranda, PhD earned her bachelor's degree in psychology and her MEd and PhD in school psychology from the University of Cincinnati. She is currently the Chair of the Department of Teaching and Learning at The Ohio State University and a Professor in the School Psychology Program. She currently holds the Casto Professorship in Inter-professional Education. Antoinette has long been committed to issues of diversity, equity, and inclusion and was one of the first chairs of the NASP multicultural committee in the late 80s. She was the architect of the urban and social justice focus in OSU's School Psychology program. Her efforts have made it one of the few such programs in the country with this emphasis. She is author of more than 50 peer-reviewed journal articles, book chapters, books, and other academic publications/presentations focused on cultural competency, social justice, racial identity, and consultation services in urban settings. She has numerous awards including, the OSU Alumni

Award for Distinguished Teaching, Trainers of School Psychologists' Outstanding Trainer Award, Distinguished Faculty Service Award, the College of Education Diversity Enhancement Award, Clyde V. Bartlett Distinguished Service Award from the Ohio School Psychology Association, Council of Directors of School Psychology Programs Outstanding Trainer Award and CECH University of Cincinnati, College of Education Distinguished Alumna Award. She has been a champion of public education and has been supportive of practices that work to close the opportunity gap. As an elected state school board member in Ohio, she has worked to promote practices that provide equitable services to the children of Ohio. Her most cherished moments in academia have been teaching and mentoring young adults to be school psychologists.

Follow Dr. Miranda on [Twitter!](#)

JANISE S. PARKER, PH.D.



Janise Parker, Ph.D., is an Assistant Professor of School Psychology at William & Mary. She is also a licensed psychologist and Nationally Certified School Psychologist. Dr. Parker provides and supervises school-based mental health services to youth in the Hampton Roads area of Virginia. Her research focuses on (a) culturally responsive mental and behavioral health services, (b) sociocultural contexts and positive Black youth development, and (c) social-emotional and behavioral health implications for serving religiously and spiritually diverse youth from marginalized backgrounds. Dr. Parker has published several peer reviewed articles and book chapters on these topics. Currently, Dr. Parker is (a) co-developing a support program for early-career Women of Color in school mental health fields, and (b) co-leading a community-based intervention that involves school mental health trainees providing academic, social, emotional, and behavioral support for K-12 youth (predominantly Black) through virtual services and faith-based partnerships.

Learn more about Dr. Parker [here](#).

Follow Dr. Parker on [Twitter!](#)

BLACK LEADERS IN SCHOOL PSYCHOLOGY

SHERRIE L. PROCTOR, PH.D.



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Sherrie L. Proctor, Ph.D. is a Professor of School Psychology at Queens College, City University of New York (CUNY). She received her doctorate in school psychology from Georgia State University. She also holds a specialist degree in school psychology from the University of South Florida. Prior to becoming a graduate educator, she was a School Psychologist in the School District of Philadelphia and Atlanta Public Schools. Her research is grounded in social justice and critical perspectives and explores issues related to Black students in K-12 and higher education. She is the past Chair of the NASP Social Justice Committee and Co-Editor of Best Practices in School Psychology-7th Edition and Critical Theories for School-Based Practice: A Foundation for Equity and Inclusion in School Psychology and Counseling. She is a member of the Society of the Study of School Psychology.

Learn more about Dr. Proctor [here](#).

Follow Dr. Proctor on [Twitter!](#)

KISHA M. RADLIFF, PH.D.



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Dr. Radliff is an Associate Professor, the Program Chair of the School Psychology program, and served as the Chair of the Council of Directors of School Psychology Programs 2020-2021. She completed her internship at the Children's Hospital of Philadelphia and a post-doctoral residency in a private practice setting working with children, adolescents, and their families, providing assessment and counseling services. She is a licensed psychologist in the state of Ohio and teaches courses related to mental health and supervises practicum courses. Her research and scholarship center around mental health and social justice. She is committed to social justice issues, particularly in the context of mental health and school psychology training. Dr. Radliff has published two books, the first as co-editor, School Psychology and Social Justice: Conceptual Foundations and Tools for Practice (2013), and the more recent one as third author, School Psychology in a Global Society: Roles and Functions (2019). She identifies as a biracial Black/white, heterosexual,

cisgender female whose views are shaped by her experiences with privilege and discrimination, growing up in a military family, witnessing traumatic events, a deep familial value of education, and a commitment to helping youth feel seen and valued.

Follow Dr. Radliff on [Twitter!](#)

▶ BLACK LEADERS IN SCHOOL PSYCHOLOGY

TARA C. RAINES, PH.D.



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Dr. Raines is a Visiting Professor in the Clinical Psychology program at UNLV. She is a former Associate Professor and Director of Clinical Training for the Child, Family, and School Psychology program at University of Denver. Dr. Raines received an undergraduate and M.A. degree in Special Education from Florida State University, a subsequent M.A. and specialist degree in School Psychology from Nova Southeastern University, and she ultimately her Ph.D. in School Psychology from Georgia State University. Her research centers equity and access as it relates to school discipline practices. Specifically, as early identification of risk relates to the carcel continuum or school-based pathways to incarceration. In addition to her passion for research, Dr. Raines is also dedicated to the proliferation of cultural humility and increase of bilingual practitioners in the fields of mental health and education. In 2008, she developed a [Spanish language immersion program](#) specifically for mental health and

education professionals, which she hosts annually in Quito, Ecuador. This program offers the opportunity for participants to expand their knowledge of Latin American culture and systems while increasing language proficiency. Outside of academia, Dr. Raines is an advocate for equity and access to reproductive rights along the continuum from abortion to parenthood. She partnered with lawmakers in Nevada to promote legislation that passed in the 2021 session to allow for Freestanding birth centers in Nevada.

AMANDA L. SULLIVAN, PH.D.



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Dr. Sullivan is faculty and coordinator in the School Psychology Program at the University of Minnesota and a mother, daughter, sister, and friend with family and community predominantly in Arizona and Minnesota, as well as the South. The overarching goal of her professional activities is to improve the educational experiences and outcomes of children and youth from minoritized backgrounds. She concentrates on issues of equity and social justice in education, particularly those affecting children and youth with or at-risk for identification of educational disabilities and the intersections of ethics, law, and effectiveness of psychoeducational or special education services. She has also worked with several federally-funded technical assistance centers that helped school systems and states support more equitable educational practices and policy, most recently the Midwest and Plains Equity Assistance Center. She was the 2013 recipient of the American Psychological Association's Lightner Witmer Award for scholarly contributions

that have significantly nourished school psychology as a discipline and profession. In addition, she has held a variety of elected and appointed positions within APA/Division 16, TSP, CDSPP, NASP, and SSSP, often focusing on efforts to advance social justice, diversification, and early career supports within school psychology.

Learn more about Dr. Sullivan [here](#).

Follow Dr. Sullivan on [Twitter!](#)



BLACK LEADERS IN SCHOOL PSYCHOLOGY

APRIL D. TURNER, PH.D.



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Dr. April D. Turner (she/her) is currently the School Psychological Services Supervisor at the Maryland State Department of Education. She received her PhD in school psychology from the University of Nebraska-Lincoln. Dr. Turner served as a school psychologist in Baltimore City Public Schools (BCPS) for 9 years. In both her practitioner and administrative leadership roles, Dr. Turner's focus has been on evidence-based service delivery and effective use of data-based decision-making to support student success. She has worked in schools to address the individual and systemic barriers to student success through academic and behavioral health interventions. Dr. Turner's commitment to professional advocacy has helped to build and strengthen sustainable pathways to leadership for school psychologists. In the face of the dual struggles of COVID-19 and racial injustice, Dr. Turner was instrumental in organizing an affinity support group for school psychologists of color to navigate working virtually and managing racial inequalities and stressors. Dr. Turner serves as the NASP Delegate for Maryland and was recently awarded the NASP 2022 School Psychologist of the Year. Dr. Turner's contributions to the profession, engagement in leadership development, and advocacy for the success of all children is evident in her overall practice of school psychology.

Follow Dr. Turner on [Twitter!](#)

DESIREÉ VEGA, PH.D.



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Dr. Desireé Vega is an Associate Professor in the School Psychology program in the College of Education. She is also a Licensed Psychologist and Nationally Certified School Psychologist. She completed her BA in psychology at SUNY-Binghamton University and MA and Ph.D. in school psychology at The Ohio State University. Her research, teaching, and service intersect to focus on advancing the academic outcomes of culturally and linguistically minoritized students and preparing future school psychologists and researchers to engage in advocacy and implement culturally responsive and socially just practices. As a critical scholar of educational research, through primarily qualitative inquiry, Dr. Vega's research focuses on three main areas: 1) identifying best practices in the training of bilingual school psychologists; 2) preparing culturally competent school psychologists; and 3) advancing the educational success of African American, Latinx, and emergent bilingual youth. In 2021, Dr. Vega was awarded the Excellence in Graduate Teaching and Mentoring Award from the Graduate College at the University of Arizona, in which she was nominated by several of her doctoral students. She was also the recipient of the New Leader Award from The Ohio State University as nominated by her doctoral advisor, Dr. Antoinette Miranda.

Learn more about Dr. Vega [here](#).

Follow Dr. Vega on [Twitter!](#)

BLACK LEADERS IN SCHOOL PSYCHOLOGY

STACY A. S. WILLIAMS, PH.D.



Dr. Stacy Williams is an Associate Professor at Marist College, a Licensed Psychologist and Certified School Psychologist in New York State. Dr. Williams serves on the Trainers of School Psychologists (TSP) executive board as President-Elect. At the state level, Dr. Williams is the Treasurer of the New York Association of School Psychologists (NYASP). A practitioner scholar, Dr. Williams' years of working with groups of K-12 at-risk learners in both urban and rural communities have given her clear insights into the frustrations, challenges, and joys of working as a school psychologist. She has consulted with Instructional Support Teams (IST) working closely with key stakeholders integrating multi-tiered systems of supports (MTSS) at the IST level. Dr. Williams has also consulted internationally, bringing MTSS strategies to rural classrooms in Jamaica, her home country. Dr. Williams researches and provides training in social justice, creating inclusive classrooms, academic and behavioral interventions, data-based decision-making for teachers, and university/school partnerships.

Learn more about Dr. Williams [here](#).

Check out Dr. Williams website [here](#).

Follow Dr. Williams on [Twitter](#)!

ISAAC WOODS JR., PH.D.



Dr. Woods is a native of Durham, NC. He completed his undergraduate training at the University of North Carolina at Greensboro, graduate training at the University of Memphis, and postdoctoral training at Boston Children's Hospital/Harvard Medical School. Prior to his current position as an assistant professor at the University of Kentucky he completed a Fulbright Scholar grant in Southeast Asia. His Psychoeducational, Evaluation, Assessment, and Collaboration for Equity (P.E.A.C.E) research lab is inspired by a servant-leadership model. His recent work has focused on assessment practices for Black youth, school and community capacity-building, and the role of professional associations in advancing social justice.

Learn more about Dr. Woods [here](#).

Follow Dr. Woods on [Twitter](#) & [Instagram](#)!

BLACK LEADERS IN SCHOOL PSYCHOLOGY

FRANK C. WORRELL, PH.D.



Frank C. Worrell, Ph.D., is a Distinguished Professor of Education and Director of the School Psychology in the Graduate School of Education at the University of California, Berkeley, where he is also an Affiliate Professor in the Social and Personality Area in the Department of Psychology. A Certified School Psychologist and a Licensed Psychologist, his areas of expertise include at-risk youth, cultural identities, gifted education and talent development, psychosocial development, scale development and validation, time perspective, and the translation of psychological research findings into practice. Dr. Worrell is a former Editor of Review of Educational Research and a Fellow of the American Educational Research Association, the Association for Psychological Science, and five Divisions of the American Psychological Association. Author of over 200 scholarly works, Dr. Worrell is a recipient of the Distinguished Contributions to Research Award from Division 45 of APA, the Outstanding International Psychologist Award from Division 52 of APA, the

Distinguished Scholar Award from the National Association for Gifted Children, and the Palmarium Award in Gifted Education. He is an elected member of the Society for the Study of School Psychology and the National Academy of Education and the 2021 President-Elect of the American Psychological Association.

Learn more about Dr. Worrell [here](#).

RESOURCES



- [TSP Race and Diversity Resources](#)
- [NASP Equity, Diversity, and Inclusion \(EDI\) Podcast](#)
- [NASP Understanding Race and Privilege](#)
- [NASP Resolution Committing to Antiracism Action](#)
- [NASP Exposure Project \(NASP-EP\)](#)
- [APA Public Interest Celebrates Black History Month](#)
- [APA's commitment to addressing systemic racism](#)
- [APA's Psychologists featured for Black History Month](#)
- [Apology to People of Color for APA's Role in Promoting, Perpetuating, and Failing to Challenge Racism, Racial Discrimination, and Human Hierarchy in U.S.](#)
- [The Association of Black Psychologists](#)
- [Black History Month](#)
- [Black Mental Health Alliance](#)
- [Black Emotional and Mental Health \(BEAM\)](#)
- [A Century of Stigma for Black America and Mental Health \(HISTORY podcast episode\)](#)