

CURRICULUM VITAE

Thomas Jai Gross, Ph.D.

Contact Information

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Psychology Department
College of Education
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Education

2008-2013 Doctor of Philosophy

Oklahoma State University
Educational Psychology: School Psychology
APA Accredited; NASP Approved
Specialization: *Systems-Level Consultation*
GPA: 4.000

Dissertation Title: *Enhancing Treatment Integrity through Systematic Fading with Indiscriminable Contingencies.*
Dissertation Chair: Gary J. Duhon, Ph.D.

Master's Report Title: *Understanding and Integrating Teacher Beliefs, Motivations, and Abilities in Consultation Practices.*
Advisor: Georgette P. Yetter, Ph.D.

2002- 2004 Master of Arts

Marquette University
Community Counseling (Child and Adolescent Emphasis)
GPA: 3.750

1997-2002 Bachelor of Arts

Marquette University
Major: Psychology
Minor: Theology
GPA: 3.024

Professional Licenses/Certifications

Nationally Certified School Psychologist (NCSP) - #44709
National Board Certified Counselor (NCC) - #89546
Licensed Clinical Professional Counselor (LCPC) - # 180-006515 – Illinois
Licensed Professional Counselor (LPC) - # 2012022193 – Missouri (Inactive)
Licensed Professional Counselor (LPC) - # 3860-125 – Wisconsin (Inactive)
National Provider Identifier # 1396877957

Research Interests

Assessment for intervention
Program evaluation
Caregiver influence on child conduct
Treatment implementation and fidelity
Outcomes measurement

Post-doc Training

'R' is for Research: Using R for Statistical Analysis. University of Nebraska-Lincoln, January 2015.

Innovations in Prevention and Implementation Science: Implications for Improvements in Schools. Professional Development Workshop, Society for Research on Educational Effectiveness, September 2014.

Intervention Fidelity: Models, Methods, and Applications. Professional Development Workshop, Society for Research on Educational Effectiveness, September 2014.

Longitudinal Structural Equation Modeling. Texas Tech Institute for Measurement, Methodology, Analysis, & Policy, "Stats Camp," June 2014.

Structural Equation Modeling: Foundations and Extended Applications. Texas Tech Institute for Measurement, Methodology, Analysis, & Policy, "Stats Camp," June 2014.

NVivo Training: Qualitative Research Software. QSR International (Americas) Inc., May 2014.

"Write Winning Grant Proposals." Office of Research and Economic Development and Grant Writers' Seminars and Workshops LLC. Focus on NIH grant writing, March 2014.

NURAMP Grant Writing & Submission Workshop Series. University of Nebraska-Lincoln, Fall Semester 2013.

Grant Writing for the Behavioral Sciences (SPED 921). University of Nebraska-Lincoln, Fall Semester 2013.

Professional Experience

Academic

- 8/15-Present Psychology Department
 Tennessee State University
 Position: Assistant Professor
 School Psychology Ph.D. Program Coordinator/Director of Training
 Courses: Graduate -
 Alternatives to Standardized Assessment, PSYC 6930
 Doctoral Practicum in School Psychology, PSYC 7465
- Undergraduate -
 Elementary Statistics, PSYC 2180
- 09/13-8/15 The Center for Child and Family Well Being
 University of Nebraska-Lincoln, Lincoln, NE
 Position: Post-Doc Research Associate
 Supervisor: Michael H. Epstein, Ed.D.
 Responsibilities: Evaluate school and community based programs for youths with
 emotional and behavioral disturbances.
 Partnership with Father Flanagan's Boys Home (Boys Town) National
 Research Institute.
 Funded by *Institute of Education Sciences, Grant R324B110001* to the
 University of Nebraska-Lincoln.
- 10/09-6/10 School of Teacher and Curriculum Leadership
 Oklahoma State University, Stillwater, OK
 Position: Graduate Research Assistant
 Supervisor: Julie Thomas, Ph.D.
 Responsibilities: Data collection and entry.
 Liaison contact with participating schools.
 Assist with parent and teacher focus groups.
 Funded by the *National Science Foundation Grant 0936672* to Oklahoma
 State University.
- 8/08-5/10 School of Applied Health and Educational Psychology
 Oklahoma State University, Stillwater, OK
 Position: Graduate Teaching Assistant
 Supervisors: YoonJung Cho, Ph.D.
 Chris Ray, Ph.D.
 Gary J. Duhon, Ph.D.
 Responsibilities: Syllabi development, Independent teaching.
 Use of on-line education environments (Desire 2 Learn).
 Familiarity with classroom technology.
- Courses Taught: *Psychological Foundations of Childhood, EPSY 3113*
 On-line & In-class
 Prevention and Intervention of Violent Incidents in the School, EPSY 4513
 In-class

8/08-12/09 Academic Enhancement Center for Student Athletes
Oklahoma State University, Stillwater, OK
Position: Academic Facilitator/Tutor
Responsibilities: Taught academic skills, time management to Division I student athletes.
Specialized tutoring:

- Psychology (lower and upper division),
- Research methods,
- Elementary statistics.

Educational Positions

8/15 – Present Tennessee State University
Position: Instructional Mentor
Responsibilities: PSYC 2180 (Elementary Statistics), mentor a graduate student in teaching statistics.

7/07 - 7/08 Special Needs Child Care Program
Milwaukee County, Milwaukee, WI
Position: Speaker
Responsibilities: Facilitated classes regarding resolving disruptive behaviors in children.
Target audience - professionals and paraprofessionals.

12/06 - 7/08 Speakers Bureau
Mental Health Association of Waukesha County, Waukesha , WI
Position: Guest Speaker
Responsibilities: Stress management classes for parents.
Focus on teen mothers and family integration into child care.

1/01-5/01 Highland Community School, Milwaukee, WI
Position: Volunteer
Responsibilities: Taught reading.
Support for children's classroom engagement.

8/00-12/00 Chai Point, Milwaukee, WI
Position: Volunteer
Responsibilities: Taught basic computer skills.

Clinical

- 8/12-8/13 Heart of America Psychology Training Consortium *APPIC Member*
 Royal Oaks Hospital Site, Windsor, MO
40 bed rural inpatient hospital.
 Position: Pre-Doctoral Psychology Intern
 Supervisors: Jennifer Keller, Psy.D., Psychologist MO # 2010004829
 Tenea Lowman, Psy.D., Psychologist MO # 2006029885
 Adam Andreassen, Psy.D., Psychologist MO # 2008031131
 Responsibilities: Individual, group, and family intervention.
 Psychosocial assessment and psycho-diagnostic testing.
 Participation in interdisciplinary teams.
 Development of adolescent and adult behavioral health curriculum.
 Translation of Check-in/Check-out for inpatient hospital implementation.
 Rotations: Pre-Adolescent (*547 hours*),
 Adolescent Team A (*486.75 hours*), Adolescent Team B (*559.25 hours*),
 Adult (*475.5 hours*).
2068.5 hrs.
- 10/12-4/13 Royal Oaks Hospital, Windsor, MO
 Position: Group Therapist
 Supervisor: Tenea Lowman, Psy.D., Psychologist MO # 2006029885
 Responsibilities: Group intervention for adolescents and adults.
- 6/06-8/08 Birth to 3
 Milwaukee Center for Independence, Milwaukee, WI
 Position: Psychotherapist/Behavioral Health Specialist
 Supervisor: Jane Webb, OTR
Clinical
Supervision: Mark Voelz, LCSW, WI # 403-123
 Responsibilities: Behavioral intervention, family intervention, and case management.
 Interdisciplinary team consultation.
 Individualized Family Service Plans (IFSP) development.
- 9/04-6/06 Child/Adolescent Day Treatment
 Aurora Psychiatric Hospital, Wauwatosa, WI
 Position: Group leader/Therapist
 Supervisor: Karin Meier, RN
Clinical
Supervision: Brian Fidlin, Psy.D., Psychologist WI # 2506-57
 Leonard Narus, Ph.D., Psychologist WI # 917-57
 Heather Byrne, Ph.D., Psychologist WI # 1943-57
 Responsibilities: Group treatment - children 4-7 years and 8-12 years of age.
 Individual treatment and intervention for children 8-17 years of age.
 Interdisciplinary team consultation.
 Treatment plan development.
3,000+ hours toward professional licensure.

5/04-8/04 Center for Autism Resources and Education (CARE)
St. Francis Children's Center, Glendale, WI
Position: Behavior Therapist (Autism/IEP Service Delivery Experience)
Supervisor: Beth Kante
Clinical
Supervision: Rick Clark, Psy.D., Psychologist WI # 1893-57
Responsibilities: Treatment planning and implementation for a child with autism
consistent with IEP goals.
Treatment Models:

- Applied Behavior Analysis,
- Greenspan Floortime Model.

420 hrs.

Practica

6/11 – 5/12 School Psychology Center
Oklahoma State University, Stillwater, OK
Position: Clinic-Based Practicum
Supervisors: Terry A. Stinnett, Ph.D., OK HSP Psychology # 796
Georgette P. Yetter, Ph.D., OK HSP Psychology # 1016
Responsibilities: Provide assessment, consultation, and evidence-based treatment in an
outpatient setting.
Supervision of junior school psychology students for advanced intellectual
and child personality assessment.
247.25 hrs.

9/10 – 5/11 Highland Park Elementary School
Stillwater Public Schools, Stillwater, OK
Position: School-Based Practicum
Supervisor: Cathy Catlett, M.S., School Psychologist
Supervising
Instructors: Gary J. Duhon, Ph.D., BCBA-D
Terry A. Stinnett, Ph.D., OK HSP Psych. # 796
Responsibilities: Pre-referral team leader and organization.
Instructional and behavioral consultation.
Assessment for academic and social behavioral needs.
Universal screening organization and interpretation.
Intervention development and implementation.
Supervision of junior practicum students.
830.75 hrs.

- 9/09 – 5/10 Highland Park Elementary School
Stillwater Public Schools, Stillwater, OK
Position: Shadow Practicum
Supervisor: Lori Metcalf, M.S.
Supervising
Instructor: Brian C. Poncy, Ph.D.
Responsibilities: Assist with administering assessments and progress monitoring.
Universal screening administration.
Development and implementation of interventions.
Pre-referral team participation.
275.25 hrs.
- 9/08 – 12/08 Sangre Ridge Elementary School
Stillwater Public Schools, Stillwater, OK
Position: Observation Practicum
Supervising
Instructor: Georgette P. Yetter, Ph.D., OK HSP Psych. # 1016
Responsibilities: Participate in daily classroom activities (Kindergarten).
Multiple write-ups regarding school culture for the didactic learning.
125.75 hrs.
- 9/03-5/04 Psychological Services
St. Francis Children's Center, Glendale, WI
Position: Community Counseling Practicum
Supervisor: Rick Clark, Psy.D., Psychologist WI # 1893-57
Supervising
Instructor: Sarah Knox, Ph.D., Psychologist WI # 2292-57
Responsibilities: Intake, assessment, and treatment planning for individual treatment
(children 2-6 years of age).
Group treatment for children 5-7 years of age and adolescents.
Behavioral treatment for children with Autism Spectrum Disorders.
Parent/caregiver and teacher consultation.
630 hrs.

Other Professional Experiences

- 8/11-5/12 College of Education: Collegiate Success Program
Oklahoma State University, Stillwater, OK
Position: Graduate Assistant – *Collegiate Success Coach*
Supervisor: C. Robert Davis, Ph.D.
Responsibilities: Provide undergraduate students on academic probation with
opportunities to learn study skills, academic skills, and/or interpersonal
skills.

- 8/10-5/11 School of Applied Health and Educational Psychology
Oklahoma State University, Stillwater, OK
Position: Graduate Assistant - *Curriculum Development*
Supervisor: Gary J. Duhon, Ph.D.
Responsibilities: Consultant between the first grade teachers and the school-wide explicit timing intervention service team.
Data entry and interpretation to determine grade-wide and individual student progress.
- 1/09-11/09 University Assessment and Testing
Oklahoma State University, Stillwater, OK
Position: Graduate Assistant - *University Assessment and Testing Center Manager*
Supervisor: Chris Ray, Ph.D.
Responsibilities: *Testing Center*
- Maintain contracts with national testing companies,
 - Assign work schedules,
 - Develop programs to increase work production,
 - Assess worker efficiency,
 - Perform annual employee reviews.
- Assessment*
- Data entry and analysis for university and national surveys.
 - Assist in writing technical reports.

Publications and Presentations

Peer-Reviewed Publications

- Gross, T.,** Duppong Hurley, K., Sullivan, J., Lambert, M., Van Ryzin, M., & Thompson, R. (2015, In Press). Permanent product use for developing assessments of treatment implementation to assess youth outcomes in residential care. *Children and Youth Services Review*. doi: 10.1016/j.childyouth.2015.09.016
- Gross, T.,** Mason, W.A., Parra, G., Ringle, J., Oates, R., & Haggerty, K. (2015, In Press). Adherence and dosage contributions to parenting program quality. *Journal of the Society for Social Work and Research*. doi: 10.1086/684108
- Mason, W.A., Fleming, C., Ringle, J., Hanson, K., **Gross, T.,** & Haggerty, K. (2015, In Press). Prevalence of Marijuana and Other Substance Use Before and After Washington State's Change from Legal Medical Marijuana to Legal Medical and Non-Medical Marijuana: Cohort Comparisons in a Sample of Adolescents. *Substance Abuse. Advanced Online*. doi: 10.1080/08897077.2015.1071723
- Gross, T.,** Duhon, G., Schutte, G., & Rowland, J. (2015, In Press). A comparison of group oriented contingencies on addition fluency. *Contemporary School Psychology. Advanced Online*. doi: 10.1007/s40688-015-0054-x
- Fleming, C., Mason, W.A., Thompson, R., Haggerty, K., & **Gross, T.** (2015, In Press). Child and parent report of parenting as predictors of substance use and suspensions from school. *The Journal of Early Adolescence*. doi: 10.1177/0272431615574886

- Lambert, M., Duppong Hurley, K., **Gross, T.**, Epstein, M., & Stevens, A. (2015). Validation of the Symptoms and Functioning Severity Scale in residential group care. *Administration and Policy in Mental Health and Mental Health Services Research*, 42, 356-362. doi: 10.1007/s10488-014-0575-z PMID: PMC4298472
- Gross, T.**, Duppong Hurley, K., Lambert, M., & Epstein, M. (2014). Psychometric evaluation of the Symptoms and Functioning Severity Scale (SFSS) short forms with out-of-home care youth. *Child & Youth Care Forum*, 44, 239-249. doi: 10.1007/s10566-014-9280-z NIMH SID 718484
- Gross, T.**, Hansen, B., Wiseman, A., Stein, B., Schutte, G., Yetter, G., Simmons, S., Fontenelle, S., & Rowland, J. (2014). Instrument development and utilization for school psychology students' diversity training satisfaction. *Trainer's Forum: Journal of the Trainers of School Psychology*, 33, 21-37.
- Gross, T.**, Duhon, G., Hansen, B., Rowland, J., Schutte, G., & Williams, J. (2014). The effect of goal-line presentation and goal selection on first-grader subtraction fluency. *Journal of Experimental Education*, 82, 555-571. doi:10.1080/00220973.2013.813369
- Gross, T.**, Duhon, G., & Doerksen-Klopp, B. (2014). Enhancing treatment integrity maintenance through fading with indiscriminable contingencies. *Journal of Behavioral Education*, 23, 108-131. doi: 10.1007/s10864-013-9185-1
- Gross, T.** & Duhon, G. (2013). Evaluation of computer assisted instruction for math accuracy intervention. *Journal of Applied School Psychology*, 29, 246-261. doi:10.1080/15377903.2013.810127

Manuscripts Under Review

- Gross, T.**, Fleming, C., Mason, W.A., & Haggerty, K. (Accepted, Pending Revisions). Longitudinal Measurement Invariance of the Alabama Parenting Questionnaire-9 across Parents and Youth during the Transition to High School. *Assessment*.
- Gross, T.**, Duppong Hurley, K., Ross, J., & Thompson, R. (In Resubmission). Synthesizing self-report and observations to assess the implementation of an in-home program serving at-risk families.
- Mason, W.A., Fleming, C., **Gross, T.**, Thompson, R., Parra, G., Haggerty, K., Snyder, J. (Under Review). A Test of Parent-Training to Prevent Adolescent Problem Behaviors and Improve the Transition to High School among Low-Income Youth.
- Duhon, G., Mesmer, E., Gotcher, N., **Gross, T.**, Stinnett, T., Pastorek, M., Lake, K., Mattingly, L., & Hale, H. (Under Review). The impact of consultant non-verbal behaviors and intervention outcome data on teacher judgments of consultation effectiveness and intervention outcomes.
- Gross, T.**, Mason, W.A., Fleming, C., January, S.A., & Haggerty, K. (Under Review). Parenting practices related to general and school delinquency during the transition to high school.

Manuscripts In Advanced Production

Gross, T., January, S.A., & Duppong Hurley, K. (In Production). Social services received by children and families at risk for child welfare involvement.

Duppong Hurley, K., Lambert, M., **Gross, T.**, Van Ryzin, M. & Thompson, R. (In Production). Youth reports of fidelity association with residential treatment outcomes mediated by working alliance.

Rowland, J., Stinnett, T., & **Gross, T.** (In Production). Discriminative ability of CHC factor scores from the WJ III Tests of Cognitive Abilities in children with ADHD.

Gross, T. & Hansmann, P. (In Production). Preliminary assessment of graphic feedback on early math skill fluency for first-grade students with ADHD.

Gross, T., Brooks, C.^a & Doerksen-Klopp, B. (In Production). Explicit timing differential impact on low, average, and high performing first-graders after grade-wide math program implementation.

Gross, T. & Doerksen-Klopp, B. (In Production). Single-skill math probes' generalization to a multi-skill curriculum-based measure for first-graders.

Non-Peer-Reviewed Publications and Technical Reports

Duppong Hurley, K., Synhorst, L., & **Gross, T.** (2014, December). *Nebraska Family Study Annual Progress Report*. Lincoln, NE: Center for Child and Family Well-Being, University of Nebraska-Lincoln.

Gross, T. (2013). Hippocampus involvement in explicit memory processes related to trauma. *School Psychology: From Science to Practice*, 6, 21-27.

Gross, T. (2012). *School Psychology Graduate Organization Diversity Self-Study Summary 2011-2012*. Stillwater, OK: Oklahoma State University, School of Applied Health and Educational Psychology.

Gross, T. (2012). Utilizing school psychology professional standards to evaluate program diversity training. *School Psychology: From Science to Practice*, 5, 20-22.

Penn, J., Ray, C., **Gross, T.**, Xu, L., & Stevens, J. (2009). *2009 National Survey of Student Engagement*. Stillwater, OK: Oklahoma State University Office of University Assessment and Testing.

Refereed Presentations

Gross, T. & Doerksen-Klopp, B. (Accepted 2016, February). Performance Feedback During Bi-Weekly Pre-Referral Meetings for Teacher Treatment Integrity. Poster presentation for the National Association of School Psychologists Annual Conference, New Orleans, LA.

Gross, T., Duppong Hurley, Thompson, R., Synhorst, L., & Ross, J. (Accepted 2015, November). Translating Implementation Coding for Quality Improvement. Paper

presentation for the Annual Conference of the American Evaluation Association, Chicago, IL.

Mason, W.A., Fleming, C., Ringle, J., Hanson, K., **Gross, T.**, & Haggerty, K. (2015, May) Marijuana and Other Substance Use After WA State Recreational Marijuana Legalization: Cohort Comparisons in a Sample of Adolescents. Paper presentation for the Society for Prevention Research. Washington, DC.

Gross, T., Duppong Hurley, K., Sullivan, J., & Thompson, R. (2015, April). Permanent Product Review to Monitor Implementation Quality of Residential Care. Poster presentation for the American Association of Children's Residential Centers Annual conference. Savannah, GA.

Gross, T., Mason, W.A., Fleming, C., & Haggerty, K. (2015, February). Parenting Practices Related to Adolescent School Delinquency Outcomes. Poster presentation for the National Association of School Psychologists Annual Conference, Orlando, FL.

Duppong Hurley, K., **Gross, T.**, January, S., Kutash, K., Duchnowski, A., Trout, A., & Epstein, M. (2015, February). A Parent-to-Parent Approach to Improve Outcomes for Students with ED. Paper presentation for the National Association of School Psychologists Annual Conference, Orlando, FL.

Hansmann, P. & **Gross, T.** (2015, February). Graphic Performance Feedback for First Graders with ADHD Math Performance. Poster presentation for the National Association of School Psychologists Annual Conference, Orlando, FL.

Gross, T., Duppong Hurley, K., Thompson, R., Shadoan, K., & Ross, J. (2014, October). Synthesizing Self-Report and Observational Information to Assess Implementation Fidelity. Paper presentation for the Annual Conference of the American Evaluation Association, Denver, CO.

Duppong Hurley, K. & **Gross, T.** (2014, October). How Can We Move Implementation From Research To Practice? Sharing perspectives regarding translating implementation assessments from studies to sustainable approaches. Roundtable presentation for the Annual Conference of the American Evaluation Association, Denver, CO.

Gross, T., Duppong Hurley, K., Lambert, M., Thompson, R., & Ross, J. (2014, March). A Strategy for Coding Intervention Exposure, Adherence, and Quality Using Non-Experts. Paper presentation for the Annual Children's Mental Health Research and Policy Conference, Tampa, FL.

Gross, T., Hansen, B., Wiseman, A., Stein, B., Yetter, G., Schutte, G., Simons, S., & Fontenelle, S. (2013, February). Pilot Study: Instrument Development for School Psychology Student Diversity Training. Poster presentation for the National Association of School Psychologists Annual Conference, Seattle, WA.

Duhon, G., Hubbard, M., Mocco, C., **Gross, T.**, Bardwell, L., Holland, T., Williams, B., McCaslin, T., & Stein, B. (2013, February). More than One Way to Skin Cats: Treatment Integrity. Symposium presentation for the National Association of School Psychologists Annual Conference, Seattle, WA.

Gross, T., Hansmann, P., Fontenelle, S., IV, & Yetter, G. (2010, August). SES and Race Influences: Parent Involvement in Educational Activities. Poster presented as part of the American Psychological Association Annual Conference, San Diego, CA.

Hansmann, P., **Gross, T.,** Fontenelle, S., IV, & Yetter, G. (2010, August). Impact of SES and Parental Involvement on Math Achievement. Poster presented as part of the American Psychological Association Annual Conference, San Diego, CA.

Fontenelle, S., IV, **Gross, T.,** Hansmann, P. & Yetter, G. (2010, August). Impact of SES on Math Achievement and Parental Involvement. Poster presented as part of the American Psychological Association Annual Conference, San Diego, CA.

Hoveln, S., Yetter, G., Villanueva, C., Bardwell, L., **Gross, T.,** Jordahl, B. & Doerksen-Klopp, B. (2010, August). Effectiveness of a Repeated Readings Intervention with English Language Learners. Poster presented as part of the American Psychological Association Annual Conference, San Diego, CA.

Gross, T., Doerksen-Klopp, B., Bui, L., Yetter, G., & Knepper, K. (2010, March). Impact on Reading Achievement: SES, Race and Parent Involvement. Poster presented as part of the National Association of School Psychologists Annual Conference, Chicago, IL.

Doerksen-Klopp, B., **Gross, T.,** Bui, L., Yetter, G., & Knepper, K. (2010, March). Effects of SES and Parent Involvement on Reading Achievement. Poster presented as part of the National Association of School Psychologists Annual Conference, Chicago, IL.

Bui, L., **Gross, T.,** Doerksen-Klopp, B., Yetter, G., & Knepper, K. (2010, March). Comparison of Race and Parental Involvement in Reading Achievement. Poster presented as part of the National Association of School Psychologists Annual Conference, Chicago, IL.

Bui, L., **Gross, T.,** Doerksen-Klopp, B., Yetter, G. (2009). An Investigation of Parent Involvement, SES and Race: Implications for Reading Achievement. Poster presented at the annual meeting of Oklahoma Psychology Association, Midwest City, OK. (2nd Place Poster)

Gross, T., Doerksen-Klopp, B., Bui, L. & Yetter, G. (2009, August). Reading Achievement: Impact of SES, Parent Involvement and Race. Poster presented as part of the American Psychological Association Annual Conference, Toronto, Ontario, Canada.

Invited/Non-Refereed Presentations

Gross, T. (Invited 2016, January). Psychological Consultation: Peer-to-Peer Processes to Improve Client Outcomes. Presentation at the Heart of America Psychological Training Consortium (Great Lakes Region) in Logansport, IN.

Gross, T. (Invited 2016, January). Progress Monitoring of Treatment Outcomes. Presentation at the Heart of America Psychological Training Consortium (Great Lakes Region) in Logansport, IN.

Gross, T. & Duppong Hurley, K. (August, 2015). Revisiting Portability of Treatment Fidelity Coding. Presentation at Father Flanagan's Boys Home in Boys Town, NE.

- Gross, T.** (2015, June). Progress Monitoring of Treatment Outcomes. Presentation at the Heart of America Psychological Training Consortium in Springfield, MO. (3 CEUs for attendees).
- Gross, T.** (2015, June). Psychological Consultation: Essentials and Use within Systems-level Delivery. Presentation at the Heart of America Psychological Training Consortium in Springfield, MO. (3 CEUs for attendees).
- Duppong Hurley, K., **Gross, T.**, & Synhorst, L. (2015, January). Nebraska Family Study Annual Update. Presentation at Father Flanagan's Boys Home in Boys Town, NE.
- Gross, T.**, Duppong Hurley, K., & Thompson, R. (August, 2014). Portability of Treatment Fidelity Coding. Presentation at Father Flanagan's Boys Home in Boys Town, NE.
- Gross, T.**, Duppong Hurley, K., Thompson, R., & Ross, J. (2014, April). Boys' Town In-Home Family Services Program Implementation and Model Fidelity. Presentation at Father Flanagan's Boys Home in Boys Town, NE.
- ^aGarcia, A., **Gross, T.**, ^bRuhl, S., & Oliver, R. (2014, April). A Pilot Study of the M-Checklist to Maintain Treatment Fidelity: Initial Findings. Poster Presentation as Part of the University of Nebraska-Lincoln Graduate Research Fair, Lincoln, NE.
- ^aEberly, A., ^bSchneider, M., ^aWillett, C., **Gross, T.**, & Duppong Hurley, K. (2014, April). Analyzing How Content Time during In-Home Service Changes throughout Intervention Sessions. Poster Presentation as Part of the University of Nebraska-Lincoln Graduate Research Fair, Lincoln, NE.
- ^aWillett, C., ^aEberly, A., ^bSchneider, M., Duppong Hurley, K., & **Gross, T.** (2014, April). Are In-Home Intervention Services Addressing Reported Family Needs? Poster Presentation as Part of the University of Nebraska-Lincoln Graduate Research Fair, Lincoln, NE.
- ^bSchneider, M., ^aWillett, C., ^aEberly, A., **Gross, T.**, & Duppong Hurley, K. (2014, April). Analysis of the Content and Quality of the Boys' Town In-home Family Program. Poster Presentation as Part of the University of Nebraska-Lincoln Undergraduate Research Fair, Lincoln, NE. Completed as a requirement of UCARE sponsorship.
- Gross, T.** (2013, December). Measurement and Assessment of Psychotherapy Outcomes. Presentation at the Heart of America Psychological Training Consortium in Springfield, MO. (3 CEUs for attendees).
- Gross, T.** (2013, December). Psychological Consultation. Presentation at the Heart of America Psychological Training Consortium in Springfield, MO. (3 CEUs for attendees).
- Gross, T.** (2013, May). Adaptation of Check-in/Checkout Procedures to Inpatient Psychiatric Care. Seminar for nursing staff at Royal Oaks Hospital in Windsor, MO.
- Gross, T.** & Lorance, C. (2012, October). Eating Disorders. Seminar to nursing students at State Fair Community College in Sedalia, MO.

Gross, T. & Lorance, C. (2012, October). Effective Group Interventions along the Life-Span. Seminar to nursing students at State Fair Community College in Sedalia, MO.

Gross, T. (2006, December; 2007, April). Free, Fun and Synchronized: Playing with Your Child. Seminar to parents of children enrolled in Birth to Three programming, Milwaukee Center for Independence, Milwaukee, WI.

Gross, T. (2006, September). Targeting Disruptive Behaviors in Children: Proposal for Classroom Based Intervention. Seminar to school staff at the School for Early Development and Achievement, Milwaukee Center for Independence, Milwaukee, WI

Gross, T. & Narus, L. (2006, January). Addressing Diversity in Play Therapy: ASKing and Suggesting. Part 2: Application of culturally sensitive play therapy in child/adolescent day treatment. Workshop covering multicultural play therapy in the context of partial hospitalization programs for children and adolescents. Aurora Psychiatric Hospital, Wauwatosa, WI.

Gross, T. & Narus, L. (2005, December). Addressing Diversity in Play Therapy: ASKing and Suggesting. Part 1: Use of play to develop self-awareness utilizing the ASK model. Workshop covering multicultural considerations in play therapy. Aurora Psychiatric Hospital, Wauwatosa, WI.

^aGraduate Student ^bUndergraduate Student

Reviewer Experience

Editorial Board Member: *Trainer's Forum: Journal of the Trainers of School Psychology* (2015 – Present)
Journal of Education and Learning (2013 – Present)

Ad hoc Reviewer: *Child and Youth Care Forum*
Contemporary School Psychology
Educational Researcher
Journal of Applied School Psychology
Journal of Attentional Disorders
Journal of the Society for Social Work and Research
Psychology in the Schools
Remedial and Special Education
School Psychology Quarterly (student, 1 article)

Proposal/Grant Reviewer: *U.S. Department of Education, Project Prevent Grant Program* (CFDA 84.184M) - 2014
Annual conference of the NASP
- 2014
Annual meeting of the APA (Div. 16)
- 2011, 2012, 2013, 2014, 2016
Annual conference of the AEA
Human Services Evaluation; PreK-12 Education Evaluation
- 2014, 2015

Undergraduate Creative Activities & Research Experience,
University of Nebraska-Lincoln
– 2014, 2015

Research Experience

Research Projects

Independent Research

Secondary Analysis Project (SAP) 8/15-Present
Series of analyses examining the impact of social/emotional, family, and school variables on youth conduct and scholastic outcomes during the transition from middle school to high school. (data from research funded by National Institute on Drug Abuse Grant 1R01DA025651).

Tennessee State Tier 1 Screening for Child and Family Needs (TeST-1) 9/15-Present
The purpose of TeST-1 is to adapt school-based RtI systems to integrate child and parent social/emotional functioning universal screening into Tier 1 school mental health service.

School Psychology Diversity Training Questionnaire (DTQ) Project 9/15-Present
The purpose of DTQ is to improve the School Psychology Graduate Organization Diversity Self-Study (DSS). The 1st aim is to consolidate and create a data base of school psychology diversity training standards and practices. The 2nd aim is to develop and pilot a redesigned DSS for students and trainers.
Tennessee State University.

Kristin Duppong Hurley, Ph.D. 9/13- 9/15
Treatment Implementation and Mental Health Outcomes for Youth in Residential Care.
Treatment fidelity and common factors impact on outcomes for youth residential treatment. Data analysis and manuscript production. (funded by *National Institute of Mental Health Grant R34MH080941*).

Nebraska Family Study. RCT of the Boys' Town In-Home Family Services program. Development of the treatment fidelity assessment and assist with the outcomes assessments analyses. Fidelity coding development and portability of fidelity systems to implementation supervision, and research assistant training (funded by *Father Flanagan's Boys Home*).

Parent Connector: An Efficacy Study of Peer-Support for Parents of Middle-School Youth with Emotional Disturbance. RCT of Parent Connectors to determine outcomes, maintenance of effects, and moderating factors. Treatment fidelity coding for session recordings. (funded by *Institute of Education Sciences Grant R324A130180*).
University of Nebraska-Lincoln.

W. Alex Mason, Ph.D. 9/13- 9/15
Skills Training for Parents and Teens to Improve the Transition to High School. RCT of the Boys' Town Common Sense Parenting and Common Sense Parenting Plus programs to determine outcomes and treatment fidelity. Completed data analysis, project reports, and prepared manuscripts for publication. (funded by *National Institute on Drug Abuse Grant 1R01DA025651*).
National Research Institute at Father Flanagan's Boys Home.

Alexandra Trout, Ph.D.

4/14- 8/15

A Missing Link to a Better Tomorrow: Developing Health Literacy in Transition-Age Youth with Disabilities. Assisted with writing an IES Goal 2 grant proposal to evaluate and augment the curriculum "What's Health Got to Do with Transitions?"

Lincoln Public Schools Health Literacy Study. Assessment of health literacy in 10th graders in general and special education; data collection. Newest Vital Sign administration.

Perspectives on Youths' Re-Entry into Residential Care. Examination of youth characteristics and youth- and caregiver-identified issues leading to a return to residential care. Parent, youth, and caseworker interviewing. University of Nebraska-Lincoln.

Independent Program Evaluation

1/13-8/13

Independent evaluator of psychological testing at Royal Oaks Hospital. Record and present types of testing, frequency of testing, diagnostic results, and financial impact. The information was used as formative assessment of the pre-doctoral psychology training program. Heart of America Psychology Training Consortium: Royal Oaks Hospital.

Julie Rowland, M.S., Dissertation

5/12-6/13

Assisted with data collection and statistical analysis to examine CHC Stratum II factors that differentiate ADHD and non-ADHD diagnosed children between 6 to 12 years of age. Oklahoma State University.

Independent Program Evaluation

1/11-5/12

School Psychology Graduate Organization Diversity Self-Study. Team leader for the development, administration, and data collection of a 46 item survey regarding school psychology graduate students' perceptions of professional training in diversity. Oklahoma State University.

Independent Research

10/10- 5/11

Led two research teams focused on comparisons of class-wide math-fluency interventions. Oklahoma State University.

Julie Thomas, Ph.D.

7/09-10/10

GSE/RES: Red Light, Green Light Signals? Defining Family and School Influences on Rural, American Indian Girls' Early STEM Interests. Collected survey data for an investigation into predictors of children's preference for math and science courses, specifically targeting Native American girls. (funded by *National Science Foundation Grant 0936672*). Oklahoma State University.

Independent Data-Based Research

1/10-8/10

Led statistical analysis and study design for a study examining the effects of socioeconomic status, race, and parent involvement on math achievement in 1st grade children. Data was drawn from the Early Childhood Longitudinal Study – Kindergarten cohort. Oklahoma State University.

Stephanie Hovlen, M.S., Dissertation

1/10-5/10

Collected data for a rereading intervention for English Language Learners; used DIBELS materials. Oklahoma State University.

Nina Ellis-Hervey, M.S., Dissertation 1/10-5/10
Data collection to determine the impact of differential reinforcement of other behaviors versus weighted vest therapy for children with Autism. Applied treatments, recorded treatment integrity, and gathered base-line data. Oklahoma State University.

Gary Duhon, Ph.D. 9/09-12/09
Assisted in collection of data, organization of materials, and integrity checks for a study examining fluency-based treatment effective dosage and the impact of response set-size on growth in math computation for 4th grade students. Oklahoma State University.

Independent Data-Based Research 1/09-8/09
Lead researcher for a study examining the effects of socioeconomic status, race, and parent involvement on reading achievement in 1st grade children. Data drawn from the Early Childhood Longitudinal Study – Kindergarten cohort. Oklahoma State University.

Georgette Yetter, Ph.D. 9/08-12/08
Research includes pre-referral teams in middle schools and hope in Native-American adolescents. Found contact points for schools, recording and reporting school information to lead researchers, scoring questionnaire data. Oklahoma State University.

Alan Burkard, Ph.D. 4/03
Tape transcriptions of interviews regarding multicultural issues in counseling relationships. Marquette University.

Sarah Knox, Ph.D. 2/03
Tape transcriptions of interviews regarding multicultural issues in counseling relationships. Marquette University.

Mary Wandrei, Ph.D. 2/00-4/00
Tape transcriptions of interviews regarding multicultural issues in counseling relationships. Marquette University. *Survey of Children's Well Being at the Boys' and Girls' Clubs.* Collected survey information from members (ages 8-18 years) and their families. Marquette University.

Student - Dissertation

Kathryn Buck Pursell 9/15-present
(Ph.D. School Psychology)
Committee member. *The Impact of Burnout on School Psychologist Supervisors.* Tennessee State University.

Martha Knowles 9/15-present
(Ph.D. School Psychology)
Committee member. *The Relationship Among Supervision Characteristics and Perceived Self-Efficacy of School Psychologists.* Tennessee State University.

Bob Pick, Dissertation 9/14- present
(Ph.D. Human Sciences: Child, Youth and Family Studies)

Non-committee consultant for implementation science based methods: open and fixed observation coding, quantitative representation of within session interactions, treatment component evaluation, program-level model fidelity, multi-source assessment.
University of Nebraska-Lincoln.

Patrick Tyler, Dissertation 4/15
(Ph.D. Special Education)

Non-committee consultant for survey methods, data collection, and quantitative analysis.
University of Nebraska-Lincoln.

Student – Master’s Thesis

Emily Bruce (M.S. School Psychology) 7/15-present
Committee member (Co-Chair). Tennessee State University.

Curtis Hickson (M.S. School Psychology) 7/15-present
Comparing the Use of Corporal Punishment in Schools with the Psychological Effects in Adults. Committee member (Co-Chair). Tennessee State University.

Leadership and Service

Tennessee Association of School Psychologists – Trainers Group 8/15-Present

Teaching Readiness Rater (Faculty/Non-Departmental) 8/14-8/15
Institute for International Teaching Assistants
Evaluation of international graduate students’ teaching proficiency.

School Psychology Graduate Student Organization (SPGO) 8/08-5/12
Organization for the development of professional and personal interaction between School Psychology students in the Oklahoma State University School Psychology program.

SPGO - Diversity Committee, Committee Chair 5/10-5/11
Oklahoma State University.

Projects Completed as Committee chair:

- (1) Identity, Mission, and Vision Statements for the Diversity Committee.
- (2) Program participation in the Special Olympics. Stillwater, OK.
- (3) Program participation in the H.I.K.E. Fund 5K run/walk, Oklahoma City, OK.
- (4) Developed the committee’s semi-annual newsletter “Shades of Orange.”
- (5) Created the “School Psychology Graduate Organization Diversity Self-Study.”
- (6) Acquired a university bulletin board to display school psychology diversity issues.
- (7) Promoted existing program relationship with McNair Scholars.
- (8) Promoted school psychology and school psychological services through a booth at the Oklahoma State University Creativity Fair.

Philanthropy committee: Community service and program promotion.

Review and Satisfaction Committee 7/06-7/08
Auditing and reviewing client records and charts for quality assurance. Milwaukee Center for Independence.

**Counseling and Educational Psychology Graduate Student
Organization (GSO)**

9/03-5/04

Diversity Scholarship Committee

Primary writer and editor of the scholarship essay and scoring criteria, assisted with finding funding for the scholarship and organizing fund raising. Marquette University.

Dialogue on Diversity

11/03-2/04

Develop and explore issues surrounding diversity within the Department of counseling and Educational Psychology. Marquette University.

Professional Affiliations

American Psychological Association - Member

- Division 13 - Society of Consulting Psychology
- Division 16 - School Psychology

National Association of School Psychologists - Member

American Evaluation Association - Member

- Collaborative, Participatory & Empowerment Evaluation
- Human Services Evaluation
- PreK-12 Educational Evaluation
- Youth Focused Evaluation

Society for Implementation Research Collaboration

Tennessee Association of School Psychologists

Honors/Awards

Tennessee State University, New Faculty Grant

Tennessee State Tier 1 Screening for Child and Family Needs (TeST-1).

Aim 1: Identify acceptable Tier 1 assessments for child, parent, and family needs.

Aim 2: Identify school records that may be used to monitor school-wide and individual progress.

Aim 3: Pilot Tier 1 child, parent, and family needs assessment protocols.

Aim 4: Assess implementation of Tier 1 universal screening protocols.

\$8,000

Oklahoma State University, College of Education Super GA Award

\$5,000 (Fall 2008 \$2,500; Spring 2009 \$2,500)

Oklahoma Psychology Association, 2009 Annual Meeting: 2nd Place Poster

\$75, Cash Award

Phi Kappa Phi – National Honor Society

Golden Key – International Honor Society