

Tamara K. Lawson, Ph.D.

Pronouns: She/her/hers

Department of Disability and Psychoeducational Studies

The University of Arizona

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EDUCATION

- 2017- 2022 **Ph.D., School Psychology**, Department of Counseling and School Psychology, University of Massachusetts Boston (APA Accredited and NASP Approved Program)
Dissertation: *The Influence of Culturally Responsive Teaching Practices on African American Students' Sense of Belongingness in Urban Classrooms*
Status: Dissertation defended September, 2021
- 2015-2017 **M.Ed. School Psychology**
Department of Counseling and School Psychology
University of Massachusetts Boston
- 2012-2015 **B.A. Bachelor of Arts in Psychology**
Department of Psychology
Clark Atlanta University

PROFESSIONAL APPOINTMENTS

- 2022-present **Assistant Professor** (Tenure-track), School Psychology, The University of Arizona
- 2021-2022 **School Psychology Predoctoral intern**
Illinois School Psychology Internship Consortium (APA Accredited)
Southern Illinois University Edwardsville & Edwardsville Community Unit School District

HONORS AND AWARDS

- 2016 Ena Vasquez-Nuttall Minority Scholarship
- 2014 Beta Kappa Chi Honor Society
- 2014 Psi Chi
- 2013-14 Lettie Pate Whitehead Scholarship

PEER REVIEWED JOURNALS

- Bender, S. L., **Lawson, T. K.**, MolinaPalacios, A. (under review). Mindfulness Measures for Children and Adolescents: A Systematic Review.
- Davenport, M.A., Romero, M.E., Lewis, C.D., **Lawson, T.K.**, Ferguson, B., Stichter, J., Kahng, S. (2021). An initial development and evaluation of a culturally responsive police interactions training for Black adolescents with autism spectrum disorder. *Journal of Autism and Developmental Disorders*. doi: 10.1007/s10803-021-05181-8

PROFESSIONAL NEWLETTERS

- Bender, S. L., **Lawson, T. K.**, Janze, J., Cathcart, S., & Li, K. (accepted). Evaluating acceptability of the mindful parenting program for preschool parents. *Massachusetts School Psychologists Association Newsletter*.

Walker, W., **Lawson T.K.**, Levy, I., Vannoy, S., Takuya, M., (March 2018). No Guns in Schools. *Society for Humanistic Psychology*.

PRESENTATIONS

Lawson, T. K., & Fallon, L. M. (2019, May). *Building a Partnership with an Alternative School: Supporting Classroom Practice at McKinley Prep*. Poster presented at the 2019 University of Massachusetts College of Education and Human Development Student Showcase.

Bender, S. L., **Lawson, T. K.**, Janze, J., Cathcart, S., & Zheng, K. (February, 2019). *Investigating the Mindful Parenting Program with at-risk preschool parents*. Poster presented at the 2019 annual meeting of the National Association of School Psychologists Convention, Atlanta, GA.

Lawson, T. K., Pearrow, M. (February, 2019) *Impact: Culturally Responsive Practices on African American Students within Urban Education*. Poster presented at the 2019 annual meeting of the National Association of School Psychologists Convention, Atlanta, GA.

Janze, J., **Lawson, T. K.**, & Bender, S. L. (August, 2018) *An Exploration of Mindfulness Measures*. Poster presented at the annual meeting of the American Psychological Association Convention, San Francisco, CA.)

Brodsky, L., **Lawson, T. K.**, & Pearrow, M. (February, 2018) *Collaborating With Parents on Social-Emotional Learning in Schools*. Poster presented at the annual meeting of the National Association for School Psychology Convention, Chicago, IL

Walker, W., **Lawson, T. K.**, Kurtz, K., Snyder, J., & Pearrow, M., (February, 2018) *Comprehensive Behavioral Health Model: Outcomes at Year Six*. Poster presented at the annual meeting of the National Association for School Psychology Convention, Chicago, IL.

Lawson, T. K. (April, 2014). *Implicit Association with Attitudes towards skin tone and its effects on self-esteem*. Presented as a poster at the 17th Annual Atlanta University Center research day.

Lawson, T. K. (April, 2014) *Psychology and Non-Psychology students' knowledge and Attitude towards Autism Spectrum Disorder*. Presented as a poster at the 17th Annual Atlanta University Center research day.

Lawson, T. K. (April, 2014). *Knowledge and Attitude of Undergraduate Psychology Students Towards Autism Spectrum Disorder*. Presented as a poster at the 13th Annual Georgia Undergraduate Research in Psychology Conference in Kennesaw, GA.

PROFESSIONAL POSITIONS

2021-2022 **School Psychology Doctoral Intern**

Southern Illinois University Edwardsville; Edwardsville Community Unified School District #7
Edwardsville, IL

Supervisor: Dr. Elizabeth McKenney, Ph.D.

Within Edwardsville Community Unified School District #7, responsibilities included; conducting full-case psychoeducational test reports, psychoeducational evaluations and developing Individual Education Program goals (IEP). I presented evaluation results at IEP meetings. Conducted comprehensive and risk assessments. Consulted with teachers, school faculty, and community health personnel. Conducted a functional behavior assessment, created behavioral support plans for students, and provided individual and group therapy to students with social emotional needs. Additionally, I led social skills groups for high school in an alternative setting, and contributed to school staff meetings and district level meetings.

Within Southern Illinois University Edwardsville Attention and Behavior clinic, I administered Autism Diagnostic Observation Schedules to ages 5-18, supervised first and second year school and clinical child psychology graduate students, administered cognitive and social emotional assessments and conducted psychoeducational test reports. I participated in supervision with a licensed psychologist and participated in frequent seminar/didactic training.

2019-2020 **Clinical Doctoral Psychology Practicum Student**

The Home for Little Wanderers, Roslindale, MA

Supervisors: Olivia Castello, PsyD., Josh Martin, Ph.D.; Lindsay Fallon, Ph.D., BCBA-D

At the Home for Little Wanderers my responsibilities included; presenting and contributing to weekly team meetings, conducting full-neuropsychological evaluation reports and leading feedback meetings with caregivers, implementing interventions for clients ages 7-18 and families. Consulting with teachers, therapists, family members, and outside agencies. Providing individual and family therapy in-person and via tele-health services. Building databases of client progress and transition-discharge documentation for clients, and conducting comprehensive and risk assessments.

2018-2019 **Advance Doctoral Practicum Student**

Boston Public School District (BPS): Mattahunt Elementary School, Taylor Elementary School, and Lee Academy Pilot School in Boston, MA

Supervisors: Glendina Duncan-Sillace, Ed.S., school psychologist

Mary Cohen, Ph.D., school psychologist

Comprehensive Behavioral Health Model (CBHM) district coach

Stacy Bender, Ph.D., NCSP

As an advanced doctoral practicum student within BPS my responsibilities included; contributing and presenting at district-wide CBHM and school psychology meetings. Developing Individual Education Program goals (IEP) and facilitating IEP meetings. Creating behavior support plans for students with attention and behavioral issues. Co-administering Tiered Fidelity Inventory (TFI) data collection and Behavior Intervention Monitoring Assessment System (BIMAS) data to teachers and staff. Administering psychological and educational assessments to children K1-4th grade, analyzing scores and reporting results. Consulting with teachers, school faculty, and community health personnel. Implementing academic and trauma informed interventions. Providing individual and group therapy to students with socio-emotional issues.

2016-2017 **School Psychology Practicum Student**

Boston Public School District (BPS): John D. Philbrick Elementary, Beethoven-Ohrenberger school in Roslindale, MA

Supervisors: Alexis St. James, Ed.S., Tracy Paskiewicz, Ph.D., NCSP

As a master level practicum student within BPS my responsibilities included; creating Individual Education Plans (IEP) and presenting IEPs at meeting. Conducting classroom observations. Co-facilitating a social skills group or second grade girls. Conducting Psychoeducational testing to children ages 3-14, and analyzing and interpreting assessment scores. Implementation of academic and social-emotional interventions for elementary and middle schools. Implementing interventions for students with phonological processing issues. Conducting functional behavior assessments and creating behavioral support plans. Providing Individual and group therapy to students with socio-emotional issues. Collaborating with school-related specialists.

TEACHING EXPERIENCE

University of Arizona

FALL 2022 Assistant Professor

- Psychological Consultation and Supervision (SERP 638)

Southern Illinois University Edwardsville

SPRING 2022 Instructor of record

- Undergraduate course: Multicultural Issues in Psychology (PSYC 407)

University of Massachusetts Boston

FALL 2020 Instructor of record-Virtual course

- Graduate course: Professional, Ethical, and Legal issues in School Counseling (COU 633)
- Undergraduate course: Work and Play: Early Career Seminar (COU 301)

SPRING 2020 Instructor of record-Virtual course

- Graduate course: Collaborative Consultation (COU 632)

Teaching assistant

- Graduate course: Educational Assessment (SPY G 603)

FALL 2019 Teaching assistant

- Graduate course: Sociocultural Consideration (COU 653)

RESEARCH EXPERIENCE

SU 2020 **Research Assistant**, Department of Counseling and School Psychology, College of Education and Human Development, University of Massachusetts Boston
Lead Research Assistant, University of Massachusetts Boston, Department of Counseling and School Psychology, under the supervision of Drs. Brian Daniels, Amy Cook, and Lindsay Fallon, Boston, MA

- o Coded videos on social emotional learning in an afterschool program context; Also involved in training and data analysis

Project Coordinator, UMass Boston-Boston University Partnership with the McKinley Middle and Prep Schools, under the supervision of Dr. Lindsay Fallon
Boston Public Schools Office of School-Community Partnerships, Boston MA

- 2018-2019
- Conducted classroom observations of teacher practices and student behavior, provided professional development to staff and feedback to teachers; Participated in leadership team meetings.
- Group Lead, Data Collector**, Behavior Management Parent Group, under the supervision of Dr. Stacy Bender, Barrett Russell School, Brockton, MA
- Facilitated a parent group for children with behavioral management concerns; served as primary data collector administering behavior rating scales.
- 2017-2018
- Data Researcher**, Comprehensive Behavior Health Model, under the supervision of Drs. Jill Battal and Melissa Pearrow, Department of Mental Health Services, Boston Public Schools
- 2016-2017
- Analyzing district-wide data including social emotional screening data to support linking assessment to intervention and reporting findings.
- Graduate Research Assistant**, University of Massachusetts, Boston Center of Social Development and Education, Children in Action: Motor Program for PreschoolerS (CHAMPPS) curricula development, under the supervision of Dr. Patricia Favazza, Boston, MA
- 2015-2016
- Developed motor skill curriculum for children with Autism; implemented the curriculum with groups of children
- Research Assistant**, Emory University, Emory Autism Center, Early Intervention Program, under the supervision of Dr. Gail McGee, Decatur, GA
- 2014-2015
- Collected data using behavior ratings scales with children with Autism

RELEVANT SERVICE

- 2016 Youth Development Leader, Gately Youth Center, Cambridge, MA
- 2015 Early Preschool Teacher, Emory University, Emory Autism Center, Early Invention Program, Decatur, GA

PROFESSIONAL AFFILIATIONS

- 2016-PRESENT National Association of School Psychologists (NASP)