
Mollie McCullough Headley, Ph.D., NCSP

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Education

University of South Florida, (APA Accredited & NASP Approved), Tampa, FL

Doctor of Philosophy, School Psychology (Expected Graduation: December 2018)

Education Specialist, School Psychology (May 2017)

Master of Arts, School Psychology (August 2013)

Area of Emphasis: Promotion of Healthy Classroom Learning Environments through
Consultation and Professional Development

GPA: 4.0

Florida Southern College, Lakeland, FL

Bachelor of Science, Elementary Education (May 2009)

Minor, Psychology

GPA: 4.0, graduated Summa Cum Laude

Certifications

Nationally Certified School Psychologist (NCSP): Certification Number #51159

State of Florida School Psychology Certification: Certification Number #1118376

State of Florida Elementary Education Certification

State of Florida Special Education Certification

State of Florida ESOL Endorsement Certification K-12

Professional Applied Experiences

Postdoctoral Research Fellow (October 2019 – Present)

Problem Solving/Response to Intervention (PS/RtI) Project

University of South Florida

- Engages in professional learning opportunities that focus on building the capacity of state, district, and school leadership to establish highly effective professional learning communities for all educators to ensure equitable and high-quality instructional practices for all students within an MTSS.
- Supports the design and development of quality educator training, professional learning, and coaching opportunities for district leadership, administrators, and school personnel on effective instructional practices and service delivery within an MTSS.
- Contributes to the measurement and evaluation of the PS/RtI's impact on various indicators of service delivery and stakeholder's implementation of MTSS practices (e.g., model/recognition schools) including but not limited to BEESS strategic priorities, internal indicators of school level practice, and student level outcomes.
- Conducts measurement and evaluation of MTSS services and practices at various systemic levels (e.g., regional, district, school, etc.) and disseminate results to interested stakeholders.
- Provides technical assistance and consultative services to support and build the capacity of district- and school-based leadership to facilitate effective problem solving and data-based decision-making within an MTSS.

Regional School Psychologist (January 2019 – October 2019)

School District of Polk County, Bartow, FL

Socrum Elementary School; Northwest Regional Team

- Served as the full-time school psychologist for a diverse, low income (Title 1) elementary school
- Engaged in Student Support Team (SST) meetings focused on the identification of students' academic and behavioral needs and development of evidence-based interventions through the implementation of data-based problem solving and decision making.
- Participated in Positive Behavioral Interventions in Schools (PBIS) meetings and initiatives dedicated to developing and monitoring a tiered behavioral data system for students in the priority school and establishing a universal system of intervention to support students' behavioral progress
- Conducted comprehensive initial and triennial evaluations that include assessments of low incidence disabilities (i.e., Intellectual Disabilities (IND) and Autism Spectrum Disorder (ASD)) for students in pre-kindergarten and elementary school
- Facilitated professional development and training opportunities to teachers and school staff to support the implementation and evaluation of a Social-Emotional Learning curriculum (i.e., Stanford Harmony) designed to promote student-teacher relationships and self-regulation
- Delivered and monitored individualized counseling to students focused on promoting executive functioning skills and emotional regulation through research-based programs including strategies encompassed within cognitive behavioral therapy
- Conducted risk and threat assessments with students within a tiered system model (i.e., red team, yellow team, orange team) and facilitate behavioral and social-emotional problem-solving meetings with essential school staff and parents to reduce student crisis and promote prevention
- Worked with the regional school psychologists team to develop a 504 manual and professional learning plan that included face to face and virtual modalities focused on the procedures of evaluation and eligibility for students in Polk County Public Schools

School Psychologist (July 2017 – June 2018)

School District of Pasco County, Land O' Lakes, FL

Wiregrass Elementary School; Pine View Elementary and Middle Schools

- Served as the full-time school psychologist for two elementary schools and one middle school within two suburban residential areas
- Participated in and facilitated school-based intervention team meetings focused on identifying students' needs, analyzing factors that contribute to their difficulties in school, selecting evidence-based interventions, and monitoring student progress to evaluate their response to intervention
- Engaged in school intervention team meetings focused on developing a system to review and monitor universal, Tier 1 data for all students in regards to their academic, behavioral and social-emotional progress
- Collaborated with school personnel to conduct functional behavioral assessments (FBA) and developed positive behavior intervention plans (PBIP) that were monitored through the collection of behavioral data
- Conducted comprehensive initial and triennial evaluations that included assessments of low incidence disabilities (i.e., Intellectual Disabilities (IND) and Autism Spectrum Disorder (ASD))
- Consulted with the school-based intervention team to develop 504 Plans and Individual Education Plans (IEP) to assist students' success within the school environment
- Delivered professional development to teachers in regards to the implementation and progress monitoring of Tier 2 and 3 academic and behavioral interventions

School Psychologist Intern (August 2016 – July 2017)

School District of Pinellas County, Largo, FL

Site Supervisors: Janelle Willett, Ed.S., Certified School Psychologist
Elizabeth Magro, Psy.D., Licensed Psychologist
(Pinellas Psychology Associates)

University Supervisor: George Batsche, Ed.D., NCSP

Kings Highway Elementary; Oldsmar Elementary; Forest Lakes Elementary

- Participated in school-based leadership team (SBLT) meetings targeting school-wide academic, behavioral and social-emotional initiatives that incorporated the analysis of school-wide data, goal development, and progress monitoring
- Actively contributed to and facilitated child study team meetings focused on identifying students' needs and analyzing factors that could be impacting academic, behavioral, and social/emotional progress
- Facilitated problem-solving academic plans focused on identifying students' needs, reviewing collected data, selecting evidence-based interventions, and monitoring student progress to evaluate response to intervention
- Conducted functional behavioral assessments (FBA) and developed corresponding positive behavior intervention plans (PBIP) matched to student needs
- Provided support for collecting behavioral data to monitor student progress on target behavior(s) and functionally equivalent replacement behavior(s)
- Conducted comprehensive initial evaluations and reevaluations for elementary students to support educational planning and appropriate placement to promote student success
- Delivered a weekly individual and small-group counseling to students to meet their social-emotional goals per IEP, as well as general education students who were exhibiting social-emotional concerns through FBA/PBIP.
- Worked independently in a magnet, predominantly diverse, low income (Title 1) elementary school and provided on-campus supervision at two mixed income, suburban elementary schools

Program Evaluation Research Intern (May 2016 – July 2016)

School District of Pinellas County, Largo, FL

Site Supervisors: Oriana Eversole, Ph.D.

Merlande Petit-Bois, Ph.D.

- Supported site supervisors in the ongoing strategic planning and development of a large-scale, multi-site developmental evaluation of a school turnaround initiative (*Scale Up for Success*) designed to improve learning and behavioral outcomes for students in lower performing elementary schools
- Engaged in the research and development of the *Transformation Zone: Theory of Change* including the creation of key strategies and assumptions and corresponding action plan designed to support the school turnaround initiative
- Conducted quantitative and qualitative analysis of data on baseline indicators of interest within the large scale project to evaluate year 1 summative outcomes
- Participated in round table discussions with various key stakeholders in the turnaround schools and community to review and revise the theory of change and logic model established for the large-scale, school turnaround initiative

Advanced Practicum Student (January 2015 – May 2016)

School District of Pasco County, Land O' Lakes, FL

Site Supervisor: Hollie Cowan, Ed.S., MTSS Coach

University Supervisor: Shannon Suldo, Ph.D.

- Developed skills to provide needs-based, systems-level service delivery through professional development, training, consultative practices, and job-embedded coaching related to Multi-Tiered Systems of Support (MTSS)
- Engaged in professional development and consultative services under the supervision of an MTSS coach to support academic, behavioral, and social-emotional supports for students at the school- and district-level
- Acquired skills to conduct data-based planning, monitoring, and evaluation of MTSS implementation and practices at the school- and district-level
- Expanded knowledge of working with multiple forms of technology and data systems for the organization and communication of student level data and progress
- Consulted with multiple school-based leadership teams and grade-level teachers on how to utilize school-wide data systems for the purpose of problem-solving and data-based decision making to support students academic, behavioral, and social-emotional growth

Advanced Practicum Student (September 2014 – January 2015)

Tampa Day School, Tampa, FL

Site Supervisor: Andrea Mowatt, Ed.S., NCSP

University Supervisor: Shannon Suldo, Ph.D.

- Provided individual and group school-based mental health services to students within a small, private school serving students in kindergarten through 8th grade with executive functioning deficits and anxiety (one half day a week)
- Conducted record reviews, clinical interviews (with teachers, parents, and students), and consulted with parents and teachers to improve student social-emotional, behavioral, and educational outcomes.
- Implemented group-level interventions based on common student needs including anger management and relational aggression

Practicum Student (August 2013 – May 2014)

Deer Park Elementary, Port Richey, FL

Site Supervisor: Hollie Cowan, Ed.S.

University Supervisor: Julia Ogg, Ph.D.

- Applied the problem-solving process in the implementation of evidence-based reading and math interventions with students in multiple grade levels
- Obtained experience in completing a brief experimental analysis (BEA)
- Collected Survey Level Assessment (SLA) data through Curriculum-Based Measurement (CBM) and Curriculum-Based Evaluation (CBE)
- Tracked student academic and behavioral growth through progress monitoring assessments
- Developed, implemented and evaluated the effectiveness of behavioral interventions for a 1st grade student
- Taught behavioral social skills training in both a 1st and 2nd grade classroom weekly
- Assisted practicum supervisor in the reevaluation case for a 4th grade student evaluated for eligibility for Autism Spectrum Disorder

Practicum Student (May 2013 – July 2013)

Ateo Phillip Leto High School, Tampa, FL

Site Supervisor: Rance Harbor, Ph.D., Licensed Psychologist

University Supervisor: Shannon Suldo, Ph.D.

- Utilized the problem solving model to assess a 9th grade student experiencing acute episodes of withdrawal, social isolation, and inattentive behaviors
- Conducted record review, clinical interviews, teacher, parent, and student interviews, behavioral observations, and administered rating scales to identify and analyze the problem and presented within a comprehensive report
- Provided recommendations for the student across domains, including home and school, to be carried out during the subsequent school year of educators, caregivers, and mental health team

Practicum Student (January 2013 – April 2013)

Morning Star School, Tampa, FL

University Supervisor: Linda Raffaele Mendez, Ph.D.

- Administered WISC-IV and WIAT-III tests to a 6th grade student with a diagnosed language impairment, cerebral cyst, and Tourette symptoms
- Administered WJ-III Cognitive and Achievement tests with a 8th grade student with severe health impairments and diagnosed Attention-deficit/Hyperactivity Disorder (ADHD)
- Conducted developmental history interview with students' parents to gain understanding of the child's developmental, medical, social/behavioral, and academic history
- Wrote reports discussing the findings of the assessments and their implications
- Formulated recommendations for these students based on their strengths and weaknesses to help them better succeed in school
- Met with parents to explain the results of the testing and how they could continue to help support their child
- Received weekly individualized supervision with an advanced student

Practicum Student (August 2012 – April 2013)

West Tampa Elementary School, Tampa, FL

Site Supervisor: William Carlyon, Ph.D.

University Supervisor: Rance Harbor, Ph.D., Licensed Psychologist

- Conducted classroom observations to determine student academic and/or behavior concerns
- Collected curriculum-based assessment data and analyzed through the problem-solving process
- Consulted with teachers to determine student academic and/or behavior concerns
- Developed psychoeducational report to improve academic and behavior-related difficulties for a 3rd grade student

Behavioral Therapist Intern/Assistant (September 2008 – August 2009)

CABAT Center for Autism, Lakeland, FL

Site Supervisor: Andrea Holladay, M.A., BCBA

College Supervisor: Patrick Smith, Ph.D.

- Supported therapeutic services of children diagnosed with Autism Spectrum Disorder
- Utilized ABA (Applied Behavior Analysis) techniques when working with all children during group play therapy and individualized therapy sessions
- Provided direct reinforcement of acceptable behaviors through rewards system
- Recorded observable data to track progress of measured behaviors and goals

Assessment Experience

Cognitive

Differential Ability Scales, Second Edition (DAS-2)
Kaufman Assessment Battery for Children, Second Edition (KABC-2)
Reynolds Intellectual Assessment Scales, Second Edition (RIAS-2)
Stanford-Binet Intelligence Scales, Fifth Edition (SB-V)
Wechsler Intelligence Scale for Children, Fifth Edition (WISC-V)
Wechsler Scale of Nonverbal Ability (WNV)
Woodcock Johnson Tests of Cognitive Ability, Fourth Edition (WJ-IV)

Achievement

Bracken Basic Concept Scale, Third Edition: Receptive (BBCS-3:R)
Kaufman Test of Educational Achievement, Third Edition (KTEA-3)
Wechsler Individual Achievement Test, Third Edition (WIAT-3)
Woodcock Johnson Tests of Achievement, Fourth Edition (WJ-IV)
Curriculum Based Measurement (CBM; DIBELS Next; AIMSweb)

Adaptive

Adaptive Behavior Assessment System, Third Edition (ABAS-3)
Vineland Adaptive Behavior Scales, Third Edition (Vineland-3)

Rating Scales/Observation Systems

Achenbach System of Empirically Based Assessment (ASEBA)
Adolescent Psychopathology Scale (APS)
Autism Spectrum Rating Scale (ASRS)
Behavioral Assessment System for Children, Third Edition (BASC-3)
Behavioral Observation of Students in Schools (BOSS)
Behavioral Rating Inventory of Executive Function, Second Edition (BRIEF-2)
Childhood Autism Rating Scale, Second Edition (CARS-2)
Children's Depression Inventory, Second Edition (CDI-2)
Conner's Rating Scale, Third Edition (Conners-3)
Monteiro Interview Guidelines for Diagnosing the Autism Spectrum (MIGDAS)
Multidimensional Anxiety Scale for Children, Second Edition (MASC-2)
Multidimensional Students' Life Satisfaction Scale (MSLSS)
Positive and Negative Affect Scales for Children (PANAS-C)
Personality Assessment Inventory- Adolescent (PAI-A)
Revised Children's Manifest Anxiety Scale, Second Edition (RCMAS-2)
Social Emotional Resilience and Assets Scales (SEARS)
Students' Life Satisfaction Scale (SSLs)
Social Responsiveness Scale, Second Edition (SRS-2)

Teaching Experience

Certified Instructor of Developing Our Children's Skills for Success (September 2015 – May 2016)

(DOCS for Success) Parenting Course

University of South Florida, Tampa, FL

Supervisor: Carolyn Adams, Ph.D.

- Co-instructor for a six-week behavioral parenting training course on behavioral management concepts including positive parenting skills, use of the problem-solving model, implementation of preventions, consequences to increase children's appropriate behavior, and stress management for parents designed to increase children's appropriate behavior, and parental stress management

Research Facilitator (August 2015 – May 2016)

USF Well-Being Promotion Program

Hillsborough County Public Schools, Tampa, FL

Supervisor: Shannon Suldo, Ph.D.

- Served as a primary instructor of a comprehensive classwide well-being promotion program for both 4th and 5th grade classrooms
- Delivered a strengths-based, teacher-focused intervention to 4th and 5th grade elementary teachers using an individualized coaching approach
- Engaged in ongoing data collection of student well-being and classroom climate evaluating indicators of subjective well-being (i.e., happiness; life satisfaction; positive and negative affect), student engagement, and teacher-student relationships
- Conducted a small-group and individualized coaching version of the student-focused well-being promotion program for 7th grade students
- Facilitated a pilot efficacy study of the comprehensive classwide well-being promotion program for one 4th grade classroom

Teaching Assistant (August 2015 – December 2015)

Course Title: EDF 6166 Consultation Skills Staff Development

University of South Florida, Tampa, FL

Supervisor: Jose Castillo, Ph.D.

- Provided direct instruction to 10 school psychology graduate students building a conceptual understanding of effective consultation as a helping professional
- Modeled and demonstrated the consultation and interpersonal skills necessary to deliver effective consultation services in school-based practice
- Provided feedback and guidance on developing consultation skills to graduate skills through monthly supervision sessions
- Assisted the course professor in evaluating student self-managed behavioral change plans intended to support students' personal and professional growth in consultation development

Course Instructor (August 2014 – December 2014)

Course Title: EDP 3272 Learning within the School Context

University of South Florida, Tampa, FL

Supervisor: Lisa Lopez, Ph.D.

- Created and delivered instruction and corresponding class materials to 35 undergraduate education students on a weekly basis focusing on human development and learning within the context of psychological theories
- Graded and evaluated 35 undergraduate students' critical learning tasks that focused on ethical research practices, lesson plan development within the context of psychosocial theory, and a case study evaluation that targeted an elementary student's current developmental level and critical action plan to better support the student in the classroom context
- Maintained consistent office hours to meet with students directly in order to support their development of case studies and review concepts delivered during lectures.
- Utilized Canvas to maintain student grades and to manage and deliver course content electronically

Teaching Assistant (August 2012 – May 2014)

Course Title: EDF 2005 Introduction to the Teaching Profession

University of South Florida, Tampa, FL

Supervisor: Paula Cate, M.A.

- Engaged in the evaluation and grading of 200+ undergraduate students' classroom observation reports
- Maintained current attendance and class participation through Blackboard
- Supported undergraduate students in coursework and field experiences
- Provided open communication with undergraduate students through electronic communication and/or face-to-face meetings

Third Grade Elementary School Teacher (August 2009 – June 2012)

South Mckeel Academy, Lakeland, FL

Administration: Judi Morris; Kim Benson, M.Ed.

- Created and delivered instruction in all academic areas for 18 students
- Monitored student development by progress monitoring and screening through Response to Intervention (RtI)
- Actively participated in the development of Individual Education Plans (IEPs) for exceptional students within my classroom
- Provided differentiated instruction to meet the needs of all students based upon data and assessments
- Designed and implemented formative and summative assessments to maintain constant awareness of student progress and development

Research Experience

Doctoral Dissertation (January 2016-November 2018)

“Improving Elementary Students’ Complete Mental Health: Examining the Added Impact of a Teacher-Focused Strengths-Based Intervention”

University of South Florida, Tampa, FL

Major Professor: Shannon Suldo, Ph.D.

- Evaluated the additive impact of a Positive Psychology, Strengths-Based Teacher Intervention on 4th and 5th grade elementary students' mental health, academic engagement, and classroom climate (i.e., teacher-student relationship, student perceived teacher support) employing hierarchical linear modeling

Specialist Degree Thesis (August 2013-September 2015)

“Improving Teacher Well-Being through a Strengths-Based Intervention: A Multiple Baseline Single Case Design”

University of South Florida, Tampa, FL

Major Professor: Shannon Suldo, Ph.D.

- Developed and measured the impact of a manualized Positive Psychology, Strengths-Based Intervention on elementary teachers' subjective well-being and other secondary outcomes (i.e., burnout, emotional distress, social functioning, etc.) utilizing a multiple baseline, single subject design

Research Group Participant (December 2012 – August 2017)

Positive Psychology Research Team

University of South Florida, Tampa, FL

Principal Investigator: Shannon Suldo, Ph.D.

- Served as a primary instructor for a year-long research project evaluating the effectiveness of the USF Wellness Promotion Program for elementary students through a randomized-control trial
- Implemented a well-being promotion program for elementary and middle school students
- Assisted in data collection of dissertation study focusing on the impact of a wellness positive psychology intervention for middle school students
- Analyzed and disseminated results of a confirmatory factor analysis of the Social-Emotional Assets and Resilience Scale (SEARS; Merrell, 2008)
- Participated in the development of a poster presentation focusing on student character strengths and connections to psychological and academic outcomes
- Collected survey data from high school students and teachers for peer dissertations focusing on life satisfaction, symptoms of ADHD, and positive illusory bias

Research Assistant, Graduate Assistantship (January 2013 – May 2015)

Response to Intervention and Problem-Solving in the Schools

University of South Florida, Tampa, FL

Principal Investigator: George Batsche, Ed.D.

Supervisor: Jose Castillo, Ph.D.

- Analyzed quantitative and qualitative data collected from educators attending the Differentiated Accountability Summer Academy professional development sessions and worked with a team to develop comprehensive formative evaluation reports summarizing data findings
- Conducted an extensive literature review on articles addressing MTSS, RtI, and the problem-solving process
- Completed data entry and analyses for data collected during professional development summits and displayed results through visual displays

Graduate Assistant (May 2015 – December 2015)

Florida Problem-Solving/Response-to-Intervention Project

University of South Florida, Tampa, FL

Supervisor: Jose Castillo, Ph.D.

- Contributed to the development and refinement of a 5-hour online professional development course instructing school professionals on the effective implementation of a Multi-Tiered Systems of Support (MTSS)
- Developed online course activities, module assessments, and corresponding written scripts for each module course

Graduate Assistant (January 2015 – May 2015)

Florida Problem-Solving/Response-to-Intervention Project

University of South Florida, Tampa, FL

Supervisor: Jose Castillo, Ph.D., NCSP; Kevin Stockslager, Ph.D.

- Contributed to the ongoing program evaluation of professional development delivered to leadership teams of low-performing districts in Florida through the Kirkpatrick four-level model of short-term and long-term effects
- Supported the development of a collaborative publication of evaluation reports based on surveys completed by participants that incorporated graphical and visual displays of quantitative results and thematic analysis of qualitative results

Research Group Participant (August 2012 – August 2014)
Early Childhood Prevention and Intervention Research Team,
University of South Florida, Tampa, FL
Principal Investigator: Julia Ogg, Ph.D.

- Participated in the development of different methods of dissemination of research focusing on early indicators of success in kindergarten and home-school collaboration
- Developed a collaborative presentation on parent training techniques and consultation of best practices to promote positive behavior in young children for practicing school psychologists

Research Group Participant (December 2012 – December 2013)
Youth and Family Special Needs Research Group
University of South Florida, Tampa, FL
Principal Investigator: Linda Raffaele Mendez, Ph.D.

- Participated in the transcription of interviews of homeless youth involved in the *Starting Right, Now* program for qualitative research
- Worked collaboratively with research members to develop presentation focusing on homeless youth and the *Starting Right, Now* program

Research Group Participant (September 2012 – August 2013)
Pediatric School Psychology Research Group
University of South Florida, Tampa, FL
Principal Investigator: Kathy Bradley-Klug, Ph.D.

- Assisted in the review and editing of an IRB application for clinical interviews to support the development of the *Youth Knowledge Questionnaire*
- Presented a review of the literature regarding the application of positive behavior supports for students with chronic illness for practicing school psychologists

Scholarly Work

Manuscripts Accepted for Publication

Castillo, J., March, A. M., Stockslager, K. M., Brundage, A., **McCullough, M.**, Sabnis, S. (2016). Relationships between ongoing professional development and educators' perceived skills relative to RtI. *Psychology in the Schools, 53*(9), 893-910.

Suldo, S. M., Brittany V. H., Bander, B., **McCullough, M.**, Garofano, J., Roth, R. A., Tan, S. Y. (2015). Increasing elementary school students' subjective well-being through a classwide positive psychology intervention. *Contemporary School Psychology, 19*(4). 300-311.

Book Chapter Published

Suldo, S. M., **McCullough, M.**, Quinlan, D. (2016). Universal strategies for promoting student happiness, In Suldo, S. (Ed.), *Promoting student happiness: Positive psychology intervention in schools* (pp. 142-188). New York: The Guilford Press.

Contributor to Manuscript Accepted for Publication:

Suldo, S. M., Frank, M. J., Chappel, A. M., Albers, M. M., Bateman, L. P. (2014). American high school students' perceptions of determinants of life satisfaction, *Social Indicators Research, 118*(2), 485-514.

Papers and Posters Presented or Accepted for Presentation through Peer Review

- Tanaka, M. L., Shum, D. Z., **McCullough, M.**, Suldo, S. M. (February, 2019). *Administrators' Well-Being Matters: A Strengths Based Positive Psychology Intervention*. Paper accepted for presentation at the National Association of School Psychologists Annual Convention, Atlanta, GA
- McCullough, M.**, Suldo, S. M., Ferron, J. (November, 2017). *Strengths-Based Intervention for Teachers: Impact on Student Mental Health*. Paper accepted for presentation at the National Association of School Psychologists Annual Convention, Palm Harbor, FL
- Suldo, S., **McCullough, M.**, Storey, E., Wingate, E., Shum, K., Smith, N., Rubio, D. (November, 2017). *Promoting children's happiness through a classwide positive psychology curriculum*. Paper accepted for presentation at the National Association of School Psychologists Annual Convention, Palm Harbor, FL
- McCullough, M.**, Suldo, S. M., Ferron, J. (February, 2016). *Improving teacher wellness: A strengths-based positive psychology approach*. Paper accepted for presentation at the National Association of School Psychologists Annual Convention, New Orleans, LA
- McCullough, M.**, Barclay, C., Mattison, A. (February, 2016). *Setting students up for success: Antecedent strategies for classroom management*. Paper accepted for presentation at the National Association of School Psychologists Annual Convention, New Orleans, LA
- Suldo, S. M., Hearon, B., **McCullough, M.**, Yu Hin Lam, G., Dickinson, S., Esposito, E., Lynn, C., & Wesley, K. (February, 2016). *Increasing students' happiness: Small group positive psychology interventions*. Paper accepted for presentation at the National Association of School Psychologists Annual Convention, New Orleans, LA
- McCullough, M.**, Suldo, S. M., Ferron, J. (October, 2015). *Improving elementary teachers' well-being through a strengths-based positive psychology intervention*. Paper accepted for presentation at the Florida Association of School Psychologists Annual Convention, Champions Gate, FL
- Suldo, S. M., Hearon, B., **McCullough, M.**, Yu Hin Lam, G., Dickinson, S., Esposito, E., Lynn, C., & Wesley, K. (October, 2015). *Increasing students' happiness: Small group positive psychology interventions*. Paper accepted for presentation at the Florida Association of School Psychologists Annual Convention, Champions Gate, FL
- McCullough, M.**, Lindahl, C., Knap, K., Lynn, C. (February, 2015). *From nonsense to number sense: Intervention for development early numeracy*. Paper accepted for presentation at the National Association of School Psychologists Annual Convention, Orlando, FL
- Bander, B., Suldo, S. M., Hearon, B., Garafano, J., **McCullough, M.**, Yin Tan, S., Lam, Y. H. (February, 2015). *Classwide positive psychology intervention: Increasing elementary student's happiness*, Paper accepted for presentation at the National Association of School Psychologists Annual Convention, Orlando, FL
- Lindahl, C., **McCullough, M.**, Lynn, C. (November, 2014). *Early numeracy interventions*. Paper presented at the Florida Association of School Psychologists Annual Convention, Sarasota, FL
- Barclay, C., Mattison, A., **McCullough, M.** (November, 2014). *Evidence-based classwide behavior prevention*. Paper presented at the Florida Association of School Psychologists Annual Convention, Sarasota, FL
- Bander, B., Suldo, S. M., Hearon, B., **McCullough, M.**, Garofano, J., Yin Tan, S., Lam, Y. H. (November, 2014). *Improving elementary school children's happiness through a classwide positive psychology intervention*. Paper presented at the Florida Association of School Psychologists Annual Convention, Sarasota, FL
- Frank, M., **McCullough, M.**, Hearon, B., Roth, R., Sabnis, S., Lam, Y. H., (August, 2014). *Validity of the social emotional assets and resilience scale-adolescent*. Poster presented at the American Psychological Association Annual Convention, Washington D.C. (*APA, Division 16 Student Poster Award Winner)

Suldo, S. M., Hearon, B., Connolly, J., **McCullough, M.**, Bander, B., Garafano, J. (August, 2014). Classwide intervention to improve elementary school children's subjective well-being. Poster accepted for the presentation at the American Psychological Association Annual Convention, Washington, D.C.

Jeffries DeLoatche, K., Bradley-Klug, K. L., Powers, D., Tan, S. Y., **McCullough, M.**, & Ornduff, R. (February, 2014). *Applying positive behavior support to students with chronic illness*. Paper accepted for presentation at the National Association of School Psychologists Annual Convention, Washington D.C.

Jefferies DeLoatche, K., Frank, M., Knap, K., **McCullough, M.**, Randle, C., Stewart, K. (October, 2013). *Parent training techniques to promote positive behavior in young children*. Paper presented at the Florida Association of School Psychologists Annual Convention, Champions Gate, FL

Raffaele Mendez, L., Russell, O., Vazquez, A., Mattison, A., Randle, C., Ornduff, J., Connolly, M., **McCullough, M.**, Knap, K. (October, 2013). *Serving our most vulnerable students: A wraparound program for homeless youth*. Paper presentation at the Florida Association of School Psychologists Annual Convention, Champions Gate, FL

Frank, M., Suldo, S.M., Tan, S. Y., Roth, R., Bander, B., **McCullough, M.**, Gelley, C., & Bateman, L. (August, 2013). High school students' character strengths: Links with psychological and academic outcomes. Poster presented at the American Psychological Association Annual Convention, Honolulu, HI

Academic Awards and Honors

Graduate School Awards and Honors:

Dissertation Completion Fellowship Recipient, Fall 2018
Stephanie Nicole Ross Graduate Scholarship, 2015 & 2016
Graduate Studies Award-Entry, Florida Association of School Psychologists, 2013
Raymond Urbanek Fellowship, 2013-2014
American Psychological Association, Division 16 Poster Award Winner, 2014

Undergraduate Awards and Honors:

Presidents List, 2005-2009
FSC Honor Walk Nominee, 2009
Who's Who Among American Colleges and Universities, 2009
Phi Kappa Phi Honorary Fraternity, 2008-2009
Omicron Delta Kappa Fraternity, 2007-2009
Phi Eta Sigma Freshmen Honor Fraternity, 2006-2009

Related Training Experience

Youth Mental Health First Aid Training, USF, Tampa, FL (August 28th, 2015)

Obtained certification in Youth Mental Health First Aid after successful completion of an 8-hour training with Drs. Shannon Suldo and Natalie Romer through Project AWARE. The training focused on how to support children and adolescents who are developing a mental health problem or experiencing a mental health crisis. Training also focused on recognizing risk factors and warning signs of mental illness (e.g., depression, anxiety, trauma, addiction) and the implementation of a 5-step action plan to evaluation a situation and how to identify resources for help.

Service to Schools, Agencies, and Organizations

McCullough, M. (November, 2018). *What is MTSS and how does it impact ESE eligibility?* Guest lecture delivered to undergraduate education students at St. Leo University as part of the Introduction to ESE Inclusion course. St. Leo, FL.

McCullough, M. (September, 2016). *Improving teacher well-being through a strengths-based intervention: A multiple baseline single case design.* Presentation delivered to USF School Psychology Program students at part of advanced research practices/colloquium series. Tampa, FL.

Hearon, B., & **McCullough, M.** (March, 2015). *Fostering happiness in the young: Research on small group and classroom-based positive psychological interventions.* Presentation delivered to Hillsborough County Area 5 School Psychologists as part of ongoing professional development trainings. Tampa, FL.

Barclay, C., & **McCullough, M.** (January, 2014). *Parent involvement predictors of kindergarten success.* Presentation delivered to Hillsborough County Child Find Team as part of a series of professional development sessions. Tampa, FL.

Powers, D., Jefferies, DeLoatche, K., **McCullough, M.**, Ornduff, R., & Tan, S. Y., Bradley-Klug. (February, 2013). School Psychology Program, Department of Psychological & Social Foundations, College of Education, National Council for Accreditation Education Presentation

Service to Graduate Program

Secretary, University of South Florida School Psychology Student Association, (2013-2014)

Graduate Mentor, University of South Florida School Psychology Program, (2013-2015)

Professional Honor Societies and Affiliations

Florida Association of School Psychologists

National Association of School Psychologists

USF School Psychology Student Association (SPSA)

Phi Kappa Phi Honor Society

Additional Skills

Microsoft Office Suite (Word, Excel, Publisher, PowerPoint)