

Curriculum Vita

Rachel Brown-Chidsey, Ph.D., NCSP
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907-355-7328

School Year

17 Heather Way
Gorham, ME 04038

Summer

P.O. Box 2548
Palmer, Alaska 99645

EDUCATION

- 2000 Ph.D., University of Massachusetts, Amherst, Massachusetts

Dissertation Title: Making the most of computers: An investigation of the attitudes and opinions of students and teachers concerning the use of computers for the instruction of students with special learning needs.
- 1991 M.A.T., Smith College, Northampton, Massachusetts
Major: Education
- 1989 M.A., University of Massachusetts, Amherst, Massachusetts
Major: American and European History
- 1987 B.A., Whitman College, Walla Walla, Washington
Major: History
- 1983 Diploma with Honors, Palmer High School, Palmer, Alaska

PROFESSIONAL EXPERIENCE

- 2019-present Assistant Professor of Special Education
University of Southern Maine, Gorham, Maine
- 2016-present Senior Academic Officer, FastBridge Learning
Minneapolis, Minnesota
- 2016-present Associate Professor of Educational and School Psychology, Emerita
University of Southern Maine, Gorham, Maine
- 2017-2018 School Psychologist, Matanuska-Susitna Borough School District
Palmer, Alaska
- 2009-2016 Co-Director, Southern Maine Area Resource Team (SMART) for Schools
University of Southern Maine, Gorham, Maine
- 2005-2016 Associate Professor of Educational and School Psychology
University of Southern Maine, Gorham, Maine
- 2011-2015; Director, Educational and School Psychology Programs
2005-2008 University of Southern Maine, Gorham, Maine
- 2000-2005 Assistant Professor of School Psychology
University of Southern Maine, Gorham, Maine
- 2001-2003 Post-doctoral Fellow in School Psychology
Windham School Department, Windham, ME

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- 1999-2000 School Psychologist Intern
Hampshire Educational Collaborative, Northampton, Massachusetts
- 1999-2000 Adjunct Faculty, Site-Based Special Education Certification Program
American International College, Springfield, Massachusetts
- 1997-1998; Practicum Supervisor, Special Education Program
1999-2000 University of Massachusetts, Amherst, Massachusetts
- 1998-1999 Clinical Child Team Member: Psychological Services Center
University of Massachusetts, Amherst, Massachusetts
- 1998 Teaching Assistant: Cognitive Assessment
University of Massachusetts, Amherst, Massachusetts
- 1996-1999 Instructor: Introduction to Special Education
University of Massachusetts, Amherst, Massachusetts
- 1995-1999 Director of Academic Support Services and Lead Special Education Teacher
Eaglebrook School, Deerfield, Massachusetts
- 1992-1995 History Teacher
Eaglebrook School, Deerfield, Massachusetts
- 1991 Teaching Intern: Smith Academy
Hatfield, Massachusetts
- 1990 Teaching Intern, Northampton High School,
Northampton, Massachusetts
- 1990-1991 Publications and Grant Director: Women's and Children's Health Associates Palmer,
Alaska
- 1989-1990 Automation Training Supervisor: Circulation Department, Neilson Library
Smith College, Northampton, Massachusetts
- 1987-1989 Teaching Assistant
University of Massachusetts, Amherst, Massachusetts

REFEREED PUBLICATIONS

JOURNAL ARTICLES

- Scott, A., Hauerwas, L. B., & Brown, R. (2014). State policy and guidance for identifying learning disabilities in culturally and linguistically diverse students. *Journal of Learning Disabilities, 37*, 172-185.
- Hauerwas, L. B., Scott, A., & Brown-Chidsey, R. (2013). SLD and RTI: An analysis of state department of education regulations and guidance. *Exceptional Children, 80*, 101-120.
- Goss, C. L., & Brown-Chidsey, R. (2011). Tier 2 reading intervention: Comparison of *Foundations* and *Reading Mastery*. *Preventing School Failure, 56*, 65 – 74.

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- Brown-Chidsey, R., Burns, M. K., Thies, L. O., Wizda, L. L. (2008). The future is now: The school psychology futures task force on academic outcomes. *Communiqué*, 37 (7), 1, 5-7.
- Brown-Chidsey, R. (2007). No more "waiting to fail:" How response to intervention works and why it is needed. *Educational Leadership*, 65 (2), 40-46.
- Brown-Chidsey, R. (2005c). Academic skills are basic (to) children's personal wellness. *Trainer's Forum*, 24, 3-8.
- Brown-Chidsey, R. (2005b). Response to intervention (RTI) training in school psychology programs: Introduction to the RTI mini-series. *Trainer's Forum*, 24, 1-2.
- Brown-Chidsey, R., & Fernstrom, R. Johnson, P., Jr. (2005). Curriculum-based measurement of silent reading: Does passage type influence student scores? *School Psychology Review*, 34, 387-394.
- Brown-Chidsey, R. (2005a). Scaling educational assessments to inform instruction for all students: Response to intervention as essential educational science. *Trainer's Forum*, 24 (1), 1-4, 6-8.
- Brown-Chidsey, R., Davis, L., & Maya, C. (2003). Sources of variance in curriculum-based measures of silent reading. *Psychology in the Schools*, 40, 363-377.
- Boscardin, M. L., Brown-Chidsey, R. & Gonzalez-Martinez, J.¹ (2002). The essential link for students with disabilities from diverse backgrounds: Forging partnerships with families. *Journal of Special Education Leadership*, 14, 89-95.
- Brown-Chidsey, R. & Boscardin, M.L. (2001). How useful are computers? Comparison of the attitudes of students with and without learning disabilities. *Meridian: A Middle School Technologies Journal*, 4:2, <http://www.ncsu.edu/meridian/sum2001/computers/index.html>
- Brown-Chidsey, R., Boscardin, M.L. & Sireci, S. (2001). Computer attitudes and opinions of students with and without learning disabilities. *Journal of Educational Computing Research*, 24, 183-204.

BOOKS

- Brown, R., & Bickford, R. (2016). *Practical handbook of multi-tier systems of support*. New York: Guilford Press.
- Brown-Chidsey, R., & Andren, K. (Ed.). (2013). *Assessment for intervention: A problem-solving approach*. (2nd Ed.). New York: Guilford.
- Brown-Chidsey, R. & Steege, M. W. (2010). *Response to intervention: Principles and strategies for effective practice* (2nd Ed.) New York: Guilford.
- Brown-Chidsey, R., Bronaugh, L., & McGraw, K. (2009). *RTI in the classroom: Guidelines and recipes for success*. New York: Guilford.
- Brown-Chidsey, R. & Steege, M. W. (2005). *Response to intervention: Principles and strategies for effective practice*. New York: Guilford.
- Brown-Chidsey, R. (Ed.). (2005). *Assessment for intervention: A problem-solving approach*. New York: Guilford.

¹ All three authors contributed equally to the formulation and writing of this article.

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BOOK CHAPTERS

- Brown-Chidsey, R., Steege, M. W., & Bickford, R. S. (2014). Evaluating the effectiveness of interventions using case study data. In, A. Thomas & J. Grimes (Eds.), *Best Practices in School Psychology VI*. Bethesda, MD: National Association of School Psychologists.
- Brown, R., Steege, M. S., Bickford, R. S. (2014). Responsive assessment and instruction practices. In, S. Little & A. Akin Little (Eds.) (161-178), *Academic Assessment and Intervention*. New York: Routledge.
- Brown-Chidsey, R. (2012). Intelligence tests in the context of emerging assessment practices: Problem solving applications. In, D. P. Flanagan & P. L. Harrison (Eds.), *Contemporary intellectual assessment, 3rd Ed.* (pp. 839-851). New York: Guilford.
- Brown-Chidsey, R., Steege, M. W., & Mace, F. C. (2008). Evaluating the effectiveness of interventions using case study data. In, A. Thomas & J. Grimes (Eds.), *Best Practices in School Psychology V*. Bethesda, MD: National Association of School Psychologists.
- Steege, M. W., Mace, F. C., & Brown-Chidsey, R. (2007). Functional behavioral assessment of classroom behavior. In, S. Goldstein & R. Brooks (Eds.), *Understanding and managing children's classroom behavior (2nd Ed.)*. New York: Wiley.
- Brown-Chidsey, R. (2005). Introduction to problem solving assessment. In, R. Brown-Chidsey (Ed.), *Assessment for intervention: A problem solving approach* (pp. 3-9). New York: Guilford.
- Brown-Chidsey, R. (2005). The Role of Published Norm-Referenced Tests In Problem-Solving-Based Assessment. In, R. Brown-Chidsey (Ed.), *Assessment for intervention: A problem solving approach* (pp. 247-266). New York: Guilford.
- Brown-Chidsey, R., & Steege, M. W. (2005). Solution focused psycho-educational reports. In, R. Brown-Chidsey (Ed.), *Assessment for intervention: A problem solving approach* (pp. 267-290). New York: Guilford.
- Brown-Chidsey, R. (2005). Intelligence Tests in an Era of Standards-Based Educational Reform. In, D. P. Flanagan & P. L. Harrison (Eds.), *Contemporary intellectual assessment, 2nd Ed.* (pp. 631-641). New York: Guilford.
- Brown-Chidsey, R. & Steege, M. W. (2005). Adaptive behavior assessment. In S.W. Lee, & P. Lowe (Eds.), *Encyclopedia of School Psychology*. Sage: Thousand Oaks, CA.
- Steege, M. W., & Brown-Chidsey, R. (2005). Functional behavioral assessment: The cornerstone of effective problem solving. In, R. Brown-Chidsey (Ed.), *Assessment for intervention: A problem solving approach* (pp. 131-154). New York: Guilford.
- Brown-Chidsey, R. & Steege, M. W. (2004). Adaptive behavior assessment. In, T. S. Watson & C. H. Skinner (Eds.), *Encyclopedia of school psychology* (pp. 14-15). New York: Kluwer Academic/Plenum Publishers.
- Brown-Chidsey, R. & Steege, M. W. (2004). Discrete trial teaching. In, T. S. Watson & C. H. Skinner (Eds.), *Encyclopedia of school psychology* (pp. 96-97). New York: Kluwer Academic/Plenum Publishers.

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- Steege, M. W. & Brown-Chidsey, R. (2004). Punishment. In, T. S. Watson & C. H. Skinner (Eds.), *Encyclopedia of school psychology* (pp. 258-261). New York: Kluwer Academic/Plenum Publishers.
- Steege, M.W., Brown-Chidsey, R., & Mace, F.C. (2002). Best practices in evaluating interventions. In, A. Thomas & J. Grimes (Eds.), *Best practices in school psychology*. 4th ed. (pp. 517-534). Bethesda, MD: National Association of School Psychologists.
- Boscardin, M.L., Brown-Chidsey, R. , & Gonzalez-Martinez, J. (2002) . Assessment of Children from Diverse Backgrounds. In J. Carey & P. Pedersen (Eds.), *Multicultural counseling in the schools*. 2nd ed. (pp 257-279). Boston: Allyn & Bacon.
- Brown-Chidsey, R., Seppala, M. & Segura, M.L. (2000). Chapter 766: Massachusetts special education law. *American Education Annual*. New York: Gale.

NON-REFEREED PUBLICATIONS

- VanDerHeyden, A.M., Burns, M., Brown, R., Shinn, M.R., Kukic, S., Gibbons, K., Batsche, G. & Tilly, W.D. (2016, January 6). RTI works (when it is implemented correctly). *Education Week*, 35(15), 25.
- Prase, D., Morrison, D., Alvarez, M., Batsche, G., Boynton-Hauerwas, L., Brown-Chidsey, R., Campbell, C., Castillo, J., Chirio, A., Cline, L., Coleman, M. R., Curtis, M., Dixon, D., Duhon, G., Elliott, J., Freeman, R., Graden, J., Grimes, S., Harris, M., Hines, C., Howell, K., Johnson, B., Jones, C., Little, M., Mahon-Reynolds, C., Passman, B., Pearce, L., Reschly, D., Robinson, L., Schallmo, K., Schultz, E., Sondag, A., Tuesday, L., Fuchs, W. W., Whitmire, K., Wonder-McDowell, Young, E., Zaskis, K. (2011, August) *Multi-Tiered System of Supports and Response to Intervention (Rti): Domains of Educational Practice for Higher Education Teacher Preparation*.
- Brown-Chidsey, R. & Steege, M. W. (2007-2015). *Certificate in Applied Behavior Analysis (CABA) Program Handbook*. Gorham, ME: University of Southern Maine.
- Brown-Chidsey, R. (2005-2015). *Doctor of Psychology in School Psychology (Psy.D.) Program Handbook*. Gorham, ME: University of Southern Maine.
- Brown-Chidsey, R. (2008-2015). *Master of Science in Educational Psychology with a Concentration in Applied Behavior Analysis (M.S.) Program Handbook*. Gorham, ME: University of Southern Maine.
- Brown-Chidsey, R. (2002-2008). *Master of Science in School Psychology (M.S.) Program Handbook*. Gorham, ME: University of Southern Maine.
- Brown-Chidsey, R. (1998). *Making the most of computers: An investigation of the attitudes and opinions of students and teachers concerning the use of computers for the instruction of students with special learning needs*. Unpublished doctoral dissertation, University of Massachusetts, Amherst.

PAPERS PRESENTED AT PROFESSIONAL MEETINGS

- Brown, R., Windram, H. (2019, February). Screening to intervention: Using data for instructional decision-making. National Association of School Psychologists annual conference, Atlanta.
- Brown, R., Halfacre, T., & Hope, L. (2018, February). Using RTI Data for Middle School SLD Eligibility Decisions. National Association of School Psychologists annual conference, Chicago.

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- Brown, R., Gerard, J., Hope, L., & Ossenkop, K. (2016, February). Using RTI data for SLD eligibility decisions: Process and implementation. National Association of School Psychologists annual conference, New Orleans, LA.
- Brown-Chidsey, R. & Kiburis, A. (2013, February). Evaluating the efficacy of an adaptation of PALS for math. National Association of School Psychologists annual conference, Seattle, WA.
- Brown-Chidsey, R., Williams, D., Hugger, K., & Fotter, H. (2013, February). Reliability analysis of seventh and eighth grade reading MAZE passages. National Association of School Psychologists annual conference, Seattle, WA.
- Brown-Chidsey, R. (2012, November). Can't or won't: Understanding why students struggle. Third Annual Maine PBIS Conference, Augusta, ME.
- Brown-Chidsey, R., & Bartlett, C. (2012, February). Evaluating the effects of progress monitoring eighth graders' math performance. National Association of School Psychologists annual conference, Philadelphia, PA.
- Brown-Chidsey, R., & Gritter, A. (2012, February). Comparing administration personnel: Curriculum-based measures of reading and math. National Association of School Psychologists annual conference, Philadelphia, PA.
- Scott, A. N., Brown-Chidsey, R., Harris, B., Noltemeyer, A., Sotelo-Dynega, M., Sullivan, A., Zibulsky, J. (2012, February). Effective teaching and mentoring strategies for graduate education. National Association of School Psychologists annual conference, Philadelphia, PA.
- Kucera, M., Brown-Chidsey, R., Harris, B., Shriberg, D., Sotelo-Dynega, M., Sullivan, A., Zibulsky, J. (2012, February). Developing and sustaining healthy work-life balance in academia. National Association of School Psychologists annual conference, Philadelphia, PA.
- Brown-Chidsey, R. (2011, November). The behavior chicken and the academic egg: What comes first? Second Annual Maine PBIS Conference, Augusta, ME.
- Brown-Chidsey, R. (2011, June). RTI Academy Conference Chair and session presenter. Portland, Maine.
- Brown-Chidsey, R. & Bickford, R. (2011, February). Peer-to-peer education and evaluation review (PPEER) in RTI. National Association of School Psychologists annual conference, San Francisco, CA.
- Harris, E., & Brown-Chidsey, R. (2011, February). Evaluating the efficacy of reading fluency instruction. National Association of School Psychologists annual conference, San Francisco, CA.
- Brown-Chidsey, R. (2010, November). Ethical decision making in everyday psychology practice. Maine Psychological Association Annual Conference. Augusta, ME
- Brown-Chidsey, R. (2010, October). Response to intervention [Keynote address]. Alaska's 44th Annual Fall Principal's Conference, Anchorage, AK.
- Brown, Chidsey, R., Piechocki, I., & Smith, S. (2010, May). The behavior chicken and the academic egg: Does either really come first? Positive Behavior Interventions and Supports (PBIS): Strategies for implementing and sustaining PBIS in Maine schools, emphasizing grades K-8. Augusta, ME.

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- Brown-Chidsey, R. (2010, January). Response to intervention: Strategies for maximizing achievement and reducing problems. Harvard Medical School Department of Continuing Education. Boston, MA.
- Brown-Chidsey, R. (2010, January). Response to instruction/intervention (RTI): Scaling practices to meet local needs. Alaska Department of Education and Early Development 2010 Winter Education Conference, Anchorage, AK.
- Wilson, B. A., Whitmire, K., Brown-Chidsey, R., & Wernikoff, L. (2009, November). Implementing RTI: Principles, practices, and reports from real life. International Dyslexia Association 60th Annual Conference, Orlando, FL.
- Brown-Chidsey, R. (2008, November). Response to intervention: PBIS for academic behavior. Workshop presented at the 4th Annual Forum on Positive Behavior Support: PBS-Research to practice.
- Brown-Chidsey, R. (2008, November). Ethical decision-making in everyday school psychology practice. Workshop presented at the Maine Association of School Psychology Annual Meeting, Augusta, ME
- Brown-Chidsey, R. (2007, April). *Introduction to Response to intervention [and] Implementing RTI*. Workshop presented at the Maine Association of School Psychology Spring Conference, Gorham, ME.
- Brown-Chidsey, R. (2006, November). *RTI 101 for teachers: Basic principles and starting points*. Workshop presented at a full-day conference entitled: Early and Responsive Intervention: From Research to Practice, Augusta, ME.
- Brown-Chidsey, R. (2006, September). *Using response to intervention for academic positive behavior supports*. Workshop presentation at the Second Annual New England Positive Behavioral Support conference, Norwood, MA.
- Brown-Chidsey, R. (2006, September). *Response to intervention: Basic principles and starting points*. Presentation made at RTI Institute at the May Institute, Randolph, MA.
- Brown-Chidsey, R. (2006, March). *Are we there yet? Systems-level RTI outcomes*. Mini-Skills Presentation at the national Association of School Psychologists (NASP) Annual Meeting, Anaheim, CA.
- Brown-Chidsey, R. (2005, August). *Comparing oral and silent (maze) curriculum-based measures of reading fluency for tier I response to intervention (RTI) assessment*. Poster session at the American Psychological Association Annual Meeting, Washington, DC.
- Brown-Chidsey, R., & Ferstrom, R. (2004, March). *Curriculum-based measurement of silent reading: Comparison of literature-based and grade-level controlled passages*. Paper presentation. National Association of School Psychology Annual Convention. Dallas, TX.
- Brown-Chidsey, R. & Maya, C. (2003, April). *Measurement of reading comprehension skills using curriculum-based measurement: A comparison of multiple-choice and open-ended questions with the maze*. Paper presentation. National Association of School Psychology Annual Convention. Toronto, ON.
- Brown-Chidsey, R. (2002, February). *Reading to Learn? Using an adapted maze procedure and behavior observations to conduct functional behavioral assessment*. Poster presentation with M. W. Steege. National Association of School Psychologists Annual Convention. Chicago, IL.

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- Brown-Chidsey, R. (2002, February). *Is this as good as it gets? School-wide assessment of reading comprehension using curriculum-based measurement*. Paper presentation. National Association of School Psychologists Annual Convention. Chicago, IL.
- Brown-Chidsey, R. (2001, April). *Reading to learn: Using a maze task to measure elementary students' reading comprehension*. Poster presentation. National Association of School Psychologists Annual Convention. Washington, DC.
- Brown-Chidsey, R. (2000, March). *Challenges to behavior interventions: Implementing programs for students with ADHD*. Poster presentation. National Association of School Psychologists Annual Convention. New Orleans, LA.
- Brown-Chidsey, R. (1999, July). *Making the Most of Computers in Special Education*. Poster Presentation. Office of Special Education Programs (OSEP) Research Project Directors' Conference. Washington, DC.
- Brown-Chidsey, R. (1999, April). *Making the Most of Computers: An Investigation of Students' Attitudes About the Use of Computers in Special Education*. American Educational Research Association (AERA) Annual Conference, Montreal, QU.
- Brown-Chidsey, R. (1998, October). *An Investigation of Students' and Teachers' Attitudes About the Use of Computers in Special Education*. Northeast Educational Research Association (NERA) Annual Conference, Ellenville, NY.
- Brown-Chidsey, R. (1998, May). *Making the Most of Computers: An Investigation of Students' and Teachers' Attitudes About the Use of Computers in Special Education*. Education and Technology '98: Making the Partnership Work Conference. Hampshire College, Amherst, MA.
- Brown-Chidsey, R. (1998, April). *Making the Most of Computers: An Investigation of the Use of Computers by Students with Special Learning Needs*. New England Educational Research Organization Annual Meeting, Portland, ME.
- Brown-Chidsey, R. (1996, October). *Assessment of students with special needs: What the general classroom teacher needs to know*. New England Teacher's Day Conference, West Hartford, CT.

OTHER INDICATIONS OF SCHOLARSHIP

GRANTS AND CONTRACTS (FUNDED)

- | | |
|------|--|
| 2015 | Maine Community Foundation: SMART Learning Lab Tutor stipends. Funded for \$15,000.00. |
| 2014 | Riverside Publishing. Grant for 12 copies of the Woodcock-Johnson Tests of Abilities, 4 th Edition.
Maine Community Foundation: Summer Programming Extension. Funded for \$76,000.00.
University of Southern Maine Center for Technology Enhanced Learning Technology Grant. Tablet Computers for the SEHD Assessment Center. Funded for \$3,000.00 |
| 2013 | Maine Community Foundation: Maine TEACHERS [Learning Lab implementation]. Funded for \$166,000.00 over 3 years. |
| 2012 | RSU 14 (Maine) Internship project. Funded for \$32,240.00.
Maine Community Foundation SMART Learning Lab Development Project. Funded for \$15,000.00. |

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- Biddeford School Department (Maine) RTI Implementation Support. Funded for \$8,100.00.
Rockland (ME) School Department Positive Interventions and Support Implementation. Funded for \$4,050.00.
SAD 11 (Maine) Positive Interventions and Support Implementation. Funded for \$12,150.00.
- 2011 Biddeford School Department (Maine) RTI Implementation Support. Funded for \$5000.00.
SAD 15 (Maine) Math Curriculum Review. Funded for \$1025.00.
Sebago Educational Alliance (Maine) Internship Training Grant Funded for \$10,000.00
Portland Public Schools (Maine), PBIS Implementation Support. Funded for \$57,088.00.
- 2010 Easton, Maine RTI Implementation Support. Funded for \$2,500.00.
RSU 4 (Maine) Math Curriculum Review. Funded for \$350.00.
SAD 6 (Maine), PBIS Implementation Support. Funded for \$10,000.00.
Lyseth School, Portland, Maine, PBIS Implementation Support. Funded for \$6,000.00
Portland Public Schools (Maine), AIMSweb Implementation Support. Funded for \$1,500.00
SAD 1 (Maine) RTI Implementation Support. Funded for \$2,500.00.
- 2009 Alaska Department of Education and Early Development. RTI in Rural Schools Program. Anchorage (Alaska) School District. RTI Training Program. Funded for \$9,000.00
National Center on Response to Intervention. Training Materials Preparation for the Maine Department of Education. Funded for \$4000.00.
- 2008 Woodcock-Munoz Foundation. Grant of updated instructional materials for the USM College of Education and Human Development Assessment Center. Funded for \$1,500.00
- 2007 USM College of Education and Human Development, Research mini-grant. Funded for \$1000.00.
- 2006 University of Southern Maine Center for Technology Enhanced Learning. Online course development grant. Funded for \$3,000.00
Woodcock-Munoz Foundation. Grant of instructional materials for the USM College of Education and Human Development Assessment Center. Funded for \$2,400.00
- 2005 USM College of Education and Human Development, Research mini-grant. Funded for \$480.00.
- 2003 Grant for purchase of testing materials for the University of Southern Maine, College of Education and Human Development Assessment Center. Woodcock-Munoz Educational Foundation. Funded for \$11,200.00.
Community Building Grant. University of Southern Maine Center for Teaching. School Psychology Program. Funded for \$250.00.
Curriculum-based assessment in special education: Knowledge, use, and attitudes. University of Southern Maine, Faculty Senate Research Grant. Funded for \$1,215.00.
- 2002 Community Building Grant. University of Southern Maine Center for Teaching. School Psychology Program. Funded for \$200.00
- 1998 *Making A Difference: An Investigation of the Role of Instructional Technology in Special Education*. Submitted to the Research in Education of Individuals with Disabilities Program (USDOE). Student Initiated Grants Projects, Mary Lynn Boscardin, principal investigator. (CFDA No. 84-123B). Funded for \$20,000.

AWARDS

- 2016 National Association of School Psychologists: President's Award
2015 Maine Association of School Psychology: Lifetime Achievement Award
2014 University of Southern Maine, College of Education and Human Development. Community Engagement Award
2013 Sloan Consortium Certificate in Online Teaching

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2012 University of Southern Maine Faculty Senate Award for Teaching Excellence
1995 Eaglebrook School Henry R. Kravis Award for Teaching Excellence

COURSES TAUGHT

At the University of Alaska

EDA 556: RTI Academy
EPF 593: Response to Intervention in Rural Settings

At the University of Southern Maine

EDU 600: Research Methods
EDU 697: Statistics I
EDU 698: Statistics II
EPB 512: Response to Intervention for General and Special Education
SED 653: Academic Assessment
SED 425/625: Effective Mathematics Instruction in an MTSS
SPY 609: Orientation to School Psychology
SPY 627: Multi-Tier Reading Instruction in General and Special Education
SPY 671: Physical Bases of Behavior
SPY 673: Social Foundations of Behavior
SPY 674: Child and Adolescent Psychopathology
SPY 676: Psychological Principles of Learning
SPY 672: Assessment of Academic Achievement
SPY 677: Cognitive Assessment
SPY 679: Diversity in the Science and Practice of Psychology
SPY 693: School Psychology Practicum 1
SPY 694: School Psychology Practicum 2
SPY 709: History, Systems, and Ethics of Psychology
SPY 727: Advanced Academic Intervention Methods
SPY 751: Advanced Research Seminar
SPY 759: Psy.D. Dissertation

At American International College/Hampshire Educational Collaborative Field Site:

EPP 601: Child Development
EPP 611: Teaching Mathematics to Students with Special Needs

At the University of Massachusetts, Amherst

EDU 300: Introduction to Special Education
EDU 705: Cognitive Assessment (teaching assistant)

DISSERTATIONS AND THESES SUPERVISED

Merrill, T. (2018). *A comparison of curriculum-based measures of oral reading fluency*. Doctoral Dissertation, University of Southern Maine.

Pelletier, K. (2018). *Further evaluation of the Preschool Life Skills (PLS) program: Reduced consultant involvement*. Doctoral Dissertation, University of Southern Maine.

Kolbe-Holden, K. (2017). *An evaluation of social skill intervention effects using the Skillstreaming curriculum*. Doctoral Dissertation, University of Southern Maine.

Hathaway, M. (2016). *Teaching children with autism to mand from their peers*. Doctoral Dissertation, University of Southern Maine.

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- Roy, W. (2016). *A pilot investigation of a multi-tier system of mathematics instruction for pre-kindergarten students*. Doctoral Dissertation, University of Southern Maine.
- Swan, J. (2016). *Effectiveness of direct instruction on the oral language development of fifth and sixth grade English language learners*. Doctoral Dissertation, University of Southern Maine.
- Boulos, J. (2015). *Peer assisted learning strategies for reading skills improvement for children with social emotional and behavioral disorders*
- Jarmuz-Smith, S. (2015). *A comparison of the effects of low and high-technology activity schedules on task engagement of young children with developmental disabilities*. doctoral dissertation, University of Southern Maine.
- Long, R. (2015). *Response interruption and redirection applied to life skills tasks*. Doctoral Dissertation, University of Southern Maine.
- Williams, D. (2015). *Effects of the 'Strong Kids' curriculum as a targeted intervention for students at-risk for developing depressive disorders*. Doctoral Dissertation, University of Southern Maine.
- Flanders, C. (2014). *Self-Regulated Strategy Development (SRSD) For Writing: A Tier 2 Intervention For Fifth Grade*. Doctoral Dissertation, University of Southern Maine.
- Chenard, M. (2014). *An evaluation of the efficacy of self-regulated strategy development (SRSD) on improving freshman college students' writing abilities*. Doctoral Dissertation, University of Southern Maine.
- Swan, M. O. (2014). *Effects of peer tutoring on the reading fluency and comprehension of seventh grade students*. Doctoral Dissertation, University of Southern Maine.
- Bartlett, C. (2013). *Evaluating the effectiveness of progress monitoring as a second grade mathematics intervention*. Doctoral Dissertation, University of Southern Maine.
- Hugger, K. (2013). *Evaluating the effects of peer-assisted learning strategies (pals) in mathematics plus an anxiety treatment on achievement and anxiety of third grade students*. Doctoral Dissertation, University of Southern Maine.
- Robert, J. (2013). *Effects of the corrective reading program as an intervention for seventh grade English language learners*. Doctoral Dissertation, University of Southern Maine.
- Bickford, R. (2012). *Promoting students' social and academic success through teacher praise*. Doctoral Dissertation, University of Southern Maine.
- Kiburis, A. (2012). *Evaluating the efficacy of an adaptation of pals for math in a seventh grade classroom*. Doctoral Dissertation, University of Southern Maine.
- Andren, K. (2010). *An analysis of the concurrent and predictive validity of curriculum based measures (CBM), the Measures of Academic Progress (MAP), and the New England Common Assessment Program (NECAP) for reading*. Doctoral Dissertation, University of Southern Maine.
- Harris, E. (2010). *Evaluating the efficacy of reading fluency instruction*. Doctoral Dissertation, University of Southern Maine.
- Piechocki, I. (2010). *The effects of specific types of attention on youth with problem behavior*. Doctoral Dissertation, University of Southern Maine.

Curriculum Vita

Rachel Brown-Chidsey, Ph.D., NCSP
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Gritter, A. (2009). *An evaluation of the handwritten and typed writing performance with instruction and no-instruction conditions of students with disabilities*. Doctoral Dissertation, University of Southern Maine.

Goss, C. L. (2008). *Tier 2 reading interventions: Research study*. Doctoral Dissertation, University of Southern Maine.

CERTIFICATION AND LICENSURE

2018-present Maine Certified Special Education Teacher (K-12)
2007-present Alaska Licensed Psychologist
2004-present Maine Licensed Psychologist
2003-present Alaska Certified School Psychologist
2000-present Maine Certified School Psychological Service Provider
2000-present Nationally Certified School Psychologist
2000-2005 Maine Certified Special Education Teacher (K-12)
1992-2003 Massachusetts Educator Certificate with endorsement as a School Psychologist, Special Educator (P-12), History Teacher (5-12)

OTHER PROFESSIONAL ACTIVITIES

2007-present Alaska School Psychology Association, Member
2002-present American Academy of Pediatrics, Affiliate, Section on Developmental and Behavioral Pediatrics
2000-present Phi Kappa Phi, Member
1998-present American Psychological Association, Division 16 (school psychology), member
1997-present American Psychological Association, Member
1997-present National Association of School Psychologists, Member
1988-present Phi Alpha Theta, Member

PROFESSIONAL JOURNAL REVIEW ACTIVITIES

2016-present Ad Hoc Reviewer, *Psychology In the Schools*
2013-present Ad Hoc Reviewer, *Journal of Applied School Psychology*
2010-present Ad Hoc Reviewer, *Remedial and Special Education*
2006-present Ad Hoc Reviewer, *Journal of Educational and Psychological Consulting*
2001-present Ad Hoc Reviewer, *School Psychology Review*
2001-present Editorial Board, *Journal of Special Education Leadership*
2002-2006 Editorial Board, *School Psychology Quarterly*
1998-2006 Editorial Board, *Journal of Educational Computing Research*,
1999-2000 Student Editorial Board, *School Psychology Quarterly*

INTERNATIONAL, NATIONAL, REGIONAL, AND STATE PROFESSIONAL COMMITTEES

2017-present Mat-Su Schools Foundation Board of Directors, Member
2013-present National Association of School Psychologists Convention Proposal Review Committee
2004-present American Psychological Association, Division 16 Convention Committee
2014-2016 Maine Psychological Association, Policy Council
2007-2015 National Association of School Psychologists, Child and Profession Committee, Chair
2000-2016 Maine Department of Education, School Psychological Service Provider Advisory Board
2010-2014 Maine Literacy Team
2010-2013 Maine Response to Intervention Steering Committee
2008-2010 Maine Response to Intervention Stakeholder's Committee

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2007-2014 Nationally Certified School Psychologist (NCSP) Board, Reviewer
2007-2011 Women and Children's Health Association, Board of Directors
2007-2010 National Association of School Psychologists, Child and Profession Committee,
Co-chair
2002-2007 Futures Task Force on Academic Outcomes, School Psychology Leadership Roundtable,
Chair
2005 Invited Participant Early Career Scholar, School Psychology Research Collaboration
Conference, Washington, DC, August 2005
2003-2013 Maine liaison, School Psychology Futures Conference
2005-200 Task Force on Special Education Eligibility Definition, Maine Department of Education
2003-2005 Treasurer, Maine Association of School Psychology
2002 Invited on-site participant, School Psychology Futures Conference, Indianapolis, IN,
November 2002.
2002-2003 Newsletter Editor, Maine Association of School Psychology
2000-2002 Maine Advisory Task Force on Assistive Technology

UNIVERSITY OF SOUTHERN MAINE COMMITTEES

2013-present Institutional Review Board (IRB), member
2010-2013 Institutional Review Board (IRB), Chair
2008-2010 Strategic planning task force work group 4: Campus and community
2005-2009 Graduate Council
2003-2010 Institutional Review Board (IRB), member
2002-2006 Child Care Advisory Board, chair

SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT COMMITTEES

2015-2016 Promotion and Tenure Committee, member
2001-2016 Assessment Center Committee, Chair
2010-2012; Cross-School Committee on Special Education
2006-2007
2009-2010 Scholarship Committee
2005-2007 Technology Committee, Co-chair
2002-2004 Professional Development Center Steering Committee
2002-2003 Human Development Major Committee

DEPARTMENT OF HUMAN RESOURCE DEVELOPMENT COMMITTEES

2005-2010 APA and NASP accreditation committee, chair
2004-2010 Curriculum Committee
2000-2005 Psy.D. Planning Committee
2002-2003 NASP Program Approval Board Re-Accreditation Portfolio, Chair

PROFESSIONAL SERVICE ACTIVITIES

2019 Conducted professional development for special education and school psychology staff in
the Anchorage and Matanuska-Susitna Borough School Districts (Alaska)
2018 Conducted professional development for special education and school psychology staff in
Matanuska-Susitna Borough School District (Alaska) and Cumberland, Falmouth,
Gorham, and Yarmouth (Maine)
2017 Conducted professional development for special education and school psychology staff in
Matanuska-Susitna Borough School District (Alaska)

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- 2016 Conducted professional development for special education and school psychology staff in Matanuska-Susitna Borough School District (Alaska) and Cumberland, Falmouth, Gorham, and Yarmouth (Maine)
- 2015 Chaired creation and/or revision of 3 NASP position statements; presented statement drafts at NASP Delegate Assembly
- Conducted professional development for special education and school psychology staff in Matanuska-Susitna Borough School District (Alaska) and RSU14 (Maine)
- 2014 Chaired creation and/or revision of 3 NASP position statements; presented statement drafts at NASP Delegate Assembly
- 2013 Chaired creation and/or revision of 2 NASP position statements; presented statement drafts at NASP Delegate Assembly
- 2012 Chaired revision of 7 NASP position statements; presented statement drafts at NASP Delegate Assembly
- 2011 Chaired revision of 4 NASP position statements; presented statement drafts at NASP Delegate Assembly
- Conducted RTI training workshops for Portland Public Schools, Portland, ME
- 2010 Chaired revision of 3 NASP position statements; presented statement drafts at NASP Delegate Assembly
- Conducted RTI training workshops for Maine Regional School Union 21 and Maine School Administrative District 1, Kennebunk and Presque Isle, Maine
- 2009-2010 Brown-Chidsey, R. (2009-2010). Response to intervention: Workshop series. University of Southern Maine, Portland, ME
- 2009 Conducted RTI training workshops for Anchorage, Lake and Peninsula, and Matanuska-Susitna, Alaska School Districts
- 2008 Co-chaired revision of 12 NASP position statements; presented statement drafts at NASP Delegate Assembly
- Chaired team that developed a web site for resources related to effective academic outcomes for all students: <http://www.usm.maine.edu/cehd/future/>
- 2007 Provided consultation to Alaska and Maine school districts concerning Response to Intervention and CBM-DIBELS practices
- Conducted RTI training workshops for Juneau, Alaska School District
- 2006 Chaired regional conference on Response to Intervention, Augusta, ME.
- Presented professional development workshops on Response to Intervention (RTI) and Dynamic Indicators of Basic Early Literacy Skills (DIBELS) methods for education professionals

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- Provided consultation to Maine school districts concerning Response to Intervention and CBM-DIBELS practices
- 2005 Presented professional development workshops on Response to Intervention (RTI), Curriculum-Based Measurement (CBM), and Dynamic Indicators of Basic Early Literacy Skills (DIBELS) methods for education professionals
- Provided consultation to Maine school districts concerning Response to Intervention and CBM-DIBELS practices
- 2004 Presented information about response to intervention (RTI) methods for Maine Administrators of Services for Children with Disabilities (MADSEC)
- Conducted DIBELS trainings for school personnel
- Co-presented at workshop on clinical supervision in school psychology
- Presented a Mini-Skills workshop at the National Association of School Psychologists Annual Convention, Dallas, TX. *Using Response to Intervention Methods to Assist Struggling Learners*
- 2003 Presented on reading interventions to school psychology practitioners
- Participated in the Northeast regional officers NASP meeting
- Presented on ADHD to parents of children with ADHD, Windham, ME.
- Panel member, University of New England Medical School, School Connections Case Study, Biddeford, Maine
- In-service workshop for teachers on Curriculum-Based Measurement, Gorham School Department, Gorham, Maine
- Panel Discussion Presenter*, Integrative Session to Review Implementation Steps at The Future of School Psychology Conference:
http://video.indiana.edu:8080/ramgen/vic/futures_20021116_2.rm
- Post-doctoral Fellow and School Psychological Service Provider, Windham School Department, Windham, Maine
- 2002 *Direct Instruction for Reading and Curriculum-Based Measurement*. Workshop for school psychology professionals. Applied Behavior Analysis Workshops, Standish, ME, October 2002
- Presented on learning disabilities diagnosis to Kennebunk, Maine Special Education Department personnel
- Self-assessment of Supervision Skills*. Workshop for school psychology professionals. Professional Development Center, University of Southern Maine. Gorham, ME, April 2002
- Presented on classroom best practices for students with learning and attention difficulties to Longfellow School (Brunswick, Maine) teachers and parents

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Post-doctoral Fellow and School Psychological Service Provider, Windham School Department, Windham, Maine.

2001

Risk assessment of potentially violent youth. Workshop for school psychology professionals. Professional Development Center, University of Southern Maine. Gorham, ME

Social Skills Assessment. Workshop for school psychology professionals. Professional Development Center, University of Southern Maine. Gorham, ME

Post-doctoral Fellow and School Psychological Service Provider, Windham School Department, Windham, Maine.

Presented information on reading comprehension strategies to Freeport, Maine middle school personnel

Presented research and intervention implications for reading comprehension to classroom teachers at Village School (Gorham, Maine)

Presented research and intervention implications for reading comprehension to classroom teachers at Harrison Middle School (Yarmouth, Maine)

Presented research and intervention implications for reading comprehension to classroom teachers at Elementary School (Cumberland, Maine)

Presented research and intervention implications for reading comprehension to classroom teachers at Plummer-Motz School (Falmouth, Maine)

2000

Curriculum-Based Measurement: What is it and why do it? Half day workshop. Lower Pioneer Valley Educational Collaborative. East Longmeadow, MA

Testing in the spirit of the law: Using curriculum-based measurement to identify and teach students with special needs. Full day workshop. Frontier Regional and School Union 38 districts. Whately, MA

1999

Learning Disabilities and Reading Difficulties. Full day workshop. Lower Pioneer Valley Educational Collaborative. East Longmeadow, MA

Curriculum-Based Measurement (CBM). Full day workshop. Hampshire Educational Collaborative. Northampton, MA

1998

Batteries not included: Energizing students with learning difficulties. Faculty in-service training. Eaglebrook School, Deerfield, MA