

# Garry Wickerd

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207-780-5638

## EDUCATION

- 2013 University of Massachusetts, Lowell, MA  
Certificate in Behavior Intervention in Autism, 4.00 GPA
- 2012 University of South Dakota, Vermillion, SD  
Doctor of Philosophy, School Psychology, 3.97 GPA
- 2005 University of Florida, Gainesville, FL  
Doctoral Coursework in American Legal History, 4.00 GPA
- 2001 University of Utah, Salt Lake City, UT  
Masters of Arts, History, 3.77 GPA
- 1995 Brigham Young University, Provo, UT  
Bachelors of Arts, Classics, 3.71 GPA

## EXPERIENCE

- 2016 – Present **Assistant Professor of Educational and School Psychology, University of Southern Maine, Gorham, Maine**  
Single Case Research Methods (SPY 602)  
Professional Ethics for Behavior Analysts (SPY 608)  
Professional Ethics in Psychology (SPY 609)  
Cognitive Affective Bases of Behavior (SPY 670)  
Physical Bases of Behavior (SPY 671)  
Assessment of Academic Achievement (SPY 672)  
Indirect Behavior Assessment (SPY 675)  
Cognitive Assessment (SPY 677)  
Diversity in the Science and Practice of Psychology (SPY 679)  
Statistics II/Data Collection and Analysis (SPY 698/EDU 705)  
History and Systems of Psychology (SPY 709)  
Advanced Academic Interventions (SPY 727)  
Advise graduate students in Educational and School Psychology  
Program development, admissions, and program management  
Assessment Center Coordinator  
Post-doctoral Intern, USM Counseling Services
- 2015 – 2016 **Assistant Professor of Psychology, Pittsburg State University, Pittsburg, Kansas**  
General Psychology (PSYCH 155)  
Developmental Psychology (PSCYH 263)

- Advanced Developmental Psychology (PSYCH 859)  
 Intellectual Assessment (PSYCH 803)  
 Advanced Educational Psychology (PSYCH 810)  
 Behavior Modification (PSYCH 741)  
 Advised undergraduate psychology majors  
 Advised school psychology club  
 Co-chair of campus autism support group
- 2013 – 2015      **School Psychologist, Tulare County Office of Education, Visalia, California**  
 Provided a full range of assessment and intervention services for children with severe and profound disabilities as well as students with severe mental health problems
- 2011 – 2013      **School Psychologist - Autism Consultant/Behavior Specialist, Southwest West Central Service Cooperative, Marshall, Minnesota**  
 2011 – 2012 Performed full range of psychological services for students including response to intervention, psychological testing, consultation, and counseling  
  
 2012 – 2013 Consulted with 20 school districts for programming and behavioral analysis services including PBIS for children with autism and severe behavior problems
- 2011 – 2011      **Behavioral Consultant, University of South Dakota, Center for Disabilities Vermillion, South Dakota**  
 Assisted with teaching behavioral training courses, analyzing trainer data, budgeting of funds, and creation of reports and training aids
- 2010 – 2011      **Adjunct Graduate Faculty, University of South Dakota, Vermillion, South Dakota**  
 Research Methods Course (Educational Research 761)  
 Teacher Assistant, Survey of Autism Spectrum Disorders (SPED 735)
- 2007 – 2008      **Coordinator, Unity House, University of South Dakota, Vermillion, South Dakota**  
 Directed a university wide center for diversity and cultural exploration
- 2005 – 2007      **Gwinnett County Public Schools, Suwanee, Georgia**  
 Latin Teacher, Collins Hill High School
- 2006              **Georgia Governor’s Honors Program, Valdosta, Georgia**  
 Latin and Portuguese teacher at a state summer camp for gifted students
- 2004 – 2005      **Teacher Assistant/Grader, University of Florida, Gainesville, Florida**  
 American History
- 2002 – 2003      **Florida Metropolitan University, Orlando, Florida**  
 Adjunct Instructor of History: Florida History, American History

2000 – 2004                   **Orange County Public Schools, Orlando, Florida**  
Latin Teacher, Lakeview Middle School and Olympia High School  
COMPACT teacher for “at risk” freshmen, Olympia High School

## **INTERNSHIPS**

2017 – Present               **University of Southern Maine, Counseling Services and Department of Educational and School Psychology, Gorham, Maine**  
3000 hour post-doctoral internship in psychotherapy, assessment, and university teaching serving a diverse population of university students

2011 – 2012               **Southwest/West Central Educational Cooperative, Pipestone, Minnesota**  
1500 hour NASP approved internship in school psychology serving a rural school district with a high poverty rate and Hispanic minorities

2011 – 2013               **Board Certified Behavior Analyst Field Hours**  
1500+ field hours supervised by a Board Certified Behavior Analyst

## **PRACTICA**

2009 – 2011               **LEND Autism Clinical Traineeship, University of South Dakota, Center for Disabilities, Vermillion, South Dakota**  
200+ hours of supervised interdisciplinary clinical training centered on developing skills in diagnosis, teaming, and applied behavioral interventions for Autism Spectrum Disorders

2008 – 2009               **LEND Graduate Traineeship, University of South Dakota, Center for Disabilities Vermillion, South Dakota**  
100+ hours interdisciplinary training centered on developing leadership skills in health care service delivery for children with neuro-developmental and related disabilities

2008 – 2009               **School Psychology Practicum, Vermillion Public Schools, Vermillion, South Dakota**  
280+ hours of supervised training focused on the delivery of school psychological services – psychological and behavioral evaluation, counseling, and academic interventions

2009 – 2010               **School Psychology Clinical Practicum, University of South Dakota, Vermillion, South Dakota**  
100+ hours of supervised training developing clinical skills pertaining to the evaluation of learning, developmental, and mental disorders

2009 – 2010               **Marriage and Family Therapy Practicum, University of South Dakota, Vermillion, South Dakota**  
50+ hours of supervised training in the delivery of counseling services to couples and families

## PRESENTATIONS

- 2019 “Classroom Discipline Practices: Connecting with Teacher Perspectives,” National Association of School Psychologists, Annual Convention, Atlanta, Georgia
- 2018 “Collecting Data in the Classroom,” In-service Training, ESU 1, Wakefield, Nebraska
- 2018 “Data Collection in the Classroom: Finding the Right Tool for the Job,” Ninth Annual Maine Positive Behavior Interventions and Supports Conference, Augusta, Maine
- 2018 “The ‘Evil Eye’ and Other Prescriptive Classroom Management Practices,” National Association of School Psychologists, Annual Convention, Chicago, Illinois
- 2018 “Think Function! Effectively Managing Interfering Behaviors in the General Education Classroom, Part 1 and Part 2,” Eighth Annual Maine Positive Behavior Interventions and Supports Conference, Augusta, Maine (Co-presenter with Jamie Pratt)
- 2017 “Escaping the Negative Reinforcement Trap,” Maine Education Association, Spring Conference, Farmington, Maine
- 2017 “ASD in Young Adults,” University of Southern Maine Counseling Center, Portland, Maine
- 2017 “Positive Behavior Interventions and Supports for Pre-service Teachers,” Franklin County Children’s Task Force, Farmington, Maine
- 2017 “Readability of Spanish Adaptive Behavior Rating Forms,” National Association of School Psychologists, Annual Convention, San Antonio, Texas
- 2016 “Efficient and Effective Measurement of Challenging Behaviors in the General Education Classroom,” Seventh Annual Maine Positive Behavior Interventions and Supports Conference, Augusta, Maine
- 2016 “Screening for Disruptive Behaviors: A Multi-item Direct Behavior Rating Approach,” National Association of School Psychologists, Annual Convention, New Orleans, Louisiana
- 2015 “Functional Analysis Assessment in Schools,” Kansas Association of School Psychologists Regional Meeting, Greenbush, Kansas
- 2014 “Falling into Negative Reinforcement Traps: Building Positive Behavior Supports in Classrooms for Severely Handicapped Children,” Staff In-service, Tulare, California. <https://sites.google.com/site/pbsforshclassrooms/>

- 2013 “Assessment of Social Skills using Direct Behavior Ratings,” Regional Autism Meeting, Region 6 and 8, Marshall, Minnesota
- 2012 “Autism: What Would You Do?” Fall In-service, Southwest/West Central Service Cooperative, Redwood Falls, Minnesota
- 2010 “Attachment Theory: Foundation of Positive Behavior,” South Dakota Special Education Conference, Pierre, South Dakota
- 2009 “Designing Effective Math Interventions: Can Students Run Their Own Intervention?” National Association of School Psychologists, National Meeting, Boston, Massachusetts

### **POSTER PRESENTATIONS**

- 2019 “Assessing ELLs for Learning Disabilities,” National Association of School Psychologists, Annual Convention, Atlanta, Georgia
- 2018 “Cognitive Assessment of Culturally and Linguistically Diverse Students,” National Association of School Psychologists, Annual Convention, Chicago, Illinois
- 2016 “Teaching Graduate to Students to Write Psychological Reports,” Trainers of School Psychology, Annual Meeting, New Orleans, Louisiana
- 2013 “Go Green: A Classroom-Wide Positive Behavior Support Program,” Association for Behavior Analysis International (ABAI), Annual Meeting, Minneapolis, Minnesota
- 2011 “When Art Imitates Life: Representations of Autism in Film through the Lens of the DSM-IV-TR,” Combating Autism Act Initiative (CAAI), Annual Meeting, Bethesda, Maryland
- 2010 “Construct Validity of Daily Living Skills, Communication, and Social Skills on the Vineland Scales of Adaptive Functioning, 2<sup>nd</sup> Edition, for a Sample of Children referred for Autism Evaluations,” LEND annual presentation meeting, Sioux Falls, South Dakota
- 2009 “The Effects of a Self-Administered Math Fact Intervention on Multiplication Fact Fluency and Problem Solving,” IDEA Fest, Graduate Research Presentations, University of South Dakota, Vermillion

### **PUBLICATIONS**

#### **Peer Reviewed**

Wickerd, G. & Tremblay, S. (In Preparation). Readability of English and Spanish caregiver forms of two

adaptive behavior rating scales.

Steege, M. W., Pratt, J. L., **Wickerd, G.**, Guare, R., & Watson, T. S. (2019). *Conducting school-based functional behavioral assessments: A practitioners guide* (3<sup>rd</sup> Ed.). New York, NY: Guilford Press.

Pratt, J. L., **Wickerd, G.**, & Steege, M. W. (2019). Generalization and maintenance. In S.G. Little, & A. Akin-Little (Eds.), *Behavioral interventions in schools: Evidence-based positive strategies* (2<sup>nd</sup> ed.). Washington DC: American Psychological Association.

**Wickerd, G.** & Hulac, D. (2017). Generalizability and dependability of a multi-item direct behavior rating scale in a kindergarten classroom. *Journal of Applied School Psychology*, 33, 109-123.

**Wickerd, G.** (2017, March/April). Improving Assessment of Minority Children. [Review of the book *Psychoeducational Assessment and Intervention for Ethnic Minority Children*, by S. Graves and J. Blake]. *Communique*, 46, 34.

Hulac, D., **Wickerd, G.**, & Vining, O. (2013). Allowing students to administer their own interventions: An application of the self-administered folding-in technique. *Rural Special Education Quarterly*, 32, 31-36.

### **Non-Peer Reviewed**

Fairman, J. C., Mette, I. M., Johnson, A., **Wickerd, G.**, & LaBrie, S. (2018). A review of standardized testing practices and perceptions in Maine. *State of Education*, 12.

**Wickerd, G.** (2012). *The influence of teacher-student conflict on teacher ratings of children's externalizing and internalizing behaviors: A multitrait-multimethod factor analytic approach* (Doctoral dissertation). Retrieved from ProQuest Dissertations and Theses. (Accession Order No. 1268751418)

### **Publications in History**

**Wickerd, G.** (2006), "Caryl Chessman" and "Omibus Crime Control and Safe Streets Act of 1968," in Paul Finkleman, ed., *Encyclopedia of American Civil Liberties*, Routledge.

**Wickerd, G.** (2005), Dueling with the Law and Defending Honor: Benjamin Rush's and Aaron Burr's 'Interview' with Civil Libel. *Alpata*, 2, 111-134.

### **PEER REVIEW SERVICE**

*School Psychology Forum* (Reviewer – 2017 to present)

*Journal of Applied School Psychology* (Ad-hoc reviewer – 2016 to present)

*Journal of School Psychology* (Ad-hoc reviewer – 2018 to present)

### **COMMITTEE SERVICE**

2017 – Present            **Member, Executive Board, Maine Association of School Psychologists**

2017 – Present            **Member, Curriculum Committee, School of Education and Human Development, University of Southern Maine, Gorham, Maine**

- 2017 – Present      **Member, School Psychology and Educational Psychology Program Committee (Advising, Program Management, Program Revisions), University of Southern Maine, Gorham, Maine**
- 2016                    **Co-Chair, Campus Autism Support Group, Pittsburg State University, Pittsburg, Kansas**
- 2016                    **Member, University Student Retention Committee, Pittsburg State University, Pittsburg, Kansas**
- 2016                    **Chair, Faculty Search Committee, Pittsburg State University, Pittsburg, Kansas**
- 2012                    **Representative, Minnesota State Autism Network, Region 6 and 8, Annual Network Meeting, Redwing, Minnesota**
- 2011                    **University of South Dakota LEND Representative, Combating Autism Act Initiative (CAAI) Annual Meeting, Associated University Centers on Disability, Bethesda, Maryland**
- 2010 - 2011          **University of South Dakota LEND Representative, South Dakota Autism Advisory Council and Act Early Committee, Sioux Falls, South Dakota**
- 2009                    **University of South Dakota LEND Representative, Act Early Autism Campaign Regional Summit Meeting, CDC, Salt Lake City, Utah**
- 2007 - 2008          **Student Member, Campus Diversity Enhancement Group, University of South Dakota, Vermillion, South Dakota**

#### **DISSERTATION COMMITTEES**

Member, Sigaud, Clelia. (2019, in process). The Use of Acceptance and Commitment Therapy Techniques to Augment Traditional Behavioral Skills Training for Educators Implementing Behavior Specific Praise Statements in the Classroom Setting.

Member, Holmes, Sarah. (2019, in process). LGBTQ+ Students and Campus Sexual Violence: Prevalence Rates and the Effect of Expansive Demographic Questions.

Member, Yates, Jessica. (2019). An Examination of the Relationship Between the Achievement of Students with High Incidence Disabilities and Maine State Compliant Standards-Based Individualized Education Programs.

Member, Fotter Kennedy, Hilarie. (2019). Adverse Childhood Experiences and the Effects on Teachers' Beliefs about Discipline.

Member, Merrill, Trish. (2018). Comparison of Difficulty Levels of Commercially Available Reading Curriculum-Based Measures.

Member, Batley, Hannah, D. (2017). The Effects of Behavioral Momentum on Increasing Expressive Writing Behaviors in Children Resistant to Writing Tasks.

## **CERTIFICATIONS**

Board Certified Behavior Analyst (2017 – 2019)

California Pupil Personnel Services Certificate, School Psychology (2013 – 2023)

Nationally Certified School Psychologist (2019 – 2022)

Minnesota State Teaching Certificate, School Psychology (2013 – 2018)

Maine 093 School Psychologist Certificate (2016 – 2019)

Certified Crisis Prevention Institute (CPI) Trainer (2011 – 2015)

Georgia State Teaching Certificate, Latin K-12 (2005 – 2010)

Florida State Teaching Certificate, Latin K-12 (2001 – 2011)

## **GRANTS**

2019                                      Center for Technology Enhanced Learning – Course Development Grant - \$1000

2019                                      Center for Collaboration and Development Gap Funding Mini Grant - \$210

2018                                      Center for Collaboration and Development Gap Funding Mini Grant - \$150

2016                                      Organization for Autism Research - \$30,000 – Unfunded

2008                                      University of South Dakota, Graduate School - \$500

2002                                      Foundation of Orange County Public Schools - \$1000

## **AWARDS**

2019                                      Patrick L. Redenius Spirit Award  
University of South Dakota, LEND Program

2019                                      \$450 Early Career Scholarship Award  
Trainers of School Psychology

2017                                      \$750 Faculty Senate Award for Research  
University of Southern Maine, Faculty Senate

2016                                      \$500 Excellence in Teaching Award  
Pittsburg State University, College of Education

2011                                      \$500 Bruce Rens Scholarship  
South Dakota Associations of School Psychologists (SDASP)

2009                      \$100 Award for Best Poster  
LEND Research Presentations, University of South Dakota

2003                      \$1,000 Teacher Scholarship  
Florida Humanities Council and Bank of America

1999                      \$500 Truman Madsen Distinguished Teacher Assistant Award  
University of Utah

### **PROFESSIONAL ORGANIZATIONS**

Association for Behavior Analysis International (ABAI)  
Trainers of School Psychology (TSP)  
National Association of School Psychologists (NASP)  
American Psychological Association, Division 16  
Phi Alpha Theta, History Honor Society

### **LANGUAGES**

Portuguese  
Spanish

### **COMMUNITY SERVICE**

1996 - 2017              **Boy Scouts of America** - Scout Master, Scout Committee