Christine R. Peterson, Ph.D.

Curriculum Vitae
October, 2013

Personal Information

Business Address
University of Wisconsin - Stout
411 McCalmont Hall
Menomonie, WI 54751
715-232-2182
petersonchris@uwstout.edu

Education

Ph.D.	School Psychology Dissertation: Factors that influence parent involvement in school	2001	University of South Dakota Vermillion, SD
B.S.	Education Major: English Education Emphasis: Physical Ed	1990	University of South Dakota Vermillion, SD

Faculty Appointments

August, 2013 - present
University of Wisconsin - Stout — Menomonie, WI
Associate Professor
Program Director for School Psychology
School of Education
May, 2010
Program Director
Aug., 2009
Assistant Professor

Sept., 2006 – Aug., 2013
University of Rochester — Rochester, NY
Assistant Professor
Strong Center for Developmental Disabilities
Warner School of Education
Associate Director, Community Consultation Program

Aug., 2007 – Aug, 2009
State University of New York – Brockport Brockport, NY
School of Education and Human Development
Adjunct Teaching Faculty

Sept., 2003 – Aug., 2006
University of Rochester Rochester, NY
Senior Instructor
Strong Center for Developmental Disabilities

Aug., 2000 – Aug., 2002
University of Nebraska – Omaha Omaha, NE
Dept. of School Psychology
Adjunct Teaching Faculty

Professional Experience

Aug., 2009 – present
Associate Professor and Program Director
School Psychology
University of Wisconsin - Stout Menomonie, WI
Currently serving as director and one of 3 core faculty in the graduate School Psychology program offered within the School of Education at UW-Stout. Providing instruction and supervision to students enrolled in the M.S./Ed.S. program. A range of 10-12 students are accepted into the program each year, for a total of 30-36 active candidates total in the program. Provide supervision for students in field- and clinic- based practicum experiences. Engaging in research related to Autism and developmental disabilities and MTSS applications in higher education programming. Recently completed NASP accreditation review process, as well as significant program revision.

Course taught: Roles and Functions of SPSY, Assessment coursework for: Cognitive, Academic, and Behavioral interventions, ASD programming and intervention, Practicum and Internship supervision, Supervision in pupil services coursework.

Sept., 2006 – July, 2009
Assistant Professor
Associate Director of Community Services
University of Rochester Rochester, NY
Provided administrative oversight and management of community and school-based services for the Strong Center for Developmental Disabilities. Participated in evidenced-based research, investigation of the school experiences of students with Autism in inclusive settings. Provided consultation to area school districts in providing exemplary services to students with developmental disabilities, with a particular emphasis on program and curriculum design. Provided instruction regionally and nationally, both at the pre-service and professional development levels, on a variety of topics related to developmental disabilities, including:

Autism Spectrum Disorders, exceptional learners, assessment, educational and behavioral programming, classroom design, differentiated instruction, social communication, and transition. Provide supervision for practicum and pre-doctoral internship students, as well as post-doctoral fellows.

Sept., 2003 – Aug., 2006
Senior Instructor
University of Rochester Rochester, NY
Participated in evidenced-based research, training and service delivery in the area of autism and developmental disabilities, through the Autism Spectrum Disorders Program (ASDP) at the Strong Center for Developmental Disabilities. Provide instruction and training regionally and nationally, both at the pre-service and professional development levels, on a variety of topics related to developmental disabilities, including: Autism, Asperger's, educational and behavioral programming, social communication, and post-secondary transitions.

July, 1999 – Aug., 2002
Metro-area Autism Consultation Team Omaha, NE
Independent Consultant/Trainer
In coordination with several other individuals certified in the Heartland Hand-in-Hand model of structured teaching, training and follow-up consultation was provided for parents, teachers, speech therapists, and other specialists who work in the schools with children with autism, developmental disabilities and challenging behaviors. Week-long training was provided yearly for school districts statewide in conjunction with Omaha Public Schools and Bellevue Public Schools and the School and Community Improvement Project grant (SCIP), a yearly $100,000 initiative funded through the state education department.

Aug., 1997 – Aug., 2002
Omaha Public Schools Omaha, NE
School Psychologist
Provided comprehensive psychological services in an urban, school-based setting, conducting psychological evaluations, consulting with teachers and parents, providing direct interventions for students with academic and behavioral problems, moderate and severe disabilities, and participating in crisis intervention and response. Focus on students with developmental disabilities and challenging behaviors. Served as school-based supervisor for UNO school psychology practicum students.

Aug. 1994 – Aug. 1996
University of South Dakota Vermillion, SD
Graduate Research/Teaching Assistant
Served as project coordinator for the National Head Start/Transition Project – South Dakota site. Responsibilities included organizing the child assessment process and supervising data management in the state of South Dakota. Involved in the training of both data collectors and data managers. Co-taught courses in developmental disabilities and behavior modification.

Sept. - May, 1993
University of South Dakota Vermillion, SD
Student Teacher Supervisor

Acted as field supervisor/school liaison, observing in the classroom and consulting with student teachers, as well as maintaining communication with supervising teachers and university supervisors. Gained experience in classroom observation skills, consultation, and effective communication.

Aug., 1992 - May, 1993
Judson School Scottsdale, AZ
Assistant Dean of Girls
Served directly under the Dean of Girls at Judson School, a private boarding and day school that serves day students K-12 and boarding students 5-12, assisting in all administrative matters. Responsibilities included hiring, scheduling, and overseeing boarding staff. Acted as disciplinary consultant, sitting on the Standards Committee.

Sept., 1990 - Aug., 1992
Oak Creek Ranch School Sedona, AZ
Activities Director, Residential Counselor
English Teacher
Responsibilities at this small private school included teaching remedial 7-12 grade English. Role as a boarding counselor included supervising the girls' dorms, maintaining structure and routine of their daily schedules, and supervising various weekend activities, such as horseback riding and camping excursions. Served as volleyball head coach and baseball assistant coach for the school. As Activities Director, organized and budgeted extra-curricular and recreational activities sponsored by the school.

Aug., 1989 - Sept., 1990
Southeast South Dakota Activity Center (SESDAC) Vermillion, SD
Vocational\Residential Trainer
SESDAC is a residential and vocational center for adults with significant developmental disabilities. Responsibilities included training, supervising and/or assisting with daily living activities such as personal care routines, meal preparation, and a variety of vocational skills. Involved in planning teams, and writing individual vocational plans.

Post-Doctoral APA Accredited Fellowship

Sept., 2002 – Aug., 2003
University of Rochester Rochester, NY
Postdoctoral Fellow
Active in the Association of University Centers for Disabilities (AUCD) sponsored Leadership and Education in Neuro-developmental Disabilities (LEND) training program, participating in professional development and inter-disciplinary team process training, and conducting collaborative research in the area of care coordination for children with special health care needs. Participated in behaviorally based research, training and service delivery in the area of autism and developmental disabilities, through the Autism Spectrum Disorders program at the Strong Center for Developmental Disabilities. Conducted diagnostic assessment of autism spectrum and related disorders through the Kirch Developmental Services Center.

Pre-Doctoral APA-Accredited Clinical Internship

Aug. 1996 – Aug. 1997
Univ. of Nebraska Consortium of Professional Psychology
Boystown Boystown, NE
Clinical/Research Intern
Served as psychological consultant at the Boystown Residential Treatment Center (BTRTC). Conducted individual and group therapy sessions with seriously emotionally and behaviorally disordered children and adolescents and their families, provided psychological assessments, participated in treatment/curriculum planning, and acted as liaison with community school districts to coordinate educational services for youth at the RTC. Strong applied behavioral focus. Participated in research on peer-rejected youth in residential settings.

Aug. 1996 – Aug. 1997
Univ. of Nebraska Consortium of Professional Psychology
Omaha Public Schools Omaha, NE
School Psychology Intern
Provided comprehensive psychological services in a school-based setting, conducted psychological evaluations, consulted with teachers and parents, and drafted direct interventions for students with learning and behavioral problems. Served early childhood, elementary, middle and high school populations.

LICENSURE AND CERTIFICATION

School Psychology	New York Dept. of Education	2003
School Psychology	Nebraska Dept. of Education	1998
Teaching Certificate	Nebraska Dept. of Education	1998

MEMBERSHIP IN ACADEMIC AND PROFESSIONAL ORGANIZATIONS

2009– pres.	Wisconsin School Psychology Association	Exec. Board
2006 – pres.	Council for Exceptional Children	Member
2006 – 2011	New York Association for Behavior Analysis	Member
2005 - 2009	Asperger's Community Advisory Panel	Chair
2003 - 2009	New York Association of School Psychologists	Member
1993 - pres.	National Association of School Psychologists	Co-chair, Prof. Growth Workgroup

PROFESSIONAL SERVICE ASSIGNMENTS AND RESPONSIBLITIES

2012-pres	SOE Governance Committee	UW-Stout
2010-pres	Planning and Review Committee	UW-Stout
2010 – pres.	Graduate Education Committee	UW-Stout
2009 – 2011	Student Affiliates in School Psychology (faculty advisor)	UW-Stout
2007 – 2009	Disability Cluster (co-chair)	Univ. of Rochester
2006 – 2010.	AUCD Policy Forum on Post-secondary Education	AUCD Network Silver Springs, MD
2006 – 2009	Cultural Competency Executive Sub-committee	Univ. of Rochester
2005 – 2009	Monroe County Autism Task Force	Rochester, NY
2005 –2007	BOE Special Ed. Task Force	Corning-Painted Post School District
1999 – 2002	Committee on Crisis Prevention	Omaha Public Schools
1998 – 2002	Metro Autism Plan Committee	Omaha Public Schools

RESEARCH and GRANT ACTIVITIES

Chandler, R., Martinez, K., Othman, L., **Peterson, C.R.,** Funded $ 10,000 10/2012 – 5/2013
Mason, K., Brennon, M., & Weiss, T.
Wisconsin Institute of Higher Education (IHE), a division of the Dept. of Public Instruction (DPI)
Response to Intervention – From Theory to Practice
Qualitative study on incorporating RtI in higher education settings
Role: Investigator

Peterson, C. R., Breidbord, J., & McAdam, D. (Co-PI)
Meta-analysis of Social Stories 2012
Examined the state of current published research investigating the use of social stories as a primary method of intervention, and provided a meta-analysis to compare results across studies.
Role: Principal Investigator

McAdam, D& **Peterson, C. R.** . (Co-PI) Unfunded
Organization for Autism Research
Behavioral Analytic Strategies and Social Stories
This study examined the efficacy of the popular Social Stories intervention in use as a sole strategy compared to Social Stories used in combination with traditional behavior analytic strategies including differential reinforcement and extinction. The social validity of Social Stories were also be investigated.
Role: Co-Principal Investigator

Dejud, C., **Peterson, C. R**., & Barnes, A.
Curricular Incubation Grant Funded $5000 06/01/10 – 5/31/11
This grant allowed the School Psychology faculty and related stakeholders to conduct an in-depth program review and modification to the existing program of study and related course content. Intended outcomes include the addition of concentration areas within the existing core program, as well as modalities to attract non-traditional students, such as practicing school psychologists interested in a concentrated area of continuing education.

Peterson, C. R.
Social Validity of Social Stories
Stout Research Initiative Grant Funded $8000 01/01/10 – 12/31/10
This project involved a survey of parents and educators who utilize the Social Story intervention, popularized by Carol Gray in the mid-1990's. In collaboration with another research project, this study also measured the treatment integrity of direct participants in the examination of Social Stories, using an experimental design.
Role: Principal Investigator

Geiger, T. (PI) & **Peterson, C.R.** 2008
Children's Social Experiences in the Classroom
Investigation into the positive and negative social experiences of students with Autism Spectrum Disorders who participate in regular education.
Role: Co-Investigator

RO1 HD 41672 Zarcone, J. (PI) Funded $750,000 04/26/01-08/31/07
NICHD
Compulsive Food-Seeking & Food Motivation in PWS
The focus of this project is on the neuroanatomical and neurochemical mechanisms underlying compulsive behavior with people with Prader-Willi syndrome. A variety of computerized learning tasks, imaging studies, and other behavioral measures are being used to better understand the obsessive-compulsive characteristics of the syndrome. Additional investigation will examine autism characteristics in a population of individuals with Prader-Willi syndrome.
Role: **Co-Investigator**; Psychologist

Peterson, C.R., (PI) 4/05 - 3/06
Families of Young Children with Autism: An Evaluation of Diagnostic Experiences.
This survey examines quantitatively the experiences of parents receiving a diagnosis of autism for their child, from the voicing of concerns to the formal diagnosis.
Role: Principal Investigator

CDFA 84.324c Magyar, C. I. (PI) Unfunded
Dept. of Education/OSERS
Development and evaluation of a technical assistance model for transitioning students with high functioning autism and Asperger's.
Students with high-functioning autism and Asperger's Syndrome preparing for college have limited transition services or programs available to them that tailor specifically to college

preparation. This study will develop and evaluate a model of college preparation and transition for this population of students.
Role: **Co-Investigator**

Nebraska Dept. of Education Funded annually $100,000 08/01/99 to 08/31/02
School and Community Improvement Project grant (SCIP),
Role: **Co-Investigator**

PEER REVIEWER

Journal of Applied Behavior Analysis
Physicians Interactive Education Resources (PIER)
Harcourt Assessment, Inc.

PUBLICATIONS

1. **Peterson, C. R.,** Breidbord, J., McAdam, D., & Napolitano, D. (accepted with revisions). Social Stories: A Meta-analysis of Single-Subject Research. Manuscript submitted to the American Journal of Mental Retardation.

2. Breidbord, J., McAdam, D., **Peterson, C. R.**, & Napolitano, D. (in prep). *Critical appraisal of Social Stories and related interventions: Consideration for practice and research.* For submission to the Journal of Autism and Development Disabilities.

3. **Peterson, C.R.** (2012). Training and Team Building. In T. Smith, *Inclusive programming for students with autism spectrum disorders.* New York: Guilford Press.

4. **Peterson, C.R**., & Smith, T. (2007). Applied behavior analysis. In B. Myles, T. Cooper, & J. Holverstott (Eds). *Autism spectrum disorders: A handbook for parents and professionals.* Westport, CT : Greenwood Publishing.

5. Magyar, C. I., Pandolfi ,V., and **Peterson C.R.** (2005). Psychoeducational assessment. In Jacobson, J.W. & Mulick, J.A. (Eds), *Handbook of intellectual and developmental disabilities.* New York: Plenum.

6. Zarcone, J., Napolitano, D., **Peterson, C. R.,** Briedbord, J., Ferraioli, S., Anderson, M., Holson, L., Thompson, T., & Butler, M. (2007). The Relationship of Compulsive Behavior and Academic Achievement in Individuals with Prader-Willi Syndrome. Journal of Intellectual Disability Research, 51(6), 478-487

7. **Peterson, C. R.** (2004). The social impact of Autism on high-functioning students. Today's School Psychologist. 8(2), 2-6.

8. **Peterson, C. R.** (2004). Strategies to improve social communication skills in students with Autism. Today's School Psychologist. 8(3), 1-4

PROFESSIONAL PRESENTATIONS

1. **Peterson, C.R.** (accepted for 2014). Trainer's Forum: Teaching Cognitive Assessment in an RtI World. Accepted Participant Exchange Session at the National Association of School Psychologists (NASP) annual convention. Washington, D.C.

2. **Peterson, C.R.** (2013). Supporting Individuals with ASD in the Workplace. Invited keynote for the Wisconsin chapter of the International Association of Rehabilitation Professionals (IARP) annual conference. Milwaukee, WI.

3. **Peterson, C. R.** (2013). Sexuality and Individuals with Developmental Disabilities and Autism. Invited presentation at the Wisconsin School Psychology Association (WSPA) Fall Conference. Eau Claire, WI.

4. **Peterson, C.R.** (2013). Evidence-based Programming for Students in School Settings. Invited workshop presented at the annual convention of the Minnesota School Psychology Association (MSPA). Minneapolis, MN.

5. **Peterson, C.R.** (2012). Inclusion Strategies for student with High-functioning Autism in General Education. Workshop presented at the annual convention of the Wisconsin Association of School Psychologists (WSPA). Madison, WI.

6. **Peterson, C. R.** (2012). Evidence-based resources: Sexuality and Individuals with Developmental Disabilities and Autism. Workshop presented at the annual convention of the Wisconsin Association of Behavior Analysis (WisABA). Madison, WI

7. **Peterson, C.R.,** and Johnson, K. K. (2012). Evidence-based Programming for Students in School Settings. Workshop presented at the annual convention of the National Association of School Psychologists (NASP). Philadelphia, PA.

8. Brown, D., Johnston, K., **Peterson, C.R.,** and Newton, J (2011). Advocacy and Leadership for School Psychologists. Presented at the Fall conference of the Wisconsin School Psychology Association (WSPA). Milwaukee, WI.

9. **Peterson, C. R.**, McAdam, D., Napolitano, D., & Breidbord, J.(2011). Establishing an Evidence Basis for Social Stories. Poster presented at the annual convention for the National Association of School Psychologists (NASP). San Francisco, CA

10. **Peterson, C. R.**, (2011). Sexuality and Individuals with Developmental Disabilities and Autism. Workshop presented at the annual convention of the National Association of School Psychologists (NASP). San Francisco, CA.

11. **Peterson, C. R.**, McAdam, D., Napolitano, D., & Breidbord, J.(2010). Critical appraisal of Social Stories review and considerations for research. Poster presented at the International Meeting for Autism Research (IMFAR). Philadelphia, PA

12. **Peterson, C.** (2009). Working with Students on the Autism Spectrum. Invited keynote address at the University of South Dakota Annual Symposium in School Psychology. Vermillion, SD.

13. **Peterson, C.** (2009). Sexuality and Individuals with Developmental Disabilities and Autism. Invited presentation at the University of Rochester Kirch Conference. Rochester, NY.

14. **Peterson, C.** (2009). The Future of Autism. Keynote speech at the annual New York State Conference for Special Education Training Centers. Elmira, NY.

15. **Peterson, C.**, McAdam, D, Breidbord, J, & Napolitano, D. (2009). Meta-Analysis of Social Stories. Annual Convention of the National Association of School Psycholigists (NASP). Boston, MA.

16. **Peterson, C.** (2009). Interpreting the WISC-IV for Legal Advocates. Invited guest speaker at the annual meeting of the Empire Justice Network. Rochester, NY.

17. Ackles, L., Baretta. M, & **Peterson, C.** (2008). College Preparation for Students with Autism Spectrum Disorders: A Collaborative MTP Summer Academy Experience. Invited presentation at the Annual Conference for State Education Grants of the Model Transition Project. Rochester, NY.

18. **Peterson, C.** (2008). Sex education and adolescents with developmental disabilities. Invited presentation at the University of Rochester Kirch Conference. Victor, NY.

19. **Peterson, C**. (2008). Promoting Social Communication for Students with Autism and Developmental Disabilities in Included Settings. Invited presentation at the Center for Autism and Developmental Disabilities annual conference (CARD). Albany, NY.

20. **Peterson, C**. (2007). Developing a district-based model of support to students with Autism and Developmental Disabilities. Poster presented at the National Association of School Psychologists annual convention (NASP). New York, NY.

21. **Peterson, C.** (2007). What's so different about differentiation? Inclusive practices for the real world. Invited workshop presented for the Western New York Teacher Center Network. Bath, NY

22. **Peterson, C.** (2007). Epidemiological perspective on the rise in incidence of Autism. Invited position paper presented to New York State Governor's Forum on Autism. Albany, NY.

23. **Peterson, C.** (2007). Understanding the social communication needs of students with Autism; Strategies for support. Invited presentation at the New York State Teacher Center Network Annual Convention. Ithaca, NY.

24. Magyar, C., & **Peterson, C**. (2006). Strategies for secondary and post-secondary students with Asperger's Syndrome and related social disorders. Invited presentation at the Annual Conference of the College Consortium of New York. Albany, NY.

25. **Peterson, C**. (2006). Living and working with individuals on the Autism spectrum. Invited presentation at the International Association of Workforce Professionals. Rochester, NY.

26. Zarcone, J, Napolitano, D., **Peterson, C**. (2006). The relationship between compulsive behavior and academic achievement in individuals with Prader-Willi syndrome. Paper

presented at the Gatlinburg Conference on Research and Theory in Intellectual and Developmental Disabilities. San Diego, CA.

27. Millen, S., & **Peterson, C.** (2005). The Penfield project: An inclusive model for school-based consultation at the secondary level. Poster presented at the national Council for Exceptional Children conference (CEC). Portland, ME.

28. **Peterson, C.,** & Cohen, C. (2005). Families of young children with autism: A survey of diagnostic experiences. Poster presented at the International Meeting for Autism Research (IMFAR). Boston, MA.

29. **Peterson, C.** (2005). Educational and Behavioral Interventions: Evidenced-based approaches to supporting students with Autism Spectrum Disorders in the classroom. Week-long training workshop presented to area school district personnel. Corning, NY.

30. **Peterson, C.** (2004). Social Communication for Students with Autism Spectrum Disorders. Workshop presented at the National Association for School Psychologists convention. Dallas, TX.

31. Lindauer, J., & **Peterson, C.** (2004). Social Communication for Students with Autism Spectrum Disorders. 2-day training workshop presented to area school district personnel. Belmont, NY.

32. **Peterson, C.** & Sloper, K (2003). The Teaching Paraprofessional: Using Behavioral Teaching Methods to Maximize Student Independence. 2-day training workshop provided to area school district personnel. Rochester, NY.

33. **Peterson, C**., Wiehe, J. & Johnston, S. (2002). A multidisciplinary service-delivery model for serving students with severe emotional/behavior disorders. Paper Presented at the Midwest Symposium for Leadership in Behavior Disorders. Kansas City, MO.