

# CURRICULUM VITAE

**Carlos Dejud**

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## EDUCATION

- 2007                    **University of Arizona, Tucson, AZ**  
*Ph. D. – Bilingual School Psychology with a double minor in Emotional/Behavioral Disorders and Bilingual Special Education*
- 2004                    **University of Arizona, Tucson, AZ**  
*Ed. S. – Bilingual School Psychology*
- 2000                    **University of Arizona, Tucson, AZ**  
*M. A. – Bilingual Special Education and Behavioral Disorders*
- 1991                    **University of Arizona, Tucson, AZ**  
*B. A. – Sociology with a minor in Spanish*
- 1985                    **Delaware Technical & Community College, Newark, DE**  
*A. A. S. – Architecture and Civil Engineering*

## CREDENTIALS/CERTIFICATIONS

- Arizona Behavioral Initiative  
Behavioral Support Specialist  
(Functional Behavioral Assessment and Intervention, School-wide Positive Behavioral Support)
- Arizona Department of Education  
School Psychologist  
Special Education – Learning Disabilities (K-12)  
Special Education – Emotional and Behavioral Disorders (K-12)  
Bilingual Endorsement – Spanish (K-12)
- Arizona Department of Public Safety  
Class one Fingerprint Clearance
- American Red Cross  
First Aid/CPR Instructor

## AREAS OF ACADEMIC INTEREST

Assessment and Treatment of Culturally Diverse Children Diagnosed with ADHD  
 Multicultural Competency Training (Knowledge, Self-awareness, and Skills)  
 Research Design and Cross-Cultural Research  
 Ethnic Identity, Self-esteem, and Academic Achievement of Minority Students  
 Non-Discriminatory Assessment  
 Emotional and Behavioral Disorders – emphasis on Classroom Interventions  
 School-based Intervention Research  
 Functional Assessment-based Intervention and Positive Behavioral Support

## RELATED WORK EXPERIENCE

### University of Arizona - Research Projects

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|----------------|---|
| 2006 – present | <b>Researcher:</b> collecting, analyzing, or interpreting data<br>Short-term Outcomes of a Summer Immersion Program<br><i>Department of Special Education, Rehabilitation, and School Psychology</i>  |
| 2006 – present | <b>Researcher:</b> collecting, analyzing, or interpreting data<br>Inclusion in Mexico: Teachers' Perceptions Towards Children with Learning Disabilities<br><i>Department of Special Education, Rehabilitation, and School Psychology</i>                         |
| 2005 – 2007    | <b>Researcher:</b> collecting, analyzing, or interpreting data<br>Sexual Identity, Self-esteem, and Academic Achievement: Sexual Minority High School Students of Latino Descend<br><i>Department of Special Education, Rehabilitation, and School Psychology</i> |
| 2006 – present | <b>Researcher:</b> collecting, analyzing, or interpreting data<br>Assessing the Competencies of Bilingual School Psychologists<br><i>Department of Special Education, Rehabilitation, and School Psychology</i>   |
| 2002 – 2004    | <b>Research Assistant:</b> collecting, analyzing, or interpreting data<br>Immersions in Mexico: Professional Development Strategies, Opportunities, and Outcomes.<br><i>Department of Special Education, Rehabilitation, and School Psychology</i>                |
| 2000 – 2003    | <b>Research Assistant:</b> collecting, analyzing, or interpreting data<br>Focus Groups: Universal Problems and Solutions.<br><i>Department of Special Education, Rehabilitation, and School Psychology</i>  |

1998 – 2000                    **Research Assistant:** collecting, analyzing, or interpreting data  
Students At-Risk: The Efficacy of Phonological Awareness  
Training  
*Department of Special Education, Rehabilitation, and School  
Psychology*

1998 – 2000                    **Researcher:** collecting, analyzing, or interpreting data  
Functional Behavioral Assessment (FBA) of a 4<sup>th</sup> grader. The  
issues of task difficulty.  
*Department of Special Education, Rehabilitation, and School  
Psychology*

**University of Wisconsin - Stout - Teaching Experience(s)**

Fall 2007                        ***SCOUN/SPED 490/690***  
***Behavioral Interventions in the Schools***

This course will describe the study and practice in Functional Behavioral Assessment and Behavioral Intervention Planning for individualized behavior problem PK-12 educational setting using both a direct-service and consultation-collaboration model. Focus on assessment skills to produce data-driven environmental modifications, pro-social replacement behavior, consequence strategies, and home-school interventions.

Fall 2007                        ***SPSY 778***  
***Psycho-educational Disability***

The goal of this course is to provide students with information on the etiology and characteristics of various educational disabilities afflicting school-age children and youth. This course is designed to help students understand and obtain the necessary skills to develop an Appropriate Individualized Programs.

**University of Arizona – Teaching Experience(s)**

Summer 2006                    ***SERP 696D***  
***Contemporary Issues in Bilingual School Psychology***

This course consists of an overview of Bilingual School Psychology. It intends to expose students to a wide range of contemporary issues and theories related to the impact of cultural and linguistic diversity on the cognitive, social, and emotional development of children and youth. It includes a field-based experience designed to help the student integrate theory and practice.

Spring 2007

***SERP 695P***  
***Preparation for the NCSP Praxis Examination***

The course will provide students an overview of critical issues such as clinical assessment, intervention, ethno-cultural, and ethical issues impacting the delivery of school psychological services. Coursework will prepare students to take the NCSP Praxis Exam.

Fall 2006

***SERP 679***  
***Psycho-educational Assessment of Children***

This course is intended primarily for students intending to become practicing psychological professionals and for those who are training for her/his field. The course content and related field work are designed to assist students attain a thorough knowledge of principles and procedures of child and adolescent assessment. It is intended that students will gain a comprehensive understanding of the psychological assessment process in which a wide range of developmentally sensitive and validated tools and procedures are used to understand a child, group, or social ecology with an objective to develop, implement, and evaluate intervention procedures.

Fall 2006

***SERP 559***  
***Cultural Diversity in School Psychology***

This course is intended primarily to acquaint students with contemporary theoretical, social, educational, and practical issues in the use of norm-referenced tests with children and youth from minority cultures. The course content is to assist students develop an understanding of major cross-cultural testing problems and the implications of psychological testing, particularly for educational development and placement of minority group children. The topics dealing with a wide range of issues will be covered. Various factors related to the testing and assessment of minority group children, such as cultural, legal, psychometric, genetic, environmental, social, and educational, will be discussed at length in order to make students aware of contemporary problems and issues in the field of testing.

Summer 2006

***SERP 696D***  
***Contemporary Issues in Bilingual School Psychology***

This course consists of an overview of Bilingual School Psychology. It intends to expose students to a wide range of contemporary issues and theories related to the impact of cultural and linguistic diversity on the cognitive, social, and emotional development of children and youth. It includes a field-based experience designed to help the student integrate theory and practice.

Spring 2006

***SERP 638***  
***Psychological Consultation***

The primary goal of this course is to present an overview of what students and practicing consultants in the human services professions need to know about consultation practice and theory. More specifically, the course is intended to present the basics of the consultation process, survey various consultation models, use case study illustrations, discuss the nature of organizations, and deal with ethical and professional issues underlying consultation practice. The emphasis of the course will be on helping students develop communication skills for the use in consultation process and on learning to use consultation analysis techniques in conducting effective problem identification, problem analysis, and problem evaluation interview.

Spring 2006

***SERP 695P***  
***Preparation for the NCSP Praxis Examination***

The course will provide students an overview of critical issues such as clinical assessment, intervention, ethno-cultural, and ethical issues impacting the delivery of school psychological services. Coursework will prepare students to take the NCSP Praxis Exam.

Fall 2005

***SERP 679***  
***Psycho-educational Assessment of Children***

This course is intended primarily for students intending to become practicing psychological professionals and for those who are training for her/his field. The course content and related field work are designed to assist students attain a thorough knowledge of principles and procedures of child and adolescent assessment. It is intended that students will gain a comprehensive understanding of the psychological assessment process in which a wide range of developmentally sensitive and validated tools and procedures are used to understand a child, group, or social ecology with an objective to develop, implement, and evaluate intervention procedures.

Summer 2005

***SERP 696D***  
***Contemporary Issues in Bilingual School Psychology***

This course consists of an overview of Bilingual School Psychology. It intends to expose students to a wide range of contemporary issues and theories related to the impact of cultural and linguistic diversity on the cognitive, social, and emotional development of children and youth. It includes a field-based experience designed to help the student integrate theory and practice.

Spring 2005

***SERP 638***  
***Psychological Consultation***

The primary goal of this course is to present an overview of what students and practicing consultants in the human services professions need to know about consultation practice and theory. More specifically, the course is intended to present the basics of the consultation process, survey various consultation models, use case study illustrations, discuss the nature of organizations, and deal with ethical and professional issues underlying consultation practice. The emphasis of the course will be on helping students develop communication skills for the use in consultation process and on learning to use consultation analysis techniques in conducting effective problem identification, problem analysis, and problem evaluation interview.

Spring 2005

***SERP 599***  
***Preparation for the NCSP Praxis Examination***

The course will provide students an overview of critical issues such as clinical assessment, intervention, ethno-cultural, and ethical issues impacting the delivery of school psychological services. Coursework will prepare students to take the NCSP Praxis Exam.

Fall 2004

***SERP 559***  
***Cultural Diversity in School Psychology***

This course is intended primarily to acquaint students with contemporary theoretical, social, educational, and practical issues in the use of norm-referenced tests with children and youth from minority cultures. The course content is to assist students develop an understanding of major cross-cultural testing problems and the implications of psychological testing, particularly for educational development and placement of minority group children. The topics dealing with a wide range of issues will be covered. Various factors related to the testing and assessment of minority group children, such as cultural, legal, psychometric, genetic, environmental, social, and educational, will be discussed at length in order to make students aware of contemporary problems and issues in the field of testing. Methods of non-discriminatory assessment will be also examined during the semester.

Summer 2002 – 2003

***SERP 569***  
***Contemporary Issues in Bilingual School Psychology***

This course consists of an overview of Bilingual School Psychology. It intends to expose students to a wide range of contemporary issues and theories related to the impact of cultural and linguistic diversity on the cognitive, social, and emotional

development of children and youth. It includes a field-based experience designed to help the student integrate theory and practice.

Summer 2000 – 2003 ***SERP 404/504***  
***Cultural and Linguistic Diversity in Exceptional Learners***

Provided a theoretical base and practical approach to the study of special needs of students with language and cultural differences while in Guanajuato, Mexico. Discussed basic premises of bilingual special education and the interface of the two fields. Graduate-level requirements include in-depth paper(s) on aspects of current issues in the field.

Summer 2000 – 2003 ***SERP 475/575***  
***Classroom Observation and Participation***

Become familiar with teaching, learning, and management strategies used in regular or special education classrooms in Mexico, including identification, assessment, and intervention; become familiar with the implementation of curriculum and routines in assigned schools; compare it to what you know about how our schools and agencies operate in the United States; create a meaningful experience for the students; provide a foundation and create perspectives on the study of the Mexican education system. Practical experiences with individuals having special needs with focus on psychological, educational and service-related implications and practices. Field trips, class observations and seminars.

Summer 2000 – 2003 ***SERP 599***  
***Independent Study***

Qualified students working on an individual basis with professors who have agreed to supervise such work. Graduate students doing such work which cannot be classified as actual research.

Spring 2000 ***SERP 551***  
***Teaching Children with Emotional and Behavioral Disorders***

Methods to educate students with or at-risk for emotional or behavioral disorders. Topics will include identification, assessment, intervention, instruction, management, and communication.

**University of Arizona – Community Outreach/Continuing Education Workshops**

- Spring 2006                   **Workshop Organizer:**  
Bateria Woodcock- Munoz  
Bilingual Verbal Abilities Test  
Universal Non-verbal Intelligence Test  
Woodcock-Munoz Language Survey - Revised  
*Department of Special Education, Rehabilitation, and School Psychology*
- Fall 2005                       **Workshop Organizer:**  
Stanford-Binet Intelligence Scales – Fifth Edition  
*Department of Special Education, Rehabilitation, and School Psychology*
- Spring 2005                   **Workshop Organizer:**  
Kaufman Assessment Battery for Children – II Edition  
Behavior Assessment System for Children – II Edition  
Kaufman Brief Intelligence Test – II Edition  
Wechsler Intelligence Scale for Children – IV Edition – Spanish  
Assessing English Language Learners (ELL’s)  
*Department of Special Education, Rehabilitation, and School Psychology*
- Fall 2004                       **Workshop Organizer:**  
Integrated Wechsler Intelligence Scale for Children – IV Edition  
Curriculum-based Measurement and DIBELS  
*Department of Special Education, Rehabilitation, and School Psychology*
- Spring 2004                   **Workshop Organizer:**  
Woodcock-Johnson – III Edition (Achievement and Cognitive)  
*Department of Special Education, Rehabilitation, and School Psychology*
- Fall 2003                       **Workshop Organizer:**  
Wechsler Intelligence Scale for Children – IV Edition  
Stanford-Binet Intelligence Scales – V Edition  
*Department of Special Education, Rehabilitation, and School Psychology*

**University of Arizona – Student/Faculty Orientation**

- Fall 2006                       **Incoming Student Orientation**  
*Department of Special Education, Rehabilitation, and School Psychology*
- Spring 2006                   **Puerto Vallarta Summer Program Orientation**  
*Department of Special Education, Rehabilitation, and School Psychology*

- Fall 2005                    **Incoming Student Orientation**  
*Department of Special Education, Rehabilitation, and School Psychology*
- Spring 2005                **Puerto Vallarta Summer Program Orientation**  
*Department of Special Education, Rehabilitation, and School Psychology*
- Fall 2004                    **Incoming Student Orientation**  
*Department of Special Education, Rehabilitation, and School Psychology*
- Spring 2004                **Guadalajara Summer Program Orientation**  
*Department of Special Education, Rehabilitation, and School Psychology*
- Fall 2003                    **Incoming Student Orientation**  
*Department of Special Education, Rehabilitation, and School Psychology*
- Spring 2003                **Summer Institute Orientation**  
*Department of Special Education, Rehabilitation, and School Psychology*
- Fall 2002                    **Incoming Student Orientation**  
*Department of Special Education, Rehabilitation, and School Psychology*
- Spring 2002                **Summer Institute Orientation**  
*Department of Special Education, Rehabilitation, and School Psychology*

**University of Arizona – Apprenticeship in Work Related Publications**

Dejud, C. (2006). *Practicum Handbook: A guide for Students, Field-based Supervisors, and University Supervisors*. Tucson, AZ: The University of Arizona.

Dejud, C. (in preparation). *Internship Handbook: A guide for Students, Field-based Supervisors, and University Supervisors*.

Dejud, C. (2005). *Educational Specialist Handbook: A guide for Students, Field-based Supervisors, and University Supervisors*. Tucson, AZ: The University of Arizona.

Dejud, C. (2005). *School Psychology Doctoral Handbook: A guide for Students, Field-based Supervisors, and University Supervisors*. Tucson, AZ: The University of Arizona.

### **University of Arizona – Apprenticeship in Grant Writing**

2005 – 2007      **Research Assistant:** assist in a variety of grants, transitional orientation for incoming students, on-going educational trainings for community and project students.  
*Department of Special Education, Rehabilitation, and School Psychology*

2004 – 2007      **Research Assistant:** assist in a variety of grants, transitional orientation for incoming students, on-going educational trainings for community and project students.  
*Department of Special Education, Rehabilitation, and School Psychology*

### **University of Arizona – Apprenticeship in Programs’ Self Study Report**

2005 – 2006      **Researcher:** collecting, analyzing, or interpreting data American Psychological Association – Self Study Report  
*Department of Special Education, Rehabilitation, and School Psychology*

2004 – 2005      **Researcher:** collecting, analyzing, or interpreting data National Association of School Psychologists – Self Study  
*Department of Special Education, Rehabilitation, and School Psychology*

### **National Association of School Psychologists – Proposal Reviewer**

2007 – 2008      **Reviewer:** rated, reviewed, and gave rationale for papers proposals submitted for the 2008 NASP Convention.

2006 – 2007      **Reviewer:** rated, reviewed, and gave rationale for papers proposals submitted for the 2007 NASP Convention.

### **Graduate Professional Student Association, University of Arizona – Travel Grant Reviewer**

2006 – 2007      **Reviewer:** rated, reviewed, and gave rationale for approval of student travel grants submitted to the association.

2005 – 2006      **Reviewer:** rated, reviewed, and gave rationale for approval of student travel grants submitted to the association.

### **College of Education, University of Arizona – Graduate Teaching Award Reviewer**

2006 – 2007      **Reviewer:** rated, reviewed, and gave rationale for award of graduate teaching to applicants submitted to the COE.

## RELATED EDUCATIONAL EXPERIENCES

Spring 2004	<b>Internship</b> (Behavioral Mental Health) La Frontera Center, Inc. 502 West 29 <sup>th</sup> Street Tucson, AZ 85713	800 hours
Fall 2003	<b>Internship</b> (School-based program) La Frontera Center, Inc. 502 West 29 <sup>th</sup> Street Tucson, AZ 85713	800 hours
Spring 2003	<b>Personality Assessment</b> Sunnyside School District Tucson, AZ 85706	36 hours
Spring 2003	<b>Practicum</b> (Spanish) Sunnyside School District Tucson, AZ 85706	160 hours
Spring 2003	<b>Practicum</b> (English) Sunnyside School District Tucson, AZ 85706	160 hours
Spring 2003	<b>Ethics and Laws</b> Board of Psychologists Phoenix, AZ	20 hours
Spring 2002	<b>Advanced Behavioral Support</b> University of Arizona Tucson, AZ 85721	80 hours
Spring 2002	<b>Intellectual Assessment</b> Saint Ambrose Catholic School Tucson, AZ 85719	70 hours
Fall 2001	<b>Psychological Assessment</b> Tucson Urban League Academy Tucson, AZ 85713	40 hours
Spring 2001	<b>Fieldwork Consultation</b> Sunnyside School District Tucson, AZ 85706	30 hours
Fall 2000	<b>Shadowing School Psychologist</b> Sunnyside School District 2050 East Ginter Road Tucson, AZ 85706	80 hours

Spring 2000	<b><i>Internship</i></b> (Spanish) Tucson Unified School District 1010 E. 10 <sup>th</sup> Street Tucson, AZ 85719	<i>640 hours</i>
Fall 1999	<b><i>Internship</i></b> (English) Tucson Unified School District 1010 E. 10 <sup>th</sup> Street Tucson, AZ 85719	<i>640 hours</i>
Spring 1999	<b><i>Prescriptive Instructional Center (PIC)</i></b> Tucson Unified School District 1010 E. 10 <sup>th</sup> Street Tucson, AZ 85719	<i>200 hours</i>

## WORK HISTORY

**2007 – present** **Assistant Professor**  
*School of Education* *Menomonie, WI*  
*School Psychology Program*  
*University of Wisconsin - Stout*

Teach graduate level courses and seminars in School Psychology and School Counseling. Courses include behavioral interventions, multiculturalism, psychological consultation, psychometrics, cognitive assessment, psycho-educational disabilities, play therapy, behavior/personality assessment, and legal/ethical issues for school counselors and school psychologists. Supervise practicum and interning graduate students in the School Psychology program. Demonstrate scholarly productivity including instruction, research, and service leading to tenure preparation. Provide campus and community service with area school districts, community mental health agencies, and other professional community service groups.

**2007** **Program Coordinator**  
*Department of Special Education,* *Tucson, AZ*  
*Rehabilitation & School Psychology*  
*University of Arizona*

Bilingual School Psychology Program – taught program related courses, completed grant-related reports, student advising and mentoring, conducted community outreach services, conducted monthly Spanish classes, scheduled cultural and linguistic field trips, record keeping of psycho-educational assessments, ordered psycho-educational materials, conducted bi-monthly meetings, gathered information related to current research, gathered travel information and expenses for upcoming conferences, distributed information to students, provided a positive experience, gathered data and proofread grant proposal(s), co-taught classes as needed, and was a role model to incoming School Psychology students.

**2006 – 2007**  
*Tucson Urban League Academy*

**School Psychologist/Consultant**  
*Tucson, AZ*

Conducted psycho-educational evaluations, re-evaluations and prepared written reports as per IDEA and ADE/ESS; scored, interpreted, and wrote report, consultation with school administrators and faculty in a regular basis; conducted functional behavioral assessment as needed, implemented behavioral treatment interventions, developed or assisted in design and administration of appropriate educational and/or behavior intervention plans for students; reviewed psycho-educational evaluations and placement decisions on students transferring from out of district; provided in-service training to school personnel, community agencies, parents, and others as needed or directed; kept abreast of changes and developments in the profession by attending meetings, readings, and discussions of a professional nature; prepared and participated in Section 504 plans and meetings providing specialized knowledge and skills in the areas of assessment, counseling and consultation in relation to curriculum and social outcomes; consult with teachers on behavioral and academic challenges impacting students and perform psychological/developmental evaluations for children being referred for eligibility for Special Education and Related Services; provided and presented reports in a timely and professional manner and participated in professional development activities; functioned as an integral part of a multidisciplinary team as well as to demonstrate the skills related to conduct individual testing sessions, interpret evaluative information for staff and parents; and be proficient at synthesis of diagnostic information and report writing.

**2004 – 2006**  
*Department of Special Education,  
Rehabilitation & School Psychology  
University of Arizona*

**Graduate Teaching Associate II**  
*Tucson, AZ*

Bilingual School Psychology Program – Graduate Teaching Associate: teach program related courses, complete grant-related reports, student advising and mentoring, conduct community outreach services, conduct monthly Spanish classes, schedule cultural and linguistic field trips, record keeping of psycho-educational assessments, order psycho-educational materials, conduct bi-monthly meetings, gather information related to current research, gather travel information and expenses for upcoming conferences, distribute information to students, provide a positive experience, gather data and proofread grant proposal(s), co-teach classes as needed, and be a role model to incoming School Psychology students.

**2003 – 2004**  
*La Frontera Center, Inc.  
Main Center - Children's Services*

**Clinician**  
*Tucson, AZ*

Performed bilingual assessment, diagnostic evaluation, develop treatment plan through participation in data gathering and observations, crisis intervention, case management, and therapeutic services for individuals, families, and groups; provided community consultation and education, staff orientation and training; provided clinical outpatient treatment; maintained client charts and records according to establish guidelines and procedures; planned, developed, and implemented new services to underserved populations; provided court-ordered outpatient treatment, screening and evaluation; assisted in team supervision and participate in the planning, development, and implementation of therapeutic services.

**2002 – 2003**  
*La Frontera Center, Inc.*  
*Child/Family Center*

**Child Family Specialist III**  
*Tucson, AZ*

Provided bilingual counseling to preschool and school-aged children (in both individual and group settings) as part of a team therapy program to achieve treatment and program goals. Planned and implemented therapeutic services for clients and their families, assisted in client's evaluations, planning, and implementing behavioral treatment plans, provided bilingual training to staff and parents as needed.

**2000 – 2004**  
*Department of Special Education,*  
*Rehabilitation & School Psychology*  
*University of Arizona*

**Graduate Teaching Assistant I**  
*Tucson, AZ*

Bilingual School Psychology Program – Graduate Teaching Assistant: conducted monthly Spanish classes, scheduled cultural and linguistic field trips, record keeping of psycho-educational assessments, ordered psycho-educational materials, conducted bi-monthly meetings, gathered information related to current research, gathered travel information and expenses for upcoming conferences, distributed information to students, provided a positive experience, gathered data and proofread grant proposal(s), co-taught classes as needed, and acted as role model to incoming School Psychology students.

**2000 – 2003**  
*Department of Special Education,*  
*Rehabilitation & School Psychology*  
*University of Arizona*

**Graduate Teaching Assistant**  
*Tucson, AZ*

Guanajuato Summer Program (a program for graduate students in Mexico) – Teaching Staff and Research Assistant/Supervisor: supervised student teachers and interns who are working on special education teaching credentials, conducted weekly meetings with students, participated in focus group meetings/research, collected and interpreted data, taught weekly classes, conducted workshops for local school staff, collaborated with the Secretaria de Educacion de Guanajuato in scheduling classroom observations, school visits, coordinated/scheduled student's housing and school placement, flight itinerary, prepared reading packets, conducted departure meetings, provided advising and guidance for student's project.

**1999 – 2000**  
*Department of Special Education,*  
*Rehabilitation & School Psychology*  
*University of Arizona*

**Research/Teaching Assistant**  
*Tucson, AZ*

Conducted intervention research with young children at-risk for emotional and behavioral disorders, conducted formal and informal assessment(s) of students: Woodcock-Johnson Psycho-educational Battery – Revised [WJ-R] Test of Achievement Standard, Test of Phonological Awareness [TOPA], Woodcock-Johnson Reading Mastery – Revised [WJRM-R], Screening of Early Reading Processes [SERP], collected participants data: School Archival Record Search [SARS], collected, analyzed, and interpreted data: Total Disruptive Behavior [TDB], Negative Social Interaction [NSI], Social Skills Rating System [SSRS], Systematic Screening for Behavior Disorders [SSBD], Critical Events

Index [CEI], maintained and filed students records, formatted spreadsheets for data collection, acted as field supervisor during principal investigator's absentee, designed and taught graduate level courses pertaining to students with emotional and behavioral disorders.

**1994 – 1998**

*La Frontera Center, Inc.  
Child/Family Center*

**Child Family Specialist III**

*Tucson, AZ*

Provided bilingual counseling and supervision of preschool and school-aged children in both individual and group settings as part of a team therapy program to achieve treatment and program goals. Planned and implemented educational and therapeutic curriculum for "mainstreaming" classrooms, delegated and coordinated the work of others, directed the work of other preschool staff and functioned as unit supervisor in his/her absentee.

**1991 – 1994**

*La Frontera Center, Inc.  
Child/Family Center*

**Child Family Specialist II**

*Tucson, AZ*

Provided bilingual counseling and supervision of clients (ages 5-8) in both individual and group settings as part of a team therapy program, assisted in clients' evaluations, planning and implementing behavioral treatment plans, provided bilingual counseling and training to staff and parents.

**1990 – 1991**

*Open Inn  
Status Offender Program*

**Counselor**

*Tucson, AZ*

Counseled runaways (ages 6-18) and their parents in resolving conflicts through better communication, responsible for data gathering and observations for enabling court system to determine case outcome, maintained records as per established State official guidelines, make referrals to, and follow-up with other community agencies to provide needed monolingual client and family counseling.

## **PUBLICATIONS**

### **Working papers**

Mishra, S. P., & Dejud C. (submitted, November 2006, Multicultural Perspectives). *A three-dimensional model of training bilingual school psychologists: A University of Arizona Program*. Manuscript submitted for publication.

Mishra, S. P., Dejud C., & Parra, E. G. (submitted, October 2006, NASP *Communique*). *A three-dimensional model of training bilingual school psychologists: A University of Arizona Program*. Manuscript submitted for publication.

Mishra, S. P., & Dejud C. (in preparation). The impact of short-term study abroad experiences in the training of paraprofessional.

Fletcher, T. V., Morales-Cook, V., Griego-Jones, T., & Dejud, C. (in preparation). Immersion Programs in Mexico: Professional Development Strategies, Opportunities, and Outcomes.

Mishra, S., Parra, E., & Dejud, C. (in preparation). A Look at the Bilingual School Psychology Program at the University of Arizona: The Preparation of Professionals for the 21<sup>st</sup> Century.

### **Articles in Refereed Journals**

Lane, K. L., Fletcher, T., Carter, E., Dejud, C., & Delorenzo, J. (2007). Paraprofessional-led phonological awareness training with youngsters at-risk for reading and behavioral concerns. *Remedial and Special Education, 28*, 266-276.

Mishra, S. P., & Dejud, C. (2006). The University of Arizona's Summer Program for Bilingual School Psychologists. *NASP Communique, 34*, 5-6.

Fletcher, T. V., Dejud, C., Klingler, C., & Mariscal, I. L. (2004). Paradigmas cambiantes en la Educación Especial en Mexico: Voces desde esta area. *Corporación para el Desarrollo del Aprendizaje, 5*, 2-13.

Umbreit, J., Lane, K., & Dejud, C. (2004). Improving Task Engagement by Modifying Task Difficulty: Effects of Increasing the Difficulty of Too-Easy Tasks. *Journal of Positive Behavior Intervention, 6*, 13-20.

Fletcher, T. V., Dejud, C., Klingler, C., & Mariscal, I. L. (2003). The Changing Paradigm of Special Education in Mexico: Voices from the Field. *Bilingual Research Journal, 27*, 409-430.

Dejud, C. (2002). *Risk Management Handbook: The Omega Delta Phi Manual*. Lubock, TX: ODPHI Press.

Dejud, C., & Vasquez, S. (2004). *A Housing Manual: the Omega Delta Phi, Gamma Chapter - House Management Manual*. Tucson, AZ: ODPHI Press.

Dejud, C. (1994). *Child & Family Center Handbook*. Tucson, AZ: La Frontera Center, Inc. Press.

Dejud, C. (1993). *Adelante - The Child/Family Center Newsletter*. Tucson, AZ: La Frontera Center, Inc. Press.

### **Work Cited in Books**

Umbreit, J., Lane, K., & Dejud, C. (2004). Improving Task Engagement by Modifying Task Difficulty: Effects of Increasing the Difficulty of Too-Easy Tasks. In M. M. Kerr & C. M. Nelson (Eds.), *Strategies for Addressing Behavioral Problems in the Classroom* (5<sup>th</sup> ed.). Upper Saddle River, NJ: Pearson Education, Inc.

Umbreit, J., Lane, K., & Dejud, C. (2004). Improving Task Engagement by Modifying Task Difficulty: Effects of Increasing the Difficulty of Too-Easy Tasks. In P. A. Alberto & A. C. Troutman (Eds.), *Applied Behavior Analysis for Teachers* (7<sup>th</sup> ed.). Upper Saddle River, NJ: Pearson Education, Inc.

#### **Referred on the World Wide Web**

Umbreit, J., Lane, K., & Dejud, C. (2004). *Improving Task Engagement by Modifying Task Difficulty: Effects of Increasing the Difficulty of Too-Easy Tasks*.  
[http://www.ese.education.ucsb.edu/autism/jpbi-abstracts-volume\\_6/abstracts\\_v6n1w2004.html](http://www.ese.education.ucsb.edu/autism/jpbi-abstracts-volume_6/abstracts_v6n1w2004.html)

Fletcher, T. V., Dejud, C., Klingler, C., & Mariscal, I. L. (2004). *Paradigmas cambiantes en la Educación Especial en Mexico: Voces desde esta area*.  
[http://cdachile.cl/archivos/revista\\_cda\\_6.pdf](http://cdachile.cl/archivos/revista_cda_6.pdf).

Fletcher, T. V., Dejud, C., Klingler, C., & Mariscal, I. L. (2003). *The Changing Paradigm of Special Education in Mexico: Voices from the Field*.  
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## **GRANTS, RESEARCH GRANTS AND OTHER EXTERNAL FUNDING**

### **Funded Grants**

*Bilingual School Psychologists Training Project to Support Teachers of Limited English Language Proficient Students* (2002-2007) T195N020147 (\$ 1,248,905.00). U.S. Department of Education, Office of English Language Acquisition.  
Role: Graduate Assistant/Researcher  
Role in Preparation: Co-Author

Description: The purpose of this project is to plan, implement, and evaluate an evidence-based pre-service training program to prepare 35 bilingual school psychologists to respond to the critical shortage of bilingual psychological service delivery professionals in Arizona and in the nation.

*Bilingual School Psychologists Training Project to Support Teachers of Limited English Language Proficient Students* (1998-2003) T195A980001 (\$ 1,176,782.00). U.S. Department of Education, Office of Bilingual Education and Minority Language Affairs.  
Role: Graduate Assistant/Researcher  
Role in Preparation: Co-Author

Description: The purpose of this project is to plan, implement, and evaluate an evidence-based pre-service training program to prepare 35 bilingual school psychologists to respond to the critical shortage of bilingual psychological service delivery professionals in Arizona and in the nation.

## WORKSHOPS PRESENTED

2007 Tucson, AZ	<b>Conducting Family Therapy with Hispanics II</b> University of Arizona - Pediatrics Unit
2007 Tucson, AZ	<b>Conducting Family Therapy with Hispanics I</b> University of Arizona - Pediatrics Unit
2007 Tucson, AZ	<b>Leadership in Complex Organizations: Implications for the 21<sup>st</sup> Century</b> Omega Delta Phi Inc. - Regional Convention
2006 Tucson, AZ	<b>Conducting Family Therapy with Hispanics II</b> University of Arizona - Pediatrics Unit
2006 Tucson, AZ	<b>Conducting Family Therapy with Hispanics I</b> University of Arizona - Pediatrics Unit
2005 Tucson, AZ	<b>Conducting Family Therapy with Hispanics II</b> University of Arizona - Pediatrics Unit
2005 Tucson, AZ	<b>Conducting Family Therapy with Hispanics I</b> University of Arizona - Pediatrics Unit
2005 Tucson, AZ	<b>The Role of the School Psychologists in Service Delivery for Children, Youth, and their Families</b> University of Arizona – College of Education
2005 Tucson, AZ	<b>Functional Behavioral Assessment</b> University of Arizona – College of Education
2004 Chicago, IL	<b>How to Start a Local Alumni Association</b> Omega Delta Phi Inc. - National Convention
2004 Tucson, AZ	<b>A Framework on Conducting Family Therapy with Hispanics</b> University of Arizona - Pediatrics Unit
2003 Las Cruces, NM	<b>Risk Management: Policy Development and Implementation</b> Omega Delta Phi, Inc. - Regional Convention
2003 New Orleans, LA	<b>Immersion in Mexico: Professional Development Strategies, Opportunities and Outcomes</b> National Association of Bilingual Educators
2002 Tempe, AZ	<b>Improving Classroom Behavior by Modifying Task Difficulty: The Effect of Increasing the Difficulty of Too-Easy Tasks</b> 26 <sup>th</sup> Annual Teacher Educators for Children with Behavioral Disorders Conference

2002 Lubbock, Texas	<b>Risk Management: Our Brothers' Keepers</b> Omega Delta Phi, Inc. - National Convention
2002 Guanajuato, Mexico	<b>Cambios al Sistema Educativo en Mexico</b> Secretaria de Educacion
2002 Silao, Mexico	<b>El Problema de la Conducta en los Adolescentes</b> Secretaria de Educacion del Estado de Guanajuato
2002 Guanajuato, Mexico	<b>Problemas del Deficit de Atención</b> Centro de Atencion Multiple
2002 Mexico City, Mexico	<b>La Integración Educativa en Mexico</b> Cuarta Conferencia de Discapacidades
2001 Flagstaff, AZ	<b>The Importance of a Risk Management Program</b> Omega Delta Phi – Regional Conference
2001 Guanajuato, Mexico	<b>La Integración Educativa en la Ciudad de Guanajuato</b> Secretaria de Educacion
2001 Guanajuato, Mexico	<b>El Deficit de Atención y la Educación</b> Escuela Ignacio Allende
2000 Guanajuato, Mexico	<b>Empowerment: Parents Involvement in Schools</b> Escuela Angela Pantoja
1996 – 1998 Tucson, AZ	<b>Anger Techniques</b> La Frontera Center, Inc.
1994 – 1998 Tucson, AZ	<b>The Effects of Trauma in Children</b> La Frontera Center, Inc.
1996 – 1998 Tucson, AZ	<b>Fetal Alcohol Syndrome</b> La Frontera Center, Inc.
1992 – 1998 Tucson, AZ	<b>Attention Deficit Disorder</b> La Frontera Center, Inc.
1995 – 1998 Tucson, AZ	<b>Cultural Awareness</b> La Frontera Center, Inc.
1995 – 1998 Tucson, AZ	<b>The Importance of Play</b> La Frontera Center, Inc.
1994 – 1998 Tucson, AZ	<b>Adjustment in Parenting Children with Special Needs</b> La Frontera Center, Inc.

## CONFERENCE PROCEEDINGS

Dejud, C., & Mishra, S. P. Benefits of a Short-term Study Abroad Program: Experiences for Enhancing Cultural Awareness of School Psychologists in Training. (February 9, 2008). New Orleans, LA.

Dejud, C., & Mishra, S. P. The Bilingual School Psychology Program at the University of Arizona: A ten-year look at the Specialization Project. (March 23, 2006). New York, NY.

Dejud, C. Effective Leadership in Complex Organizations: Implications for the 21<sup>st</sup> Century. (March 4, 2007). Tucson, AZ.

Dejud, C., & Mishra, S. P. The Bilingual School Psychology Program at the University of Arizona: A ten-year look at the Specialization Project. (November 17, 2006). Phoenix, AZ.

Dejud, C. How to Start a Local Alumni Association. (July 19, 2004). Chicago, IL.

Dejud, C. Risk Management: Policy Development and Implementation. (March 1, 2003). Las Cruces, NM.

Fletcher, T. V., Griego-Jones, T., Morales-Cook, V., Gomez, E., & Dejud, C. Immersions in Mexico: Professional Development Strategies, Opportunities and Outcomes. (February 1, 2003). New Orleans, LA.

Umbreit, J., Lane, K., & Dejud, C. Improving Classroom Behavior by Modifying Task Difficulty: The Effect of Increasing the Difficulty of Too-Easy Tasks. (November 22, 2002). Tempe, AZ.

Dejud, C. & Fletcher, T. V. Recomendaciones al Cambios en el Sistema Educativo Mexicano. (June 25, 2002). Guanajuato, Mexico.

Dejud, C., Fontana, F., Turner, V., & Vienni, J. El Trastorno del Problema de la Atención. (June 13, 2002). Guanajuato, Mexico.

Dejud, C., & Fontana, F. El Problema de la Conducta en los Adolescentes. (June 10, 2002). Silao, Mexico.

Fletcher, T. V., Klingler, C., & Dejud, C. La Integración Educativa: investigación de los cambios en el sistema educativo Mexicano. (March 15, 2002). Mexico City, Mexico.

Todd, H., & Dejud, C. La Instalación de la Lectura en niños Portadores del Syndrome de Atención. (March 15, 2002). Mexico City, Mexico.

Fletcher, T. V., & Dejud, C. La Integración Educativa en la ciudad de Guanajuato (June 27, 2000). Guanajuato, Mexico.

Lane, K. L., Fletcher, T. V., Dejud, C., Strunk, M., DeLorenzo, J., Gomez, E., McLaughlin, V., & Dolstra, L. Young at-risk students: the impact of phonological awareness training. A paper presented at Teacher Educators for Children with Behavioral Disorders (November 18, 2000). Scottsdale, Arizona.

Lane, K. L., O'Shaughnessy, T., Beebe-Frankenberger, M., Strunk, M., Jasinski, N., Dejud, C., Scott, L., & DeLorenzo, J. Children with low cognitive ability: the efficacy of phonological awareness training. A poster presentation at American Association of Mental Retardation (AAMR): Region II (November 15, 1999). Riverside, California.

## **AWARDS RECEIVED**

2008	The Marquis Who is Who in America
2007	PsychCorp - Trainers of School Psychology Professional Development Scholarship
2007	The National Scholars Honors Society
2006 - 2007	The Chancellor's List
2006	The National Scholars Honor Society
2005 - 2006	The Chancellor's List
2004 - 2005	The Chancellor's List
2003	Omega Delta Phi - Outstanding Alumnus Award
2003	Outstanding Teaching Assistant Nominee – College of Education
2003	Order of Omega – Fraternity Advisor Hall of Fame Inductee
2001	Order of Omega - Outstanding Fraternity Advisor Award
1999	Omega Delta Phi - Outstanding Alumnus Award
1991	Omega Delta Phi - Founder's Award
1991	University of Arizona - Centennial Achievement Award
1991	University of Arizona - International Student of the Year
1989	Tucson Mayor's Award for Community Involvement

## **ORGANIZATIONS**

American Psychological Association (APA):  
Division 16: School Psychology  
Division 45: Society for the Psychological Study of Ethnic Minority Issues

National Association of Bilingual Educators (NABE)

National Association of School Psychologists (NASP)

International School Psychologist Association (ISPA)

National Association of Multicultural Education (NAME)

Wisconsin School Psychologist Association (WISPA)

National Coalition of Hispanic Health and Human Services Organization (COSSMHO)

The Council for Exceptional Children (CEC):  
Behavior Disorders Division  
Learning Disabilities Division  
Culturally and Linguistically Diverse Exceptional Learners Division

## **SERVICES ON COMMITTEES**

2005 – 2007	National Association of School Psychologists (NASP) Student Leader Representative
2005 – present	National Association of School Psychologists (NASP) Convention Committee
2003 – 2007	National Development Coordinator – Omega Delta Phi, Inc.
2003 – 2007	Old Pueblo Alumni Association – Chairman
2002 – 2007	Arizona Association of School Psychologist – Graduate Student Representative
2000 – 2005	National Risk Management Committee – Omega Delta Phi, Inc.
1999 – 2007	Fiesta de Garibaldi Chairman – Tucson International Mariachi Conference
1998 – 2005	Housing Development Committee – Omega Delta Phi, Inc.
1996 – 1998	Cultural Competence – La Frontera Center, Inc.
1990 – 1991	Community Standards – University of Arizona

## **COMMUNITY INVOLVEMENT**

Tucson International Mariachi Conference

American Red Cross

Cultural Exchange Program

Holmes Tuttle Boys and Girls Club