

Angela Axelrod, Ph.D., NCSP, Licensed Psychologist
Assistant Professor, School Psychology Program
Department of Counseling, Rehabilitation, and Human Services
University of Wisconsin-Stout
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Education

- 1999-2005 Doctor of Philosophy Degree (Ph.D.), Educational Psychology, Indiana University - Bloomington
Major: School Psychology Minor: Counseling Psychology
Dissertation Title: *Utilizing Experimental Analysis of Oral Reading Problems to Develop Individualized Interventions*
GPA: 3.97/4.0
- 1999-2003 Educational Specialist Degree (Ed.S), School Psychology, Indiana University
- 1999-2002 Master of Science in Education Degree (M.S.), Educational Psychology, Indiana University
- 1995-1999 Bachelor of Science Degree (B.S.), Iowa State University
Major: Psychology
GPA: 3.67/4.0; With Distinction

Licenses and Certifications

- Certified Youth Mental Health First Aid Instructor, National Council of Behavioral Health, 2019-current
- Nationally Certified School Psychologist, National Association of School Psychologists, 2003-present (Praxis score = 800)
- Licensed School Psychologist, State of Wisconsin Dept of Public Instruction, 2009-present
- Private Practice of School Psychology License (#898-58), State of Wisconsin Department of Safety and Professional Services, May 2015-present
- Licensed School Psychologist Birth-21 (#354536), State of Iowa Board of Educational Examiners, 2003-2008
- Licensed School Psychologist Birth-21, State of Nebraska, 2006-2011

Experience

- 2022-current *Assistant Professor, School Psychology Program*
University of Wisconsin-Stout
- 2014-current *Private Practice School Psychologist*
Axelrod Consulting Services
Provide psychoeducational assessment to Chippewa Valley community in private practice setting
- 2016-2022 *Pupil Services Director, School Psychologist, and District Assessment Coordinator*
Augusta Area School District
Director of special education and pupil services

Same duties for school psychologist as position below

Fall 2021 *University Supervisor for Practicum Students*

Spring 2020 *University of Wisconsin-Stout*

Spring 2020 *Adjunct Faculty Member, Psych 260 (Educational Psychology)*

University of Wisconsin Eau Claire

Taught section of course with 55 undergraduate students

2009-2016 *School Psychologist – Chair, Department of Psychology & Social Work*

Eau Claire Area School District

Manz Elementary, South Middle School, Lakeshore Elementary, Northwoods Elementary, Roosevelt Elementary, Northstar Middle School, and North High School

Provide direct services, coordinate Response to Intervention supports for students; analyze universal program data; conduct individual evaluations for special education. Consult with teachers, parents, and school district administration on instructional practices, academic intervention, and behavioral supports. Coach of Tier 2 Selected Intervention Team, coordinate School Based Mental Health Program. Chair department of 17 school psychologists and school social workers, including arranging professional development opportunities. Train special education staff on progress monitoring, administering diagnostic academic assessments, and writing of Individual Education Plans.

2009-2019 *Adjunct Faculty*

University of Wisconsin-Eau Claire

Departments of Psychology and Department of Special Education,

Instructor for Psychology 791 “Professional Issues In School Psychology” at University of Wisconsin Eau Claire

Instructor for Special Education 401 “Assessment of Students with Disabilities”

Clinical supervisor of practicum students at Human Development Center and school-based practicum sites

2006-2007 *School Psychologist*

Ralston Community School District, Ralston, Nebraska

Served Karen Western Elementary School as a school psychologist part-time. Provided assessment, counseling, and behavioral consultation to PK-6 population.

2005-2006 *School Psychologist*

Westside Community School District, Omaha, Nebraska

Served Westside High School as a school psychologist part-time. Provided assessment in several areas including cognitive, academic, behavioral, adaptive behavior. Participated in multidisciplinary team meetings for special education services.

2005-2006 *School Psychologist*

Marjorie A. Padula, Clinical Psychologist, Board Certified Neuropsychologist

Omaha, Nebraska

Conducted neuropsychological assessments for psychologist in private practice part-time

Assessments included several areas, including personality, motor, visual-motor, cognitive, memory, and academic achievement.

2003-2004 *School Psychologist/Building Representative*

2002-2003 *School Psychology Intern*

Green Hills Area Education Agency, Council Bluffs, Iowa

Served two rural Iowa K-12 school districts as a school psychologist. Provided assessment in several areas including cognitive, academic, behavioral, adaptive behavior. Defined problems and linked assessment to intervention activities for children birth to 21, improve educator and parent understanding and implementation of interventions, modified the educational system, and shared knowledge through conducting in-service/staff development activities. Provided direct services, such as individual and group therapy, to students. Collaborated with professionals in other disciplines (e.g., teachers, mental health specialists, DHS personnel, speech-language pathologists) to improve client services. Conducted applied research in the schools for guiding interventions and programming decisions.

2001-2002 *Associate Instructor*

Educational Psychology for Education Majors, Indiana University

Laboratory and Field Experience for Education Majors, Indiana University

Instructed future elementary and secondary school teachers on the principles of educational psychology and how they apply to teaching. Topics covered included child development, intelligence, student diversity, learning theories, classroom management, and motivation. Supervised students' field experience in public schools.

2002 *Graduate Student Therapist*

Marcia McCarty Psychological Clinic, Bloomington, IN

Provided comprehensive psychological services to children, adolescents, and their families, including assessment, therapy, and behavioral consultation. Co-facilitated group therapy focusing on internalizing conditions for eight adolescent girls. Participated in weekly clinic meetings involving peer supervision and case presentations.

2001 *Graduate Student Supervisor*

Institute for Child Study, Indiana University

Supervised second-year school psychology practicum students working in an outpatient psychological services clinic. Participated in weekly group clinic meetings. Provided in-service programs focusing on general clinical issues including assessment, behavioral parent training, and individual therapy.

1999-2001 *Graduate Research Assistant*

Indiana Education Policy Center, Indiana University, Bloomington, IN

Assisted project coordinators in the development and implementation of the Safe and Responsive Schools Project. Co-authored articles and papers on school violence issues including prevention, early identification, and effective responses to violence. Facilitated school safety team meetings at McCormick's Creek Elementary School and Owen Valley Middle School. Analyzed school safety survey data and present at regional and national conferences. Conducted in-service training for teachers, parents, and school administrators on school violence intervention and alternatives to traditional discipline methods.

- 2001 *Clinician*
Institute for Child Study, Indiana University
Conducted behavior and personality assessments on children and adolescents referred to the Institute for Child Study. Developed comprehensive intervention plans for students identified with Attention Deficit Hyperactivity Disorder, Conduct Disorder, anxiety and depression, and learning difficulties. Provided behavior management training to families with children identified with behavioral and emotional disabilities. Consulted with Monroe County Community School Corporation teachers on behavior management, curriculum modification, and bullying intervention.
- 2000 *School Psychology Practicum Student*
Youth Services, Larue Carter Hospital, Indianapolis, IN
Conducted initial psychoeducational assessments on children and adolescents admitted to Larue Carter Hospital for psychiatric treatment. Assisted in the development of behavioral, educational, and psychological treatment plans for patients. Participated in treatment team meetings to evaluate patient progress and medical status. Worked with educational staff to develop curricular modifications for students with learning disabilities and behavior management plans for students with emotional and behavioral disorders.
- 1999-2000 *School Psychology Practicum Student*
Forest Hills Special Education Cooperative, Ellettsville and Spencer, IN
Conducted special education evaluations on students referred for learning difficulties. Assessed students using individually administered tests of cognitive and academic ability, conducted teacher interviews and student observations, scored behavior rating scales and adaptive behavior scales. Wrote psychological reports that included assessment results, interpretations, special education eligibility, and academic and behavioral recommendations. Provided assistance to the educational staff in the implementation of curriculum within the classroom. Worked with individual students in the areas of reading, writing, and mathematics. Attended special education case conferences and staffings.

Awards

- Nominee, Outstanding Graduate Educator of the Year, University of Wisconsin-Stout, 2022-2023
Nominee, School Psychologist of the Year, Wisconsin School Psychologists Association, 2018
Frieda Alice Renfro Dissertation Award, Indiana University, February 2004
Nominee, Indiana University School of Education Associate Instructor of the Year, 2002
Indiana University School of Education Chancellor's Fellowship, 1999-2002

Professional Memberships

- Wisconsin Council for Administrators of Student Services, 2016-2023
National Association of School Psychologists, 1999-present
International School Psychology Association, 2015-present
Wisconsin School Psychology Association 2013-present
Association for Behavior Analysis, 2002-2004
Iowa School Psychologists Association, 2002-2004
Indiana University Student Affiliates in School Psychology, 2001-2002
Indiana Association of School Psychologists, 1999-2002

In Preparation

Axelrod, A. (In preparation). A Sound Partners Intervention using Trained Volunteers: A Case Study. Approved by IRB; data collected July 2023.

Utilizing a Universal Mental Health Screening Process using the b.e.s.t.— submitting to ISPA Summer 2024 Conference presentation.

Axelrod, A. (in preparation). Analyzing Trends in Wisconsin Elementary and Middle School Students' Mental Health from 2017-2022. Submitting to a peer-reviewed publication and for conference presentation in spring/summer 2024.

In Press

Fontanini-Axelrod, A. (in press). Dyslexia: Dispelling Myths and Getting Help. *Five for Women Magazine*, February/March 2024.

Fontanini-Axelrod, A. (in press). Zero tolerance policies. *Investigating School Psychology Pseudoscience*. New York: Routledge.

Published Papers

Axelrod, M.I., & Fontanini-Axelrod, A. (2022). Treating functional nonretentive fecal incontinence using a comprehensive behavioral treatment across settings. *Clinical Practice in Pediatric Psychology*.

Axelrod, M.I., Tornehl, M., & Fontanini-Axelrod, A. (2017). A review of encopresis for the school psychologist: Treatment considerations. *MASP Matters*, 28, 19-22.

Axelrod, M.I., Tornehl, M., Simpson, J.N., Lamoureau, E.A, & Fontanini-Axelrod, A. (2016). A review of encopresis for the school psychologist: Definition, developmental course, prevalence, etiological formulation, and assessment. *MASP Matters*, 27, 18-21.

Axelrod, M.I., Tornehl, M., & Fontanini-Axelrod, A. (2016). Co-occurring Autism and Intellectual Disability: A Treatment for Encopresis Using a Behavioral Intervention Plus Laxative Across Settings. *Clinical Practice in Pediatric Psychology*, 4, 1-10.

Axelrod, M.I., Tornehl, M., & Fontanini-Axelrod, A. (2015). A review of encopresis for the school psychologist: Treatment considerations. *The WSPA Sentinel*, 15, 22-24.

Axelrod, M.I., Tornehl, M., Simpson, J.N., Lamoureau, E.A, & Axelrod, A. (2015). A review of encopresis for the school psychologist: Definition, developmental course, prevalence, etiological formulation, and assessment. *The WSPA Sentinel*, 14, 16-19.

Axelrod, M., Nierengarten, B., & Axelrod, A. (2014). Using a Self-Monitoring Intervention to Improve Students' On-task Homework Behavior at an After-School Program. *Journal of Education and Training*, Vol 1, No 2.

Axelrod, M. I., Tornehl, C. & Axelrod, A. (2014), Enhanced response using a multicomponent urine alarm treatment for nocturnal enuresis. *Journal for Specialists in Pediatric Nursing*, 19: 172–182.

Fontanini, A.M. & Masters, E.M. (2001). A review of the Computer-Optimized Multimedia Intelligence Test. *Journal of Psychoeducational Assessment*, 19, 279-285.

Skiba, R. & Fontanini, A. (2001). Bullying prevention: Early identification and intervention. *National Association of School Psychologists Communique*, 29 (7), insert.

Skiba, R., Peterson, R.L., Boone, K., & Fontanini, A. (2001). Preventing school violence with comprehensive planning. *Reaching Today's Youth*, 5, 58-62.

Skiba, R.J., Boone, K.A., Fontanini, A.M., & Peterson, R.L. (2001). Preventing school violence: A practical guide to comprehensive planning. Bloomington, IN: Indiana Education Policy Center.

Skiba, R.J. & Fontanini, A.M. (2000). Bullying prevention: What works in school violence prevention. Bloomington, IN: Indiana Education Policy Center.

Skiba, R.J. & Fontanini, A.M. (2000). Fast facts: Bullying prevention. Bloomington, IN: Phi Delta Kappa International.

Presentations

Axelrod, M.I., & Fontanini-Axelrod, A. (2022, November). *Merging interprofessional practice with cultural competency: Frameworks for supporting diverse families*. Presentation at the annual Children Come First Conference, Wisconsin Dells, WI.

Axelrod, M.I., Schmidt, J.A., & Fontanini-Axelrod, A. (2022, November). *Cultural competence meets interprofessional practice: Evaluating a training course for pre-professional clinicians to enhance outcomes for diverse families*. Presentation at the annual National Council on Family Relations Conference, Minneapolis, MN.

Axelrod, M.I., Axelrod, A., & Gatzow, M. L. (2015, February). *Implementation and evaluation of a school-based mental health program*. Paper presented at the Annual Convention of the National Association of School Psychologists, Orlando, FL.

Axelrod, M.I., & Axelrod, A. (2012, April). *Implementing an incentive system as part of a treatment package for elimination disorders*. Paper presented at the Annual Conference of the Midwest Society of Pediatric Psychology, Milwaukee, WI.

Axelrod, A.F., Huberty, T.J., & Axelrod, M.I. (2005, August). Linking Assessment to Intervention: Utilizing Experimental Analysis of Oral Reading Fluency to Develop Individualized Interventions. Presentation at the American Psychological Association Conference, Washington, DC.

Skiba, R., Boone, K.A., Fontanini, A.M., & Miller, C.J. (2001, March). Preventing school violence through comprehensive planning. Presentation at the National Association of School Psychologists Conference, Washington, DC.

Intelligence Testing: An Introduction to Current Intellectual Assessments. Angela M. Fontanini, Presented to Indiana University Education of LD & MIMH (K532), Spring 2001

Peterson, R., Boone, K., McKelvey, J., and Fontanini, A. (2001, February). Preventing school violence through comprehensive planning. Presentation at the Teachers of Children with Behavioral Disorders Conference, Tempe, AZ.

Fontanini, A. & Masters, E. (2000, October). A review of the Computer Optimized Multimedia Intelligence Test. Presentation at the Indiana Association of School Psychologists Fall Conference, Indianapolis, IN.

Skiba, R., Peterson, R., Boone, K., & Fontanini, A. (2000, February). What works in preventing school violence? Presentation at Midwest Symposium on Behavior Disorders, Kansas City, MO.