Angela Fontanini-Axelrod, Ph.D.

Nationally Certified School Psychologist · Licensed Psychologist
Program Director & Assistant Professor, School Psychology Program
Department of Counseling, Rehabilitation, and Human Services
University of Wisconsin–Stout
axelroda@uwstout.edu · 715-232-1416 (office) · 207-217-8704 (mobile)

EDUCATION

Ph.D., Educational Psychology 2005
Indiana University–Bloomington
Major: School Psychology | Minor: Counseling Psychology
Dissertation: *Utilizing Experimental Analysis of Oral Reading Problems to Develop Individualized Interventions*

Ed.S., School Psychology 2003
Indiana University–Bloomington

M.S. in Education, Educational Psychology 2002
Indiana University–Bloomington

B.S., Psychology 1999
Iowa State University
Graduated With Distinction

LICENSES & CERTIFICATIONS

Licensed Psychologist, Wisconsin Dept. of Safety and Professional Services (License #898-58) 2015–present
Nationally Certified School Psychologist, National Association of School Psychologists 2003–present
Licensed School Psychologist, Wisconsin Dept. of Public Instruction 2009–present
Certified Youth Mental Health First Aid Instructor, National Council for Behavioral Health 2019–present
Licensed School Psychologist, Birth–21, Iowa Board of Educational Examiners (#354536) 2003–2008
Licensed School Psychologist, Birth–21, State of Nebraska 2006–2011

ACADEMIC & PROFESSIONAL EXPERIENCE

Program Director (2024–present) & Assistant Professor (2022–present)
School Psychology Program (M.S.Ed. and Ed.S.), University of Wisconsin–Stout
Direct the graduate School Psychology Program and teach graduate coursework across standardized and psychoeducational assessment, clinical and field practicum, professional ethics and law, and academic intervention (see Teaching).

Licensed Psychologist & Owner 2014–present
Axelrod Psychological Services LLC — Private Practice
Provide psychoeducational assessment to the Chippewa Valley community, conducting approximately 100 psychological evaluations per year within a multidisciplinary clinic.

Pupil Services Director, School Psychologist & District Assessment Coordinator 2016–2022
Augusta Area School District
Directed special education and pupil services for the district while carrying full school psychologist responsibilities (see below).

University Supervisor for Practicum Students 2020-2022
University of Wisconsin–Stout

Adjunct Faculty Member, PSYC 260: Educational Psychology Spring 2020
University of Wisconsin–Eau Claire
Taught one undergraduate section of 55 students.

School Psychologist & Chair, Department of Psychology & Social Work 2009–2016
Eau Claire Area School District
Served Manz, Lakeshore, Northwoods, and Roosevelt Elementary Schools; South and Northstar Middle Schools; and North High School.
Delivered direct services and coordinated Response to Intervention supports; analyzed universal screening data; and conducted individual special-education evaluations. Consulted with teachers, parents, and administrators on instructional practices, academic intervention, and behavioral supports.
Coached the Tier 2 Selected Intervention Team and coordinated the School-Based Mental Health Program. Chaired a department of 17 school psychologists and school social workers, arranging professional development and training staff in progress monitoring, diagnostic academic assessment, and IEP writing.

Adjunct Faculty, Departments of Psychology and Special Education 2009–2019
University of Wisconsin–Eau Claire
Instructor, PSYC 791: Professional Issues in School Psychology, and SPED 401: Assessment of Students with Disabilities. Clinical supervisor of practicum students at the Human Development Center and school-based practicum sites.

School Psychologist 2006–2007
Ralston Community School District, Ralston, NE
Served Karen Western Elementary School (PK–6) part-time, providing assessment, counseling, and behavioral consultation.

School Psychologist 2005–2006
Westside Community School District, Omaha, NE
Served Westside High School part-time, providing cognitive, academic, behavioral, and adaptive assessment and participating in multidisciplinary special-education teams.

Psychologist 2005–2006
Marjorie A. Padula, Clinical Psychologist & Board-Certified Neuropsychologist, Omaha, NE
Conducted neuropsychological assessments part-time across personality, motor, visual-motor, cognitive, memory, and academic-achievement domains.

School Psychologist / Building Representative (2003–2004); School Psychology Intern (2002–2003)
Green Hills Area Education Agency, Council Bluffs, IA
Served two rural K–12 districts, providing cognitive, academic, behavioral, and adaptive assessment and linking assessment to intervention for children birth to 21. Provided individual and group therapy, collaborated across disciplines (teachers, mental-health specialists, DHS personnel, speech-language pathologists), and conducted applied school-based research to guide programming.

PRE-DOCTORAL CLINICAL & RESEARCH TRAINING

Associate Instructor 2001–2002
Indiana University — Educational Psychology / Laboratory & Field Experience for Education Majors
Taught principles of educational psychology to future teachers (development, intelligence, diversity, learning theory, classroom management, motivation) and supervised field experiences in public schools.

Graduate Student Therapist 2002
Marcia McCarty Psychological Clinic, Bloomington, IN

Provided assessment, therapy, and behavioral consultation to children, adolescents, and families; co-facilitated a group for adolescent girls with internalizing concerns; participated in peer supervision and case conferences.

Graduate Student Supervisor 2001
Institute for Child Study, Indiana University
Supervised second-year practicum students in an outpatient clinic and delivered in-service programs on assessment, behavioral parent training, and individual therapy.

Clinician 2001
Institute for Child Study, Indiana University
Conducted behavior and personality assessments and developed intervention plans for children with ADHD, conduct disorder, anxiety, depression, and learning difficulties; provided behavior-management training to families and consulted with local teachers.

Graduate Research Assistant 1999–2001
Indiana Education Policy Center, Indiana University, Bloomington, IN
Supported the Safe and Responsive Schools Project: co-authored papers on school-violence prevention and early identification, facilitated school safety teams, analyzed survey data, presented regionally and nationally, and trained educators and families on alternatives to traditional discipline.

School Psychology Practicum Student 2000
Youth Services, Larue Carter Hospital, Indianapolis, IN
Conducted psychoeducational assessments for inpatient psychiatric youth, assisted with treatment planning, and developed curricular modifications and behavior-management plans.

School Psychology Practicum Student 1999–2000
Forest Hills Special Education Cooperative, Ellettsville & Spencer, IN
Conducted special-education evaluations, authored psychological reports with eligibility determinations and recommendations, and supported classroom implementation of academic interventions.

TEACHING

Graduate & Undergraduate Courses Taught — University of Wisconsin–Stout

SPSY 710 Developmental Intervention and Methods *(Summer 2026)*
SPSY 741 Standardized Assessment I *(Fall 2022, 2023, 2024, 2025, 2026)*
SPSY 742 Standardized Assessment II *(Spring 2023, 2024, 2025, 2026)*
SPSY 701 Roles, Function, Ethics, and Law for School Psychologists *(Fall 2023, 2024)*
SPSY 753 Psychometric Theory and Application *(Summer 2025)*
SPSY 768 Academic Intervention and Methods *(Spring 2023, 2024, 2025, 2026)*
SPSY 771 Professional Portfolio in School Psychology *(Summer 2023, 2024, 2025, 2026)*
SPSY 781 Field Practicum in School Psychology I *(Fall 2022, 2023, 2024)*
SPSY 782 Field Practicum in School Psychology II *(Spring 2023, 2024, 2025)*
SPSY 784 Field Practicum in School Psychology I *(Fall 2022, 2023, 2024, 2025, 2026)*
SPSY 785 Field Practicum in School Psychology II *(Spring 2023, 2024, 2025, 2026)*
SPSY 792 Internship and Research in School Psychology *(Fall 2022, Spring 2023, Fall 2025, 2026)*
EDPSY 730 Advanced Psychology of Learning *(Summer 2025, 2026)*
EDPSY 850 Psychology of Development *(Summer 2023, Fall 2023)*
EDUC 303/503 Educational Psychology *(Summer 2026)*

Course Development

Created the first undergraduate school psychology course at UW–Stout (SPSY 485, developed Spring 2026; first offering Spring 2027).

HONORS & AWARDS

Maybelle Price Ranney Professorship, University of Wisconsin–Stout	2026–2027
Outstanding Graduate Educator of the Year, University of Wisconsin–Stout — Recipient	2025–2026
Outstanding Graduate Educator of the Year, University of Wisconsin–Stout — Nominee	2024–2025
Outstanding Graduate Educator of the Year, University of Wisconsin–Stout — Nominee	2022–2023
School Psychologist of the Year, Wisconsin School Psychologists Association — Nominee	2018
Frieda Alice Renfro Dissertation Award, Indiana University	2004
Associate Instructor of the Year, Indiana University School of Education — Nominee	2002
Chancellor's Fellowship, Indiana University School of Education	1999–2002

GRANTS & FUNDED PROJECTS

Newell, K. W. (PI), & Axelrod, A. (Project Director). (2026). *Project RAISE: Rural Advancement of Integrated Services in Education.* U.S. Department of Education, Office of Special Education Programs. Requested: $1,234,000. Status: Under review.

Axelrod, A. (2026–2027). *AI Pilot Tool Grant.* University of Wisconsin–Stout. Funded.

Peterson, C. (PI), Axelrod, A., DeJager, B., Drake, R., & Welch Deal, M. (Co-PIs). (2024). *Federal School-Based Mental Health Professionals.* Wisconsin Department of Public Instruction. $156,000. Funded.

PUBLICATIONS

Peer-Reviewed Journal Articles

Axelrod, M. I., Fontanini-Axelrod, A. M., & Axelrod, G. L. (2026). Sound Partners and cross-age peer tutoring: Evaluating outcomes for a student with a reading disability. *Journal of Education and Training, 13,* 65–83.

Axelrod, M. I., & Fontanini-Axelrod, A. M. (2025). Utilizing a high school student as a reading interventionist: Merging cross-age peer tutoring and brief experimental analysis for a student with a specific learning disability. *Single Case in the Social Sciences, 2*(4), 1–13.

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. (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., 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, 1*(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.

Book Chapters

Fontanini-Axelrod, A. (2024). Zero tolerance policies. In *Investigating school psychology pseudoscience.* New York, NY: Routledge.

Other Professional Publications

Fontanini-Axelrod, A. (2024). Dyslexia: Dispelling myths and getting help. *5ive for Women Magazine,* February/March 2024.

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. (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.

Skiba, R., & Fontanini, A. (2001). Bullying prevention: Early identification and intervention. *NASP Communiqué, 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.

Media Coverage

Morrison, N. (2024, May 15). Zero tolerance policies in school promote further misbehavior, study finds. *Forbes.* Read article

PRESENTATIONS

Conference Presentations

Axelrod, M. I., von Mende, P., & Fontanini-Axelrod, A. (2026, July). The impact of technical and non-technical language on teachers' acceptability of school-based behavioral interventions. Presentation at the International School Psychology Association Conference, Lyon, France.

Fontanini-Axelrod, A., & DeJager, B. (2024, October). Using AI in school psychology report writing. Presentation at the Wisconsin School Psychologists Association Fall Conference, Eau Claire, WI.

Axelrod, G., Fontanini-Axelrod, A., & Axelrod, M. (2024, July). Brief experimental analysis of oral reading fluency: Using a high school student to empirically identify effective interventions. Presentation at the International School Psychology Association Conference, Riga, Latvia.

Axelrod, M. I., & Fontanini-Axelrod, A. (2022, November). Merging interprofessional practice with cultural competency: Frameworks for supporting diverse families. Presentation at the 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 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.

Peterson, R., Boone, K., McKelvey, J., & 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 the Midwest Symposium on Behavior Disorders, Kansas City, MO.

Invited Talks & Professional Development

Fontanini-Axelrod, A. (2026, September). BASC-4: What's new for BASC-3 users. CESA 10 School Psychology Networking Meeting.

Fontanini-Axelrod, A. (2025, November). An introduction to the Woodcock-Johnson Fifth Edition. CESA 10 School Psychologists and Special Education Teachers.

Fontanini-Axelrod, A. (2025, May). Personality disorders. Western Region Wellness and Recovery Consortium, Chippewa Falls, WI.

Fontanini-Axelrod, A. (2024, December). Personality disorders. Eau Claire / St. Croix / Barron County Coordinated Services Teams Social Worker Professional Development Consortium.

Fontanini-Axelrod, A. (2024, October). Trauma-informed strategies and teaching. Phi Upsilon Omicron Conclave.

Fontanini-Axelrod, A. (2024, October). ADHD and learning disabilities in the classroom. Phi Upsilon Omicron Conclave.

Fontanini, A. M. (2001, Spring). Intelligence testing: An introduction to current intellectual assessments. Guest lecture, Indiana University (K532: Education of Students with Learning Disabilities and Mild Mental Handicaps).

RESEARCH IN PROGRESS (IRB-APPROVED)

Fontanini-Axelrod, A., & Axelrod, M. I. (2026). *High school students as reading interventionists: Cross-age delivery of Sound Partners to first- and second-grade students with reading difficulties* [IRB-approved study in progress]. University of Wisconsin–Stout.

Single-case, multiple-baseline design replicated across five tutor–tutee pairs in a partner Wisconsin school district. Trained high school students (grades 10–12) deliver Sound Partners to first- and second-grade students with reading difficulties; outcomes assessed via curriculum-based measurement of oral reading fluency, with tutor fidelity measured through direct observation and audio-recorded sessions. Extends Axelrod & Fontanini-Axelrod (2025) and Axelrod, Fontanini-Axelrod, & Axelrod (2026). Supported by the Maybelle Price Ranney Professorship.

Fontanini-Axelrod, A., & DeJager, B. (2026). *Acceptability and quality of psychoeducational reports generated by an industry-specific AI tool, a general-purpose large language model, and a licensed school psychologist* [IRB-approved study in progress]. University of Wisconsin–Stout.

Four simulated assessment datasets are used to generate reports by SchoolPsych AI, a general-purpose large language model, and a licensed school psychologist. School psychology graduate students rate randomized report triads in Qualtrics on acceptability (willingness to sign off), overall quality, readability, jargon, sentence length, acronym use, writing style, organization, and quality of summaries and recommendations.

Fontanini-Axelrod, A., & DeJager, B. (2026). *Exploring graduate students' experiences and acceptability of SchoolPsych AI in school psychology practicum: A mixed-methods study* [IRB-approved study in progress]. University of Wisconsin–Stout.

Convergent mixed-methods design (QUAL + QUAN) examining practicum students' perceptions of the usefulness, usability, and trustworthiness of SchoolPsych AI for psychoeducational report writing and intervention planning, and its influence on learning, autonomy, and perceived competence. Data include the System Usability Scale, modified Technology Acceptance Model items, self-efficacy ratings, and reflective journals analyzed thematically. Supported by the University of Wisconsin–Stout AI Pilot Tool Grant (2026–2027).

BOOK PROPOSAL (SUBMITTED)

Fontanini-Axelrod, A. (2026). *Case conceptualization in school psychology: Fourteen integrated assessment cases from referral to eligibility* [Book proposal]. Submitted to Routledge, September 7, 2026.

PROFESSIONAL & UNIVERSITY SERVICE

Disciplinary / National Service

Program Accreditation Reviewer, National Association of School Psychologists 2026–present

Portfolio Reviewer, Nationally Certified School Psychologist credential, National Association of School Psychologists 2023–present

University Service — University of Wisconsin–Stout

Member, Tribal Consultation Work Group 2025–present

Chair, Search Committee for School Psychology Assistant/Associate Professor 2025–2026

Chair, Search Committee for School Psychology Assistant/Associate Professor 2024–2025

Member, Search Committee for Associate Dean, School of Education 2024

Member, School Psychology Professor Search Committee 2023

Member, Graduate School Exceptions Committee 2023–present

Member, Institutional Review Board 2022–present

Member, Program Advisory Committee, Early Childhood Program 2022–present

Community & Clinical Service

Consultant, Mayo Clinic Eau Claire Family Practice Residency — professional development via didactic lectures 2022–present

PROFESSIONAL MEMBERSHIPS

National Association of School Psychologists 1999–present

International School Psychology Association 2015–present

Wisconsin School Psychology Association 2013–present

International Dyslexia Association, Wisconsin Branch 2022–present

Wisconsin Council for Administrators of Student Services 2016–2023

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