

OANH K. TRAN

Curriculum Vita



Contact Information

California State University, East Bay
Department of Educational Psychology
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ACADEMIC DEGREES

Ph.D.	2007	University of Oregon	School Psychology
M.A.	2001	California State University, Sacramento	Psychology
B.A.	1997	California State University, Sacramento	Psychology, Social Work minor

PROFESSIONAL POSITIONS

Associate Professor, California State University, East Bay (2007-present)

Graduate level teaching in Educational Psychology Department, emphasis in Clinical Child/School Psychology Program, Nationally Accredited (NASP).

Credentialed School Psychologist in California, Livermore Valley School District, License 080130479 (2007-present)

Conduct psychoeducational assessments, facilitate groups and individual counseling, develop behavioral and academic support plans, consultation with parents and teachers, in-service trainings, facilitate Individual Educational Plan (IEP) meetings, and collaborate with Special Education teams.

Educational Consultant (2007-present)

Provide school consultation and training related to social and emotional learning using Strong Kids Curriculum and Response to Intervention models.

UNIVERSITY TEACHING EXPERIENCE

Graduate Courses:

- Cognitive Behavioral Therapy
- Fieldwork Supervision
- Internship Supervision
- Assessment of Social, Emotional, and Behavioral Problems
- Cognitive Assessment
- Developmental Report Writing
- Curriculum Based Assessment and Response to Intervention

- Pediatric Psychology
- Crisis Intervention
- *Program Advising

UNIVERSITY SERVICE & LEADERSHIP ACTIVITIES

University Committees (California State University, East Bay)

- Community Counseling Clinic, Educational Psychology Department (2007-present)
- Special Events, College of Education and Allied Studies (2007-2008)
- Basic Skills Requirement Appeals University Sub-committee (2008-present)
- General Education Critical Thinking Sub-committee (2008-present)
- Technology Committee (2008)
- Retention, Tenure, and Promotion Policy and Procedures (2011-present)
- Academic Senate (2012-present)
- Faculty Learning Committee - Student Service Office to Succeed (SSOS) for Asian American Pacific Islander (2013-present)
- Honorary Committee (2014-present)

Department Committees/Activities (California State University, East Bay (2007-present)

- Trained Department faculty on SharePoint and Electronic Syllabi
- Student and Supervisor Program Handbooks (School Psychology, School Counseling, Community Counseling Clinic)
- Organized student related activities (Brown Bags, Social Justice Wall)
- Faculty Mentor for Social Justice League (Student Organization)
- Program articles in University newspaper, the Pioneer, on the Community Counseling Clinic, Social Justice League, and student activities
- Expectations for Graduate Writing Guidelines (Lewis, Alsdorf, & Tran, 2008)
- Graduate Recruitment
- Program Admissions Coordinator
- Interim Program Coordinator (Winter 2012)
- Department Newsletter

Organization Memberships

- American Psychological Association (APA), Division 16 School Psychology
- National Association of School Psychologist (NASP)
- Vietnamese American Research Institute

Ad Hoc Reviewer for Journal of School Psychology (2008)

PUBLICATIONS

(*Authors are listed alphabetically indicating equal contribution to the formulation and writing of this article or presentation.)

Edited Book Chapters and Intervention Materials

Tran, O. K, Gueldner, B. A., & Smith, D. (2014). Building resiliency in schools. In R. Gilman, E. S. Huebner, & M. Furlong, Eds., *Handbook on Positive Psychology in Schools*. New York: Taylor & Francis.

- Tran, O. K., Pham, A., & Davis, J. (2013). Suicide. In J. Sandoval (Ed.), *Handbook of Crisis Counseling, Intervention, and Prevention in Schools (3rd Ed.)*, Mahwah, NJ: Lawrence Erlbaum.
- Tran, O. K., & Merrell, K. W. (2010). Promoting student resilience: Social and emotional learning as a universal prevention approach. In B. J. Doll (Ed.), *Handbook of Youth Prevention Science*. Mahwah, NJ: Lawrence Erlbaum.
- *Merrell, K. M., Gueldner, B. A., & Tran, O. K. (2008). Social and emotional learning: A school-wide approach to intervention for socialization, friendship problems, and more. In B. J. Doll & J. A. Cummings (Eds.), *Population-based Services of School Psychologists* (pp. 165–185). Bethesda, MD: National Association of School Psychologists.
- *Merrell, K. M., Carrizales, D., Feurborn, L., Gueldner, B., A., & Tran, O. K. (2007). *Strong Kids: A social and emotional learning curriculum for students in grades 3-5*. Baltimore: Paul H. Brooks Publishing.
- *Merrell, K. M., Carrizales, D., Feurborn, L., Gueldner, B., A., & Tran, O. K. (2007). *Strong Kids: A social and emotional learning curriculum for students in grades 6-8*. Baltimore: Paul H. Brooks Publishing.
- *Merrell, K. M., Carrizales, D., Feurborn, L., Gueldner, B., A., & Tran, O. K. (2007). *Strong Teens: A social and emotional learning curriculum for students in grades 9-12*. Baltimore: Paul H. Brooks Publishing.
- Furlong, M. J., Tran, O. K., & Soliz, A. (2004). School violence prevention. In T. S. Watson & C. H. Skinner (Eds.), *Comprehensive Encyclopedia of School Psychology* (pp. 278–281). New York: Kluwer Academic/Plenum Publishers.

Articles in Peer Reviewed Journals

- Castro-Olivo, S., Tran, O. K., Begum, G., Arellano, E.,* Garcia, N.,* Tung, C*. (2013). A comprehensive model for promoting resiliency and preventing violence in schools. *Contemporary School Psychology*, 17(1), (23-34).
- Buchanan, R., Gueldner, B. A., Tran, O. K., & Merrell, K. W. (2008). Social and Emotional Learning in Classrooms: A Survey of Teachers' Knowledge, Perceptions, and Practices. *Journal of Applied School Psychology*, 25, 1-17.
- Tran, O. K. (2008). The *Strong Kids* curricula for building social and emotional resiliency in children and adolescents. *Prevention in Counseling Psychology*, 2, 7-10.
- Merrell, K. W., Juskelis, M. P., Tran, O. K., & Buchanan, R. (2008). Social and emotional learning in the classroom: Impact of Strong Kids and Strong Teens on students' social-emotional knowledge and symptoms. *Journal of Applied School Psychology*, 24, 209–224.

*Merrell, K. M., Buchanan, R., & Tran, O. K. (2006). Relational aggression in children and adolescents: A review with implications for school settings. *Psychology in the Schools*, 43, 345–360.

Tran, O. K., & Furlong, M. J. (2004). Personal strengths and assets among adolescents: A comparison of smokers and non-smokers. *The California School Psychologist*, 61–75.

Articles in Professional Newsletters and Compendiums

*Carrizales, D., & Tran, O. K. (2004, June). Promoting emotional resilience in schools: The Strong Kids and Strong Teens curricula. *Oregon School Psychologist Association Bulletin*.

Tran, O. K. (2002, August). Personal strengths and assets of adolescent smokers and non-smokers. *Proceedings of the Summer 2002 Academic Research Consortium (ARC)*, University of California, Santa Barbara.

Unpublished Work

Tran, O. K. (2007, June). Promoting social and emotional learning in schools: An investigation of massed versus distributed trials and social validity of the Strong Kids curriculum in late elementary-aged students. *Unpublished Doctoral Dissertation*, University of Oregon.

Tran, O. K. (2001, December). Acculturation and perceptions of parenting and child behavior problems in Southeast-Asian American mothers. *Unpublished Master's Thesis*, California State University, Sacramento.

PRESENTATIONS

Peer-Reviewed Presentations at Professional Meetings

Tran, O. K., Jiminez, V., Diaz, R., Faulkner, J., Burger, N., & Ponte, N. (February, 2015). *Promoting social and emotional learning in a three-tiered model*. Poster presentation at the National Association of School Psychologists Conference, Orlando, FL.

Feurborn, L., Gueldner, B., & Tran, O. (February, 2015). *Integrating mindfulness practices into social and emotional learning framework*. Paper presentation at the National Association of School Psychologists Conference, Orlando, FL.

Tran, O. K., Bitter, K., Miller, C., Shaw, N., & Snyder, G. (February, 2014). *School psychologists as leaders in the SEL movement*. Paper presentation at the National Association of School Psychologists Conference, Washington, DC.

Tran, O. K. (February, 2013). *Promoting social and emotional learning in special day classrooms*. Poster presentation at the National Association of School Psychologists Conference, Seattle, WA.

- Tran, O. K. (April, 2012). *Promoting civility and resiliency through Social-emotional learning- Strong Kids curricula*. Symposium presentation at the Western Psychological Association Conference, San Francisco, CA.
- Gueldner, B. A., & Tran, O. K. (February, 2012). *From theory and research to Practice: SEL in action*. Mini-skills presentation at the National Association of School Psychologists Conference, Philadelphia, PA.
- Tran, O. K., & Malliaris, N. (February, 2012). *Knowledge of RTI in schools: Implications for training education professionals*. Poster presentation at the National Association of School Psychologists Conference, Philadelphia, PA.
- Tran, O. K., Ablang, C., Pham, M., & Medcalf, E. (February, 2011). *Increasing resiliency and school success- Strong Kids Learning Curriculum*. Poster presentation at the National Association of School Psychologists Conference, San Francisco, CA.
- Albeg, L., Castro-Olivo, S., Appelbaum, A., Tran, O., & Santiago, E. (February, 2011). *Assessing acculturative stress: Development and structure of the CASAS scale*. Poster presentation at the National Association of School Psychologists Conference, San Francisco, CA.
- Tran, O. K. (March, 2010). *Using Strong Kids Curriculum to promote social and emotional resiliency*. Poster presentation at the National Association of School Psychologists Conference, Chicago, Ill.
- Tran, O. K. & Jennings, G. (March, 2010). *Promoting competence and opportunities for ethnic minorities through external assets*. Poster presentation at the National Association of School Psychologists Conference, Chicago, Ill.
- Tran, O. K., Correa, C., & Gallagher, A. (March, 2009 and April, 2010). *The effects of the Strong Kids curriculum on students' social, emotional, and behavioral functioning*. Poster presentation at the California Association of School Psychologists, Riverside, CA and the Research, Scholarship, and Creative Activity Session, California State University, East Bay.
- Tran, O. K., Jennings, G., & Lewis, R., & Cheng, W. (February, 2009 and April 2010). *The impact of asset gaps: Implications for service and training*. Poster presentation at the National Association of School Psychologists Conference, Boston, MA and the Research, Scholarship, and Creative Activity Session, California State University, East Bay.
- Gueldner, B. A., Whitcomb, S., & Tran, O. K. (February, 2009). *Using evidence-based strategies to promote social and emotional learning*. Mini-skills presentation at the National Association of School Psychologists Conference, Boston, MA.
- Tran, O. K. (March, 2008). *Promoting children's mental health through social and emotional learning in schools: Strong Kids and Strong Teens Curricula*. Half-day workshop presentation at the California Association of School Psychologists, Burlingame, CA.

- Tran, O. K. (March, 2007). *Promoting social and emotional learning in schools: An investigation of massed versus distributed trials and social validity of the strong kids curriculum in late elementary-aged students*. Poster presentation at the National Association of School Psychologists Conference, New York.
- Buchanan, R., & Tran, O. K.* (2007, March). *Social and emotional learning in the classroom: Impact of Strong Kids and Strong Teens on students' social-emotional knowledge and symptoms*. Paper presentation at the National Association of School Psychologists Conference, New York, NY.
- Tran, O. K., Gueldner, B. A., & Buchanan, R. (2006, March). *Promoting social and emotional learning in schools: Strong Kids/Teens Curricula*. Mini-skills presentation at the National Association of School Psychologists Conference, Anaheim, CA.
- Gueldner, B. A., Tran, O. K., Buchanan, R.* (2006, March). *Promoting social and emotional learning in schools: Strong Kids/Teens Curricula*. Poster presentation at the National Association of School Psychologists Conference, Anaheim, CA.
- Buchanan, R., Tran, O. K., Gueldner, B. A., & Merrell, K. M.* (2006, March). *Teachers' perceptions regarding social and emotional learning curricula in classrooms*. Poster presentation at the National Association of School Psychologists Conference, Anaheim CA.
- Tran, O. K., Heywood, C., Parisi, D., & Ross, S.* (2006, March). *Reducing teacher stress with effective interventions for problem behaviors*. Poster presentation at the National Association of School Psychologists Conference, Anaheim, CA.
- Merrell, K. M., Buchanan, R., & Tran, O. K.* (2005, March). *Beyond mean girls: Synthesizing research on relational aggression*. Poster presentation at the National Association of School Psychologists Conference, Atlanta, GA.
- Merrell, K. M., Buchanan, R., & Tran, O. K.* (2005, March). *Innovation's in promoting children's mental health: The Oregon Resiliency Project. Beyond mean girls: Synthesizing research on relational aggression*. Symposium presentation at the National Association of School Psychologists Conference, Atlanta, GA.
- Florence, K. S., Potter, J. B., Tran, O. K., & Merrell, K. M.* (2005, March). *Girls with ADHD: What we know and what to look for*. Poster presentation at the National Association of School Psychologists Conference, Atlanta, GA.
- Merrell, K. M., Jusekelis, M., & Tran, O. K. (2004, July). *Evaluation of the Strong Kids curriculum for promoting social-emotional resilience*. Poster presentation at the annual meeting of the American Psychological Association Conference, Honolulu, Hawaii.
- Iturbide, M., Endriga, M. C., Hernandez, N., & Tran, O. K. (2002, April). *Acculturation differences in parenting styles of Asian-American mothers*. Poster presentation at the annual meeting of the Western Psychological Association Conference, Irvine, CA.

Tran, O. K., Endriga, M. C., Jacinto, M. S., & Linn, C. (2001, May). *Perceptions of parenting and child behavior problems in Southeast-Asian American mothers*. Poster presentation at the annual meeting of the Western Psychological Association Conference, Maui, Hawaii.

Endriga, M. C., Jacinto, M. S., Leach, M., & Tran, O. K. (2000, April). *Parent-child interactions and maternal interviews with Filipino-Americans*. Poster presentation at the annual meeting of the Western Psychological Association Conference, Portland, Oregon.

Invited Presentations, Local Presentations, Workshops, and In-Service Trainings

Tran, O. K., & Malliaris, N. (May, 2012). *Knowledge of RTI in schools: Implications for training education professionals*. Poster presentation at the CSUEB Research, Scholarship, & Creative Activity Exhibit, Hayward, CA.

Tran, O. K., Kim, R., & Kim, B. (2012, May). *Social Justice League empowers positive change and social awareness*. Poster presentation at CSUEB Diversity Day. California State University, East Bay, Hayward, CA.

Smith, D., Tran, O. K., Chang, V., & Vogel, M. (October, 2011). *Fostering civility in youth*. Invited Symposium at Southern Oregon University, Ashland, Oregon.

Tran, O. K. (2010, August). *Using Strong Teens Curriculum with senior high school students in homeroom*. Presentation to teachers at Sacramento High School, Sacramento Unified School District, Sacramento, CA.

Tran, O. K. (2008, November). *The SST and assessment referral process*. Presentation presented to teachers at Arroyo Seco Elementary School, Livermore Valley School District, Livermore, CA.

Tran, O. K. (2007, November). *Promoting children's mental health*. Presentation to Field-based School Psychology and School Counseling Supervisors. California State University, East Bay, Hayward, CA.

Tran, O. K. (2007, May). *Interventions for ADHD*. River Oak Center for Children-Residential Treatment Center, Sacramento, CA.

Tran, O. K. (2006, May). *ADHD and young children: Assessment and interventions*. ADHD: Theories and Research Seminar, University of Oregon.

Tran, O.K. (2006, April). *School-based interventions for ADHD*. ADHD: Theories and Research Seminar, University of Oregon.

Tran, O. K. (2006, February). *ADHD and executive functions*. ADHD: Theories and Research Seminar, University of Oregon.

Tran, O. K., & Gueldner, B. A.* (2006, February). *Promoting children's mental health through social and emotional learning*. Two-day workshop conducted at the Forest

Grove School District, Forest Grove, OR.

- Tran, O. K. (2006, February). *Promoting children's mental health through social and emotional learning: Strong Start, Strong Kids, Strong Teens Curricula*. Guest presenter in graduate seminar on Prevention of Youth Violence, University of Oregon.
- Tran, O. K. (2006, January). Incorporating functional behavior assessment procedures for students with ADHD. ADHD: Theories and Research Seminar. University of Oregon.
- Tran, O. K. (2005, December). *ADHD and teachers' perception*. ADHD: Theories and Research Seminar. University of Oregon.
- Tran, O. K. (2005, October). *ADHD: Symptoms and DSM diagnostic criteria*. ADHD: Theories and Research Seminar. University of Oregon.
- Tran, O. K. (2005, May). *ADHD, learning difficulties, early identification, and interventions*. ADHD: Theories and Research Seminar. University of Oregon.
- Ross, S., Parisi, D., Heywood, C., & Tran, O.* (2005, April). *Reducing teacher stress with interventions for problem behaviors*. In-service Training at Turnaround School, Springfield, OR.
- Tran, O. K., Heywood, C., Ross, S., & Parisi, D. (2005, March). *ADHD overview and teaching transitions*. In-service Training at Awbrey Park, Eugene, OR.
- Gueldner, B. A., & Tran, O. K.* (2004, November). *Promoting social and emotional learning in schools: Strong Kids and Strong Teens*. Guest lecturer in undergraduate and master's level course on Introduction to Behavior Disorders, University of Oregon.
- Tran, O. K. (2004, October). *ADHD and gender issues*. ADHD: Research and Theories Seminar. University of Oregon.
- Florence, K. S., Potter, J. B., & Tran, O. K.* (2004, March). *Attention deficit hyperactivity disorder (ADHD): How do you know and where do you go?* In-service Training at the Strengthening the Soul of the Family Conference, Lane Community College, Eugene, OR.
- Florence, K. S., Potter, J. B., & Tran, O. K.* (2004, March). *Behavioral interventions for students with ADHD*. In-service Training at Awbrey Park, Eugene, OR.

RESEARCH EXPERIENCES and GRANTS

Social and Emotional Learning (2008-present)

Social and Emotional Learning in a Three Tiered Model. Received 4 units of release time to mentor 10 graduate students (2014-2015).

Mental Health Needs in Schools and Intervention Practices: Social and Emotional Learning –Prevention for ALL. Received ORSP mini-grant (\$4,922) for 2013-2014 at CSUEB. Mentored six graduate students.

“Promoting Student Resilience: Social and Emotional Learning in Special Education Classrooms.” Received ORSP mini-grant (\$2,819) for 2012-2013 at CSUEB. Mentored two graduate students.

Promoting Student Resilience: The Effects of Social and Emotional Learning in Schools.” Received ORSP mini-grant (\$3,230) and 9 WTU of assigned time for 2008-2009 at CSUEB. Mentored two graduate students.

Doctoral Dissertation (2006-2007)

Project Supervisor: Ken Merrell, Ph.D., University of Oregon

Promoting Social and Emotional Learning in Schools: An Investigation of Massed versus Distributed Trials and Social Validity of the Strong Kids Curriculum in Late Elementary-Aged Students

Oregon Resiliency Project (2003-2006)

Project Supervisor: Ken Merrell, Ph.D., University of Oregon.

Promotion of social and emotional learning through teaching resiliency skills, and preventing depression, anxiety, and related mental health concerns among children and youth. Participated as co-author on the *Strong Kids* curricula; conducted literature review on various projects; survey development; data analyses; consultation/training in communities and schools; poster presentations; and professional publications.

Center for School-Based Youth Development (2002)

Project Supervisor: Michael Furlong, Ph.D., University of California Santa Barbara.

Examined adolescent tobacco use and school engagement, and school violence; SPSS analyses of a large database; conducted literature review, Teleform scanning of surveys, organized and managed data, paper and poster presentation of project and results.

Master’s Thesis (2000-2001)

Project Supervisor: Marya Endriga, Ph.D., California State University Sacramento.

Acculturation and Perceptions of Parenting and Child Behavior Problems in Southeast Asian-American Mothers

Multicultural Families Project (1999-2002)

Project Supervisor: Marya Endriga, Ph.D., California State University, Sacramento.

Promoted understanding of Ethnic Minority families and parent-child relationships; examined diversity and perceptions of parenting in Asian American mothers. Organized, managed, and supervised all aspects of project; conducted structured parent-child interactions; coded behavioral interactions and interviews; presentation of project results.

CLINICAL and RELEVANT WORK EXPERIENCE

Pre-Doctoral Intern, River Oak Center for Children, Sacramento, CA. (APA Accredited)

(2006-2007)

Training Director: Amy VanBoven, Ph.D., CA Psy 21228.

Rotation 1: Early Intervention Program. Provided in-home intensive supports to families with children ages 0-6; worked as lead clinician; provided assessments, case management, parent-training, behavioral home and school interventions; treatment planning and evaluations.

Rotation 2: Outpatient Program. Community-based counseling for children and their families who experience non-crisis related mental health problems. Services included comprehensive mental health assessment, individual and family therapy, behavioral interventions, parent support/advocacy and crisis intervention.

Psychological Assessment: Year-long program that provided comprehensive psychological assessment for children in various settings; provided consultation and treatment recommendations.

Support Counselor & Certification/Placement Assistant, Families First, Sacramento, CA.
(1999-2002)

Provided counseling to high risk foster children (emotionally disturbed, developmentally delayed, abused and neglected); assisted in case management and implementation of behavioral treatment plans; worked collaboratively with foster parents, social workers, and therapists in the stabilization of foster placements. Assisted the Certification/Placement Team in receiving placement referrals and conducting placements of foster children.

Residential Counselor, Mathiot Group Homes, Sacramento, CA. (1997-1998)

Assisted in case management, dispensing psychiatric medications, crisis intervention, milieu management, and reporting in a group home for adolescent male sex offenders; maintained daily mental health notes for each client and reported progress in weekly treatment planning meetings with therapists and staff.

HONORS & AWARDS

Student Research Mentoring & Grants (2007-present)

Minnie Fosket Memorial Scholarship, University of Oregon (2006-2007)

Chamberlin Doctoral Dissertation Award (\$2000), University of Oregon (2006)

Graduate Teaching Fellow for ADHD seminar funded by US Department of Education, University of Oregon (2005-2006)

Helena Degnath Wessela Memorial Scholarship, University of Oregon (2005-2006)

Sally Casanova Pre-doctoral Fellow, California State University System (2001-2002)

Competed amongst students in the California State University system. This scholarship included a summer internship at the University of California, Santa Barbara. Faculty Mentor, Dr. Michael Furlong provided specialized research training in the area of applied professional psychology. He is the program leader of the Counseling/Clinical/School Psychology Program.

Associated Students, Inc. Grant, California State University, Sacramento (2001)
Travel grant to present my research at the Western Psychological Association conference, Maui, Hawaii.

Graduate Equity Fellowship, California State University, Sacramento (1999-2001)

Student Academic Development Grant, California State University, Sacramento (2000-2001)
Travel grant to present my research at the Western Psychological Association conference in Maui, Hawaii and Portland, Oregon.

Academic Related Activities Grant, California State University, Sacramento (2000-2001)
Travel grant to present my research at the Western Psychological Conference in Maui, Hawaii and Portland, Oregon.

Anthony J. Leones Scholarship, California State University, Sacramento (1996-1997)

PROFESSIONAL TECHNICAL SKILLS

Problem Solving Model and Response to Intervention

Trained and applied experiences in using multi-methods, sources, and settings in an ecological approach in the identification and early intervention of academic and behavioral problems using a Consultative Problem Solving Model to link assessment to effective interventions.

Home-School Collaboration

Collaboration with parents and teachers in providing skills training and behavior support plans for children identified as showing early signs of antisocial behavior problems using the First Step to Success Program.

Psychological, Psychoeducational, and Behavioral Assessments & Interventions

Special Education assessments, eligibility, and behavior support plans

Interviewing and Consultation

School-based teacher interviews; research home visits with ethnic minority populations; data gathering in assessment; consultation with parents and teachers.

Qualitative Data Analysis

Parental interviews and vignette responses.

Data Management and Analyses

Maintained a large data base; merging data files; examining and correcting for missing values and extreme outliers; multivariate analyses.

Supervisory Skills

Trained research and clinical protocols; trained new counselors on clinical interventions and agency policies; supervised a counselor team; graduate level fieldwork and internship supervision.

Evidence-based and Best Practices in Mental Health and Educational Services**Foreign Language**

Conversational and some written and reading fluency in Vietnamese.

Curriculum-Based Assessments

Dynamic Indicator of Basic Early Literacy Skills (DIBELS)

AIMSWEB

Response to Intervention (RtI)

PROFESSIONAL REFERENCES

Greg Jennings, Ph.D.
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Child Clinical/School Psychology Program
California State University, East Bay
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510-885-2296
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Jack Davis, Ph.D.
Professor and Chair
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