

KAI ZHUANG SHUM, Ph.D., NCSP
Curriculum Vitae
Assistant Professor and Licensed Psychologist
School Psychology Program
University of Tennessee Knoxville
Email: kshum1@utk.edu

EDUCATION

- Ph.D. School Psychology
 University of South Florida, August 2020
 Area of Emphasis: School Mental Health Services
 GPA: 4.0
 APA Accredited, NASP Approved Program
- M.A. School Psychology
 University of South Florida, August 2016
 GPA: 4.0
 APA Accredited, NASP Approved Program
- B.A. Psychology
 University of Wisconsin-Madison, December 2014
 GPA: 3.9

AWARDS AND HONORS

- 2019 Staff That Are Remarkable (STAR) Award by Pinellas County Schools
- 2018 Faye Henderson Exemplary Leadership Award for Minority Students, Florida Association
 of School Psychologists (FASP)
- 2015 University Graduate Fellowship, USF Graduate School

PROFESSIONAL AND RESEARCH INTERESTS

- Initiating and sustaining culturally inclusive school mental health research and services
- Integrating motivational interviewing and positive psychology interventions in school-based mental health services
- Supporting the unique needs of students in accelerated curricula (Advanced Placement, International Baccalaureate, and gifted programs)

UNIQUE BACKRGOUND

- Fluent in oral and written English, Mandarin, and Cantonese
- First generation college and doctoral program graduate
- First generation immigrant from Malaysia

PROFESSIONAL AFFILIATIONS

- National Association of School Psychology (NASP)
- American Psychological Association (APA)

GRANT EXPERIENCES

Project SMARTS Suicide Prevention Grant (SAMHSA GLS Grant)

Award amount \$3,480,057 (6H79SM086142-01M001)

Project Director, September 2022-July 2023

Supervisor: Nathaniel von der Embse, Ph.D. at University of South Florida

Served as the project director of a SAMHSA funded suicide prevention grant. Project Florida (FL) SMARTS (School Mental health Assessment, Response, and Training for Suicide prevention) facilitates youth suicide prevention and early intervention strategies through a multi-system and interconnected approach across multiple delivery systems (i.e., schools, behavior health agencies, and youth-serving systems) for youth 10-24, specifically students in middle/high schools. This includes suicide prevention and intervention strategies implemented in three school districts in FL that target school-based personnel (administrators, teachers, mental health professionals, school crisis teams, school resource officers) and community professionals who work with at-risk youth. We employ a trauma informed lens to focus on FL youth who are at increased risk of suicide, including youth involved in the juvenile justice and child welfare systems, youth who identify with diverse races, ethnicities, genders, and sexual orientations, students with disabilities, youth exposed to suicide, and youth experiencing poverty and adverse childhood experiences (ACES).

Project SOAR Promoting Middle School Student's Well-Being (Goal 3 IES Grant)

Award amount \$3,300,000 (R305A200035)

<https://ies.ed.gov/funding/grantsearch/details.asp?ID=4451>

Postdoctoral Research Fellow, August 2020-July 2023

Supervisor: Shannon Suldo, Ph.D., Licensed Psychologist at University of South Florida

Aided in the writing and preparation of this grant. When awarded, served as a postdoctoral research fellow on a Goal 3, multi-site IES grant designed to promote well-being among middle school students through a Tier 2 social-emotional intervention created by Dr. Shannon Suldo – the Well Being Promotion Program (WBPP). Co-developed and co-led a 12-hour professional development series on Positive Psychology interventions designed to help school mental health professionals acquire foundational knowledge on Positive Psychology and deliver the WBPP in their schools. Provided ongoing coaching to graduate students and school mental health providers to help them implement the WBPP with fidelity and good counseling skills. Coordinated communications between school and university partners (University of South Florida and University of Massachusetts, Amherst).

Project SAFETY-2 School Violence Prevention (DOJ BJA STOP School Violence Grant)

Award amount \$1,999,313 (15PBJA-22-GG-04664-STOP)

<https://bja.ojp.gov/funding/awards/15pbja-22-gg-04664-stop>

Project Coordinator, January 2023-July 2023

Supervisor: Nathaniel von der Embse, Ph.D. at University of South Florida

Aided in the searching and writing of this grant that was successfully funded. When awarded, served as a postdoctoral research fellow and project coordinator on a collaborative grant-funded project between the University of South Florida and Hillsborough County Public Schools (HCPS). The grant is funded through a STOP School Violence Grant through the National Institute of Justice (NIJ). The project is designed to provide ongoing coaching to school safety teams to support prevention of school violence through a social justice lens.

Project STARS Scholars in Teaching, Applied Research, and Service (OSEP Grant)

Award amount \$1,900,000

<https://www.usf.edu/education/blog/2021/research-team-awarded-grant-school-psychology-scholars.aspx>

Project Coordinator, May 2021-July 2023

Supervisor: Evan Dart, Ph.D. at University of South Florida

As project coordinator, worked with Dr. Dart and the co-PIs to implement and monitor key activities including recruitment and retention of scholars, required STARS activities (e.g., seminars, practicum in high needs LEA), progression through Project STARS and the doctoral program, and annual reports to OSEP. Project STARS supports scholars to become faculty in school psychology who will have the teaching, applied research, and service expertise to lead school, district, and state implementation of evidence-based practices within a multi-tiered system of supports. Project STARS includes a partnership between the UW–Madison and the University of South Florida. STARS scholars receive high quality training, professional development, and specialized mentorship that will prepare them to become national leaders in the field of school psychology.

Project SAFETY School Violence Prevention (DOJ BJA STOP School Violence Grant)

Award amount \$500,000 (2019-YS-BX-0038)

<https://bja.ojp.gov/funding/awards/2019-ys-bx-0038>

Postdoctoral Research Fellow, May 2022-December 2022

Supervisor: Nathaniel von der Embse, Ph.D. at University of South Florida

Served as a postdoctoral research fellow and project coordinator on a collaborative grant-funded project between Hillsborough County Public Schools (HCPS) and the University of South Florida. The grant is funded through a STOP School Violence Grant through the National Institute of Justice (NIJ). The project is designed to provide training/professional development and ensure that there are adequate Tier 2 and 3 services available to include in individualized monitoring plans created following a substantiated threat.

Advancing Coping and Engagement (ACE) Program for Advanced Placement/International Baccalaureate Students (Goal 2 IES Grant)

Award amount \$1,500,000 (R305A150543)

<https://ies.ed.gov/funding/grantsearch/details.asp?ID=1734>

Graduate Research Assistant, August 2016-August 2019

Principal Investigators: Shannon Suldo, Ph.D. and Elizabeth Shaunessy-Dedrick, Ph.D.

Served as a graduate assistant for a project funded by the Institute of Education Sciences (IES). Aided in the development, implementation, and refinement of both universal and selective interventions to facilitate success in high school students in Advanced Placement and International Baccalaureate programs. The project developed and piloted a universal intervention to increase the use of coping strategies and school connectedness among incoming AP/IB students. The universal intervention includes student, parent, and teacher components. The project also includes a screening phase to identify and further support students who experience high levels of stress and burnout.

Responsibilities include assisting with intervention development, leading focus groups of students, parents, and teachers to refine intervention. Responsibilities also include serving as a lead interventionist for part of the universal student curricula, leading class wide sessions with ninth grade students in accelerated curricula and delivering individual Motivational Interviewing (MI) sessions.

TEACHING, COACHING, AND MENTORING EXPERIENCES

Social, Emotional, and Behavioral Assessment in Schools (graduate level)

This four-hour credit course focused on training school psychologists in using multiple sources of data collection and analysis to understand the role of social and emotional issues and behaviors in the schools. Students developed knowledge and skill in multiple methods of socio-emotional and behavioral assessment and intervention planning for various mental health concerns in schools. Students examined and sought to understand issues related to cultural diversity and individual need in the context of school-based assessment. We explored personality assessment by integrating it into an understanding that (a) behavior, social, and emotional development occur within the context of the student, the instruction, the curriculum, the setting, the home, and the community; (b) assessment should follow an empirically-based, hypothesis-testing, and problem-solving model that links directly to intervention; (c) assessment and assessment questions should be guided by research and applications that involve variables and characteristics that result in positive outcomes for students; (d) perspectives or models of aberrant behavior should focus on low inference, behavioral, and objective assessment; and (e) specific approaches toward assessing specific clinical problems means that we need to master ways to integrate and operationalize sometimes discrepant data into a reasonable whole.

Supervision Processes in School Psychology (graduate level)

This four-hour credit course is designed to increase the knowledge, skills, and dispositions needed to engage in effective supervision processes. Professionals engaged in supervision not only focus on whether supervisees are contributing to the mission and goals of schools/organizations, but also on building the capacity of supervisees to deliver effective services that facilitate equitable outcomes. We explored the two types of supervision, clinical and administrative, to understand the theoretical/conceptual bases of supervision, to acquire initial skills in the application of these two types of supervision, and to understand how supervisors promote socially just outcomes. Administrative supervision carries with it the responsibility for linking supervision with evaluation and growth/remediation (professional learning [development]). Therefore, this course explored the individual aspects of supervision and the integration of supervision, evaluation, and professional learning. Furthermore, connections to other important systems change principles and promotion of social justice were examined.

Supervising Graduate Student Clinicians Delivering School Mental Health Support

Clinical Supervisor, May 2022 – July 2023

Served as a supervisor to graduate students who were delivering tiers 1, 2, and 3 school mental health services in elementary, middle, and high schools. Provided weekly supervision and grand rounds to help graduate student clinicians develop counseling/consultation and assessment/progress monitoring skills. Graduate student clinicians provided weekly counseling sessions and consultations with teachers, staff, and parents. The focus of their counseling sessions included providing evidence-based treatment for anxiety, depression, behavioral issues, and trauma. Some students also received interventions for anger management and to increase overall well-being.

Coaching School Mental Health Providers Delivering Positive Psychology Intervention

Coach, August 2020 – July 2023

Served as a coach to school mental health providers (e.g., school counselors, psychologists, social worker) who were learning to provide a small group positive psychology intervention developed by Dr. Shannon Suldo – the Well-Being Promotion Program (WBPP). Provided weekly coaching that involved verbal and written feedback. The coaching process is based on motivational interviewing, behavioral principles, and positive psychology theories. Listened to audio recording of sessions and

provided feedback on delivery content (e.g., fidelity to protocol) as well as process (e.g., cultural relevance, flow, relationship building). School mental health providers provided positive review and their feedback on the coaching process was presented at state and national level conferences.

PROFESSIONAL AND COMMUNITY SERVICES

PROGRAM/COLLEGE/UNIVERSITY LEVEL:

- Leadership, School Mental Health Collaborative Center, University of South Florida (2023)
- Search and Recruit Students, University of South Florida School Psychology Program (2022-23)
- Mentor and Supervise Graduate Students, University of South Florida School Psychology Program (2020-23)
- Invited Panelist, International Student Experiences Panel, University of South Florida College of Education (2020)

NATIONAL/COMMUNITY LEVEL:

- Manuscript Reviewer, Journal of School Psychology (2023-present)
- Manuscript Reviewer, School Mental Health (2022-present)
- Invited Presenter, Professional Development for Hillsborough County School Psychologists, Addressing Anxiety and Motivation in Schools (2022)
- Co-Developer and Co-Presenter, Professional Development Series for School Mental Health Staff on Positive Psychology Interventions – 12 hours (2020)
- Invited Co-Presenter, Hillsborough County School Counselors Professional Development, Executive Functioning (2020)
- Invited Presenter, Hillsborough County Areas 2 and 3 Professional Development, Mindful Anger Management (2018)

INTERNATIONAL LEVEL:

- Invited Panelist, Motivational Interviewing in Education: What do We Know and Where do We Go from Here? Sixth International Conference on Motivational Interviewing (2022)

PROFESSIONAL DEVELOPMENT

- Early Career Scholar of Florida Alliances for Graduate Education and Professoriate (FL-AGEP) Research Bootcamp 2023
- RULER trained: evidence-based approach for integrating social and emotional learning into schools, developed at the Yale Center for Emotional Intelligence.
- PREPaRE trained: evidence-based training aimed to strengthen school safety and crisis management plans
- Question-Persuade-Refer (QPR) certified trainer: evidence-based suicide prevention gatekeeper training

ADVOCACY EFFORTS

- Florida Association of School Psychology (FASP) Advocacy Academy 2023

SCHOLARLY WORK

PUBLISHED MANUSCRIPTS:

1. Castillo, J., Wang, H. H., Daye, J., **Shum, K. Z.**, March, A. (2017). *A longitudinal analysis of the relations between professional development, educators' beliefs and perceived skills, and RtI implementation*. Journal of Educational & Psychological Consultation.
2. Parker, J., **Shum, K. Z.**, Suldo, S., Shaunessy-Dedrick, E., Ferron, J., & Dedrick, R. (2019). *Predictors of adaptive help seeking across male and female high school students enrolled in college level courses*. Psychology in the Schools.

MANUSCRIPTS IN PREPARATION:

1. **Shum, K. Z.**, Suldo, S., Shaunessy-Dedrick, E., O'Brennan, L. (under review). *A qualitative exploration of the facilitators and barriers of cognitive engagement among high school students in accelerated curricula*. Manuscript under review at Journal of Advanced Academics.
2. Suldo, S., Fefer, S., & **Shum, K. Z.** (under review). Positive psychology in group therapy. In Christner, R. W., Stewart, J. L., & Mulligan, C. (Eds.), *Handbook of cognitive-behavior group therapy for children and adolescents* (second edition).
3. **Shum, K. Z.**, Suldo, S., Lee, J., Ferron, J., Shaunessy-Dedrick, E., Dedrick, R. (in progress). *Investigating the effects of Motivational Interviewing compared to action planning on supporting the emotional and academic success of high school students in advanced curricula*. Manuscript in preparation.
4. Suldo, S. M., Taylor, A., Scarimbolo, K., DiLeo, L., Francis, G., **Shum, K. Z.**, & Bauermeister, N. (in progress). *Providing positive psychology interventions to youth using telehealth: Process and outcomes*. Manuscript in preparation.
5. **Shum, K. Z.**, Suldo, S., & Fefer, S. (in progress). *Exploring the social acceptability of a self-paced positive psychology professional development for school mental health providers*. Manuscript in preparation.
6. **Shum, K. Z.**, Suldo, S., & Fefer, S. (in progress). *Cultural adaptation of an evidence-based positive psychology intervention: process and lessons learned*. Manuscript in preparation.
7. Ross, D., Cole, A., Mierzwa, C., Koza, T., Fidler, R., & **Shum, K. Z.**, von der Embse, N. (in progress). *A systematic review on suicide gatekeeper training in schools*. Manuscript in preparation.

PAPERS AND POSTERS PRESENTED OR ACCEPTED FOR PRESENTATION:

1. **Shum, K.Z.** & Blass, J. (2023, July). *Cultural Adaptation of a Multicomponent Positive Psychology Intervention for Culturally and Linguistically Diverse Middle School Students*. Paper accepted at the World Congress of Positive Psychology Conference, Vancouver, CA.
2. Cole, A., Mierzwa, C., Andrews, J., **Shum, K.Z.**, (2023, February). *What's Next—Postvention Plans Following Threat Assessment*. Paper presented at the National Association of School Psychology Conference, Denver, CO.

3. Suldo, S., Fefer, S., **Shum, K.Z.**, Mahony, K., Barry, E., Kiefer, S., Ferron, J. (2023, February). *Social Validity of a School-Based Tier 2 Positive Psychology Curriculum*. Paper presented at the National Association of School Psychology Conference, Denver, CO.
4. Suldo, S., **Shum, K.Z.**, Fefer, S., Bauermeister, N., Coolman, F., Cole, A., Mahony, K., Blass, J. (2023, February). *Fostering Students Well-Being Using a Tier 2 Positive Psychology Intervention*. Paper presented at the National Association of School Psychology Conference, Denver, CO.
5. DiLeo, L., Suldo, S., Fefer, S., Barry, E., Bauermeister, N., **Shum, K. Z.**, Kiefer, S., Ferron, J., Coolman, F. (2022, August). *Value of Maintenance Sessions after Time-Limited Positive Psychology Interventions*. Poster presented at the American Psychological Association Conference, Minneapolis, MN.
6. Sarah, F., Barry, E., DeFelice, K., Lothrop, H., Suldo, S., **Shum, K. Z.** (2022, February). *Integrated Coaching Model to Enhance a Small Group Mental Health Intervention*. Paper presented at the National Association of School Psychologists Annual Conference, Boston, MA.
7. Suldo, S., DiLeo, L., **Shum, K. Z.**, Fefer, S., Barry, E., Bauermeister, N., Kiefer, S., Ferron, J. (2022, February). *Acceptability of Maintenance Sessions for Time-Limited Group Counseling in Schools*. Paper presented at the National Association of School Psychologists Annual Conference, Boston, MA.
8. Suldo, S. M., **Shum, K. Z.**, Fefer, S., Barry, E., DiLeo, L., & Bauermeister, N. (October, 2021). *Using Virtual Professional Development to Expand Use of Tier 2 Positive Psychology Practices*. Poster session presented at the 2021 Annual Conference on Advancing School Mental Health. Virtual.
9. Suldo, S., **Shum, K. Z.**, Dileo, L., Baumeister, Fefer, S., Barry, E., DeFelice, K., N., Keifer, S., & Ferron, J. (August, 2021). *Virtual Professional Development: Developing Positive Psychology Experts during a Pandemic*. Poster accepted for the annual American Psychological Association. Virtual.
10. Fefer, S., Barry, E., DeFelice, K., Suldo, S., **Shum, K. Z.**, Dileo, L., Baumeister, N., Keifer, S., & Ferron, J. (August, 2021). *Coaching School Mental Health Staff to Implement a Small Group Positive Psychology Intervention*. Poster proposed for the annual American Psychological Association. Virtual.
11. Suldo, S., O'Brennan, L., **Shum, K. Z.**, Storey, E., Hanks, C., Scott, A., Gilfix, H., Aguirre, M. (2020, February). *Partnering with Educators to Promote Teenagers Complete Mental Health*. Paper accepted for presentation at the National Association of School Psychologists Annual Conference, Baltimore, MD.
12. Suldo, S., Smith, N., **Shum, K. Z.**, Morgan, M., Wingate, E., Scarimbolo, K., Hanson, P. (2020, February). *Partnering with Health Educators to Promote Teenagers Complete Mental Health*. Paper accepted for presentation at the National Association of School Psychologists Annual Conference, Baltimore, MD.
13. DiLeo, L., Scott, A., Ahrendt, D., Gray, J., Gilfix, H., Gormley, M., **Shum, K. Z.**, O'Brennan, L. (2020, February). *"Don't You Forget About Me": Promising Support for High-Achieving Teens*.

Poster accepted for presentation at the National Association of School Psychologists Annual Conference, Baltimore, MD.

14. Suldo, S., **Shum, K. Z.**, Aguirre, M., Gilfix, H. (2019, February). *Teaching Teens a Superpower – Avoiding Procrastination, not Schoolwork*. Paper accepted for presentation at the National Association of School Psychologists Annual Conference, Atlanta, GA.
15. Suldo, S., Hanks, C., **Shum, K. Z.**, Collier, A., Gilfix, H., O’Brennan, L., Storey, E., Parker, J. (2019, February). *Revving Students Up: Applying Motivational Interviewing to Mental Health Supports*. Mini skills accepted for presentation at the National Association of School Psychologists Annual Conference, Atlanta, GA.
16. Tanaka, M., **Shum, K. Z.**, McCullough, M., Suldo, S. (2019, February). *Administrators’ Well-Being Matters: A Strengths-Based Positive Psychology Intervention*. Paper accepted for presentation at the National Association of School Psychologists Annual Conference, Atlanta, GA.
17. **Shum, K. Z.**, Aguirre, M., Gilfix, H., Suldo, S. (2018, October). *Getting Teenagers’ Acts Together: Developing Students’ Time Management Skills*. Paper presented at the Florida Association of School Psychologists Annual Conference, Orlando, FL.
18. Suldo, S., Hanks, C., **Shum, K.Z.**, Collier, A., Gilfix, H., O’Brennan, L., Storey, E., Parker, J. (2018, October). *Inspiring Change: Applying Motivational Interviewing to Mental Health Supports*. Mini skills presented at the Florida Association of School Psychologists Annual Conference, Orlando, FL.
19. Suldo, S., O’Brennan, L., Smith, B. H., Strait, G., Lee, J., **Shum, K. Z.**, Hanks, C., Terry, J. D., McQuillin, S. D. (2018, August). *Contemporary Applications of Motivational Interviewing to Youth in School Settings*. Paper presented at the Association of Psychologists Conference, San Francisco, CA.
20. **Shum, K. Z.**, Suldo, S., O’Brennan, L., Shaunessy-Dedrick, E. (2018, February). *Ways to Increase Cognitive Engagement Among Students in Accelerated Curricula*. Paper presented at the National Association of School Psychologists Annual Conference, Chicago, IL.
21. Lee, J., Suldo, S., O’Brennan, L., Storey, E., Hanks, C., **Shum, K. Z.**, Collier, A. Shaunessy-Dedrick, E. (2018, February). *Increasing school psychologists’ competency in motivational interviewing through supervised practice*. Paper presented at the National Association of School Psychologists Annual Conference, Chicago, IL.
22. Thoman, S., Jenkins, A., March, A., Castillo, J. **Shum, K. Z.** (2018, February). *Systems Coaching: Introducing a Tool to Measure MTSS Implementation Support*. Paper presented at the National Association of School Psychologists Annual Conference, Chicago, IL.
23. O’Brennan, L., Parker, J., **Shum, K. Z.**, Storey, E. (2018, February). *Integrating Practical Mindfulness Strategies Into a Coping Skills Curriculum*. Paper presented at the National Association of School Psychologists Annual Conference, Chicago, IL.

24. Wingate, E.J., Suldo, S., **Shum, K. Z.**, Tan, R. (2018, February). *Improving Children's Positive Mental Health Within an MTSS Framework*. Paper presented at the National Association of School Psychologists Annual Conference, Chicago, IL.
25. Storey, E., Suldo, S., Moseley, A., Hanks, C., **Shum, K. Z.** (2018, February). *Identifying High-Achieving Students With Academic or Emotional Risk Factors*. Paper presented at the National Association of School Psychologists Annual Conference, Chicago, IL.
26. Suldo, S., Storey, E., Hanks, C., Wingate, E., **Shum, K. Z.** (2018, February). *Positive Psychology Programs and Practices: Options for Cultivating Student Happiness*. Paper presented at the National Association of School Psychologists Annual Conference, Chicago, IL.
27. Moseley, A., Hanks, C., **Shum, K. Z.**, Suldo, S. (2018, February). *Evoking Students Motivation: Capitalizing on Strengths, Values, and Goals*. Paper presented at the National Association of School Psychologists Annual Conference, Chicago, IL.
28. Suldo, S., O'Brennan, L., Parker, J., Storey, E., Moseley, A., **Shum, K. Z.**, (2017, October). *Optimizing Academic Outcomes of High-Achieving High School Freshmen via a Multi-Tiered System of Supports for Mental Health*. Paper presented at the Advancing School Mental Health Annual Conference, National Harbor, MD.
29. Storey, E., Suldo, S., Wingate, E., Rubio, D., Smith, N., **Shum, K. Z.**, (2017, October) *Evidence-Based Practices to Promote Children's Happiness: A Multicomponent Classwide Positive Psychology Intervention*. Paper presented at the Advancing School Mental Health Annual Conference, National Harbor, MD.
30. Parker, J., O'Brennan, L., Suldo, S., Hanks, C., **Shum, K. Z.**, Storey, E. (2017, October). *Promoting School Connectedness Among High School Students in Stressful, Accelerated Curricula*. Paper presented at the Advancing School Mental Health Annual Conference, National Harbor, MD.
31. Castillo, J., Wang, H. H., Daye, J., **Shum, K. Z.** (2017, February). *Professional development and Rtl: does PD improve implementation?* Paper presented at the National Association of School Psychologists Annual Conference, San Antonio, TX.
32. Suldo, S., Hearon, B., Storey, E., **Shum, K. Z.**, Wingate, E., Smith, N., Rubio, D. (2017, February). *Promoting all children's happiness: A 10-week class-wide positive psychology intervention*. Paper presented at the National Association of School Psychologists Annual Conference, San Antonio, TX.
33. Suldo, S., Shaunessy-Dedrick, E., O'Brennan, L., Storey, E., Gormley, R., **Shum, K. Z.** (2017, February). *Evidence-based practices for supporting Advanced Placement and International Baccalaureate students*. Paper presented at the National Association of School Psychologists Annual Conference, San Antonio, TX.
34. O'Brennan, L., Suldo, S., Parker, J., Hanks, C., **Shum, K. Z.**, Collier, A., Gormley, R., & Storey, E. (2017, February). *Fostering student engagement among high schoolers in accelerated curricula*. Paper presented at the National Association of School Psychologists Annual Conference, San Antonio, TX.

35. Suldo, S., Shaunessy-Dedrick, E., O'Brennan, L., Storey, E., Gormley, R., **Shum, K. Z.** (2016, September). *Evidence-based practices for supporting the mental health needs of high-achieving youth in stressful academic programs*. Paper presented at the Advancing School Mental Health Annual Conference, San Diego, CA.
36. Suldo, S., Shaunessy-Dedrick, E., O'Brennan, L., Storey, E., Gormley, R., **Shum, K. Z.** (2016, September). *Evidence-based practices for supporting the mental health needs of high-achieving youth in stressful academic programs*. Paper presented at the Advancing School Mental Health Annual Conference, San Diego, CA.
37. Suldo, S., McCullough, M., Storey, E., **Shum, K. Z.**, Wingate, E., Smith, N., Rubio, D. (2016, November). *Promoting children's happiness through a classwide positive psychology curriculum*. Paper presented at the Florida Association of School Psychologists Annual Conference, Palm Harbor, FL.
38. **Shum, K. Z.**, Collier, A. (2016, November) *Interventions for ASD and OCD in the classroom*. Paper presented at the Florida Association of School Psychologists Annual Conference, Palm Harbor, FL.
39. Storey, E., Collier, A., Hanks, C., Peet, C., **Shum, K. Z.**, Suldo, S. (2016, November). *Promoting hope in students: Assessment, intervention methods, and implications*. Paper presented at the Florida Association of School Psychologists Annual Conference, Palm Harbor, FL.
40. O'Brennan, L., Hanks, C., **Shum, K. Z.**, Collier, A., & Shaunessy-Dedrick, E. (2016, November). *Enhancing student engagement among high schoolers in accelerated curricula*. Paper presented at the Florida Association of School Psychologists Annual Conference, Palm Harbor, FL.
41. Castillo, J., Wang, H. H., Daye, J., **Shum, K. Z.** (2016, November). *Professional Development and RtI: Does PD Improve Implementation?* Paper presented at the Florida Association of School Psychologists Annual Conference, Palm Harbor, FL.

RESEARCH EXPERIENCES

Positive Psychology Research

University of South Florida, Tampa, FL

Post-doctoral Research Fellow and Assistant Research Professor, August 2016 - July 2023

Faculty: Shannon Suldo, Ph.D.

Investigated the efficacy of a research group-developed positive psychology intervention aimed at increasing the subjective well-being of youth in schools. Served as a co-interventionist implementing the weekly curriculum to elementary students in a class wide, small group, and individual format. Coached school mental health providers in the delivery of a manualized positive psychology intervention. Also aided in successful IES grant writing to further investigate the efficacy of the Well-Being Promotion Program (WBPP) in a larger scale across states.

Research on Assessment and Intervention to Support Equity (RAISE)

University of South Florida, Tampa, FL

Assistant Research Professor, May 2021 – July 2023

Faculty: Nate von der Embse, Ph.D.

Served as project director on two large scale research grants: suicide prevention (SAMHSA) and school safety (DOJ BJA STOP School Violence). Supervised graduate student research assistants in

grant writing, research tasks, data collection/analysis, and providing school mental health services. Also participated in advocacy efforts in the lab.

<https://raiseatusf.mystrikingly.com/>

Multi-Tiered System of Support (MTSS) Research

University of South Florida, Tampa, FL

Research Assistant, August 2016 – July 2023

Faculty: Jose Castillo, Ph.D.

Examined the effects of professional development on the implementation of evidence-based academic interventions through analyzing data from a larger project. Aided in the writing of a manuscript that described the above-mentioned study. Also aided in a project that investigates the psychometric properties of a system coaching survey. The project recruited participants nationwide and is in the process of data analysis.

System Analysis of Evidence-Based Intervention Implementation in Problem Solving

University of Wisconsin-Madison, Madison, WI

Research Assistant, May-August 2014

Faculty: Tom Kratochwill, Ph.D.; Jenny Asmus, Ph.D.

Participated in the observation of several schools' problem-solving team meetings. Problem-solving teams are responsible to address academic and behavioral problem of students. Responsibilities included data entry and analysis.

Devine's Prejudice and Stereotyping Research Group

University of Wisconsin-Madison

Research Assistant, August 2013-September 2014

Faculty: Patricia Devine, Ph.D.

Worked as a research assistant and participated in several projects conducted by Professor Patricia Devine and graduate student Patrick Forscher focus on reducing racial disparities among educators. Ran experiments, collected data, transcribed videos and helped analyze data from numerous projects.

Brown's Human Development Research Group

University of Wisconsin-Madison

Research Assistant, January-September 2014

Faculty: Bradford Brown, Ph.D.

Assisted in a qualitative study by graduate student Yan Zhuo Niu, that focus on the social development of international students in American universities. Professor Bradford Brown supervised the research. Transcribed individual and group interviews. Helped in data coding.

PROFESSIONAL PRACTICE EXPERIENCES

Rice Psychology Group (Private Practice)

Licensed Psychologist, August 2020-June 2022

Site Supervisor: Wendy Rice, Psy.D., Licensed Psychologist at Tampa, FL

Served as a psychology resident at Rice Psychology Group, a renowned private practice in the Tampa Bay area. Duties include providing individual/group psychotherapy, parent consultation, comprehensive evaluations (e.g., psychoeducational, ADHD, anxiety, depression, etc.), and community services (e.g., providing psychoeducation to local school professionals and parent groups). Received individual supervision and case consultation with the other licensed psychologists weekly. Involved in promoting Rice Psychology Group's services through social media content.

Pinellas County Schools, Oldsmar and Tarpon Springs, FL

School Psychology Intern, August 2019-June 2020

Site Supervisor: Audra Walsh, Ph.D., Licensed Psychologist and Janelle Willett, Ed.S., Staff Psychologist

Served as a school psychology intern in two elementary schools, Oldsmar and Tarpon Springs Fundamental Elementary Schools. At Tarpon Springs Fundamental Elementary school, acted as an independent psychologist who performed various duties, including assessment, intervention, and consultation. Other responsibilities include providing in-service trainings and facilitates small group and individual counseling. Collaborated with a multidisciplinary team (e.g., social worker, school counselor, etc.) to conduct evaluations for special education services and to plan evidence-based interventions that meet the needs of each individual student.

University of South Florida Counseling Center

Graduate Student Clinician, August 2018-May 2019

Site Supervisor: Hege Riise, Ph.D., Staff Psychologist

Worked as a graduate student clinician eight-hours a week to deliver individual and group counseling services to university students. Collaborated with a multidisciplinary team and participated in various social justice professional development. Responsibilities include conducting individual counseling, group services, case management, and outreach activities.

Helping Our Toddlers, Developing Our Children's Skills for Success (HOTDOCS), USF Pediatrics Division of Child Development, Children's Medical Services

Certified Trainer, January 2016-May 2018

Site Supervisor: Carolyn Adams, Ph.D., NCSP

Co-delivered a weekly evidence-based parenting curriculum to groups of parents with pre-school and school-age children from diverse backgrounds. The curriculum was delivered for 2 hours/week. Content focuses on behavioral strategies (e.g., specific praise, prevention, and teaching new skills) through a problem-solving framework. Helped parents develop and monitor the progress of an individualized behavior support plan to address the needs of the family.

George M. Steinbrenner High School, Lutz, FL

Advanced Practicum Student, August 2017-May 2018

Site Supervisor: Katie Wiles, M.S.

University Supervisor: Lindsey O'Brennan, Ph.D.

Worked in a large, rural high school two full days per week. Provided individual and group-based school-based mental health services to students, including those with academic, emotional, and behavior disorders. Developed more expertise in mindfulness interventions. Co-lead and planned weekly group therapy sessions, including one group with students on the anger issues Conducted record reviews, behavior observations, and clinical interviews (with students, parents, and teachers); consulted with teachers, guidance staff, and administrators; administered behavior rating scales and self-report assessments of social-emotional functioning. Completed intake summaries, develop and implement individualized treatment plans based on assessment data, collect and monitor progress to evaluate treatment effectiveness based on students' goals.

Calusa Elementary School, Port Richey, FL

Ridgewood High School, Port Richey, FL

Practicum Student, August 2016-May 2017

Site Supervisor: Marsha Watkins, Ed.S, NCSP

University Supervisor: Janise Parker, Ph.D.

Applied problem-solving skills within the multi-tiered systems of support (MTSS) framework to assess and recommend evidence-based strategies to improve students' academic, behavioral, and social-emotional outcomes at a rural, Title I, socioeconomically and culturally diverse elementary school two days a week. Generated data-based hypotheses and recommendations based on record reviews, classroom observations, student, teacher, and parent interviews. Conducted norm-referenced behavior rating scales and adaptive measures with students, teachers, and parents. Implemented class wide social skills intervention once per week. Implemented individual academic intervention (i.e., letter sounds). Assisted supervisor in producing evaluation reports and made recommendations for the continuation of Exceptional Student Education (ESE) services. Designed behavioral interventions with the problem-solving steps, set appropriate goals for students, and developed a progress monitoring plan. Also held consultation meetings with teachers and parents.

Brooker Elementary School, Brandon, FL

Co-Interventionist, September 2015-April 2016

Supervisor: Shannon Suldo, Ph.D., NCSP

Co-led the delivery of a class wide positive psychology intervention aimed at increasing students' subjective well-being (USF Wellness Promotion Program for Elementary School Students; Suldo, et al., 2004). Delivered the intervention weekly in two elementary classes. Content included evidence-based strategies such as gratitude journaling, acts of kindness, using signature strengths in new ways, and best possible self in the future (i.e., building hope).

Centennial Elementary, Dade City, FL

Practicum Student, August 2014-May 2015

Site Supervisors: Ashley Sundman-Wheat, Ph.D., NCSP

University Supervisor: Janise Parker, Ph.D.

Shadowed a certified school psychologist one to half a day per week. Gained experiences in the implementation of multi-tiered of system support, problem-solving steps, and assessment using an ecological framework. Conducted record reviews, teacher interviews, behavioral observations, and Curriculum-Based Measurements (CBMs). Observed Problem-Solving Leadership Team meetings, Teacher Team Intervention Meetings, and exceptional student education (ESE) eligibility meetings. Also observed various classroom settings (i.e., general K-12 classrooms, self-contained ESE classrooms for ASD, EBD, and gifted, intervention specialist, and speech language pathologist groups).