

Scarlett M. Gardner, M.S.

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EDUCATIONAL HISTORY

Baylor University, School Psychology-Doctoral Program, Waco, TX

Degree Expected: May 2026

Doctor of Philosophy- School Psychology; APA-contingency; NASP-approved

Advisor: Sarah S. Mire, Ph.D., LP, LSSP, NCSP

Baylor University, Waco, TX

Degreed August 2023

Masters of Science-School Psychology

University of Mary Hardin-Baylor, Belton, TX

Degreed May 2021

Bachelor of Science- Psychology (Summa Cum Laude, Honors College)

RESEARCH AND CLINICAL INTERESTS

- School psychologists' use of evidence-based assessment (EBAs) practices in school and clinical settings
- Culturally responsive practices for conducting autism spectrum disorder evaluations and early identification for culturally and linguistically diverse individuals
- Gender differences in autism spectrum disorder identification

DOCTORAL PRACTICUM AND SUPERVISED CLINICAL EXPERIENCE

Baylor Center for Developmental Disabilities (BCDD)

June 2023-present

Supervisors: Tamara Hodges, EdD, LP, LSSP

Waco, TX

Position: Advanced Practicum Student

Responsibilities: Training as an advanced practicum student at the Baylor Center for Developmental Disabilities (BCDD) Clinic, a community mental health setting aimed at providing assessment and counseling services to individuals with developmental disabilities.

Clinical Private Practice Practicum

May 2023-present

Supervisors: Rosario Montgomery, Ph.D.;

Temple, TX

& Tamara Hodges, EdD, LP, LSSP

Position: Advanced Practicum Student

Responsibilities: Training as an advanced practicum student at Dr. Rosario P.G. Montgomery's private practice clinic, a community mental health setting aimed at providing services to individuals with ASD, ID, ADHD, ODD, SLD; provide individual therapy for children, adolescents, and young adults with ID, ASD, ADHD, and SLD presenting with anxiety, depression, anger, trauma, and social skills difficulties; Treatment modalities include cognitive behavioral therapy and cognitive processing therapy; completed diagnostic intakes, during which history and current functioning is collected. 15-20 hours per week.

School Psychology Practicum**Aug 2022-May 2023**

Supervisors: Lindsay Shockley, Ed.S., LSSP, NCSP;
& Eric Robinson, Ph.D.

Lorena, TX

Position: Practicum Student

Responsibilities: Training as a school psychology practicum student at Lorena ISD. Conducting initial and re-evaluations for special education services primarily for autism (AU) as well as intellectual disability, learning disabilities, and emotional/behavioral disorders using standardized cognitive and achievement measures, semi-structured interviews with parents, teachers, and students, behavioral observations, and behavioral and emotional rating scales within a diverse student population at early childhood, elementary, and secondary levels. Implementing individual therapy for three elementary students with AU. Providing behavioral consultation for disruptive behaviors and classroom management for a general education teacher. Writing integrated reports summarizing academic, cognitive, and psychological assessment results. Communicating results and recommendations to parents, teachers, and other educational staff. Collaborated within a multidisciplinary team (e.g., psychologists, educational diagnosticians, educators, school counselors, speech and language pathologists, occupational therapists, school administrators) for special education evaluations. 10-15 hours per week.

RUBI Autism Network Parent Training for Disruptive Behaviors**Jan 2023-present**

Position: Practicum Student

Waco, TX

Supervisor: Tamara Hodges, EdD, LP, LSSP

Deliver 12 to 16 week evidence-based, parent management training program based on the principles of ABA, *RUBI Autism Network Parent Training for Disruptive Behaviors*, to families of children with ASD and disruptive behaviors ages 5-13; teach parent strategies to address problem behaviors, increase positive behaviors, and teach their child new skills; write session notes summarizing session activities and patient progress (3-5 hours per week).

Integrated Assessment Practicum Student**Jan 2022-May 2022**

Position: Practicum Student

Houston, TX

Supervisor: Kristen Hassett, Ph.D., LP, LSSP, NCSP

Completed comprehensive psychoeducational evaluations for children and adolescents using standardized, norm-referenced cognitive and academic achievement measures, curriculum-based measurement (CBM), behavioral observations, and semi-structured student and parent interviews; wrote integrated reports and developed recommendations for evidence-based academic and behavioral interventions; prepared and presented case conceptualization (5-10 hours per week).

Interprofessional Pre-Practicum Rotation Student**Aug 2021-Dec 2021**

Position: Pre-Practicum Student

Houston, TX

Supervisor: Sarah Mire, Ph.D., LP, LSSP, NCSP

Observed and interviewed licensed mental health professionals from a variety of disciplines in future practica settings, including school districts, academic medical settings, community mental health centers, and juvenile justice facilities (1-5 hours per week).

RESEARCH EXPERIENCE

School Psychology Autism Research Collaboration (*sparc) **Aug 2021-present**
Position: Lead Research Assistant, Research Assistant Waco, TX
Supervisor: Sarah Mire, Ph.D., LP, LSSP, NCSP

Engaged in research to improve outcomes for children with ASD by developing and maintaining relationships between key stakeholders (parents, practitioners, and schools); conduct literature reviews; contribute to data collection; prepare presentation and manuscripts related to parental adherence to treatment, academic skill development and school readiness in children, behaviors related to treatment, and the influence of culture on identification and treatment of ASD.

Academic Skills Development for Children with Autism Spectrum Disorder (ASD4ASD) **Aug 2021-present**
Position: Lead Project Coordinator, Research Assistant Waco, TX
Supervisors: Sarah Mire, Ph.D., LP, LSSP, NCSP
& Milena Keller-Margulis, Ph.D., LP, LSSP, NCSP

Serve as a research assistant for a Spencer grant-funded study that is investigating the use of remotely delivered Curriculum Based Measurement (CBM) to measure academic skills growth for children with ASD; assist in study preparation and data collection; prepare presentations and manuscripts pertaining to school readiness and academic skill measurement in children with ASD.

Development of automated written-expression curriculum-based measurement (aWE-CBM) **Aug 2021-May 2022**
Position: Research Assistant Houston, TX
Supervisor: Milena Keller-Margulis, Ph.D., LP, LSSP, NCSP

Served as a research assistant on a IES funded grant that aims to examine whether automated scoring is effective for written expression curriculum-based measurement; transcribe prompts and writing samples; score writing samples using CBM; assist in measurement creation, conduct literature reviews; aid in data collection preparation, and data collection in La Joya ISD Jan. 2022-May 2022.

Promoting Academic Skills Success (PASS) Research Team **Aug 2021-May 2022**
Supervisor: Milena Keller-Margulis, Ph.D., LP, LSSP, NCSP Houston, TX
Position: Research Assistant

Engaged in research to examine technical adequacy of written-expression curriculum-based measurement for various populations. Attended weekly team meetings to discuss relevant research and ongoing projects. Assisted in preparing grant proposal for examining pandemic learning loss.

Undergraduate Senior Honors Thesis-“Autism Spectrum Disorder intervention efforts during COVID-19 pandemic”

Position: Primary Investigator

Supervisor: Amy Eichler, Ph.D., LP, LSSP

Defended April 2021

The purpose of this research was to examine the resources K-12 public school districts across the United States were providing to students with ASD from the spring of 2020 to the spring of 2021. I investigated family socioeconomic status in relation to parental satisfaction and access to resources during the COVID-19 pandemic. This research provided insight into the effectiveness of new forms of educational planning and interventions implemented by schools and thus enhanced educators' understanding of supporting ASD students' learning during the ongoing pandemic.

PEER-REVIEWED PUBLICATIONS

Ragan, K., Keller-Margulis, M. A., Mire, S. S., Castillo, G., Davis, B., **Gardner, S. M.**, Hut, A. R., Messerli, M., Trites, K., Yagi, K., & Lozano, I. (2023, August). Testing accommodation provision for autistic students: A systematic review. *PROSPERO International Prospective Register of Systematic Reviews*, CRD42023440981

Mire, S. S., Truong, D. M., Sakyi, G., Ayala-Brittain, Scott, J., Stewart, C. M., Daniels, F., Duran, B., **Gardner, S. M.**, Barth, Richardson, G., & McKee, S. L. (2023). Recruiting and retaining sociodemographically diverse families to autism and neurodevelopmental research studies: A systematic review. *Journal of Autism and Developmental Disorders*.

Keller-Margulis, M. A., Mire, S. S., Loría Garro, E. S., Jellinek, E., Lozano, I., Hut, A., My-Linh Luu, Izuno-Garcia, A. K., Erps, K. H., Landry, L. N., Tan, S., McNeel, M. M., **Gardner, S.**, & Duran, B. (under review). Measuring academic skill development for students with autism spectrum disorder using curriculum-based measurement: A scoping review and call for research.

Gardner, S. M., Sakyi, G., Mire, S. S., Timmons, B., & Dawson, W. (in preparation). A scoping review of the teaching and assessment of activities of daily living tasks for 14-22-year old's.

Grebe, S.C., **Gardner, S. M.**, Duran, B.J., Mire, S.S., Keller-Margulis, M.A., Kim, H., & Storch, E.A. (in preparation). Etiological beliefs of parents of children with autism spectrum disorder: A mixed methods analysis by parent gender.

Izuno-Garcia, A. K., Keller-Margulis, M. A., Liu, Y., Mire, S. S., Dempsey, A., & **Gardner, S. M.** (in preparation). Screening for executive function deficits and disruptive behaviors in preschool children born preterm: Implications for educational professionals.

PEER-REVIEWED CONFERENCE PRESENTATIONS

Gardner, S. M., Mire, S. S., Lozano, I., & Grimes, E. (2024, February). *Going for the gold: Autism assessments using gold-standard instruments*. Oral session accepted for presentation at the National Association of School Psychologists 2024 Annual Convention, New Orleans, LA.

Davis, B, **Gardner, S. M.**, Hodges, T. (2024, February). Effects of a support group for parents of autistic children. Poster session accepted for presentation at the National Association of School Psychologists 2024 Annual Convention, New Orleans, LA.

Gardner, S. M., Duran, B. J., Grebe, S. C., Mire, S. S., Keller-Margulis, M. A., & Storch, E. A. (2023, November). Parental etiological beliefs on autism spectrum disorder by parent gender analysis. Poster session submitted for presentation at the Texas Association of School Psychologists 2023 Annual Convention, Plano, TX.

Gardner, S. M., Davis, B., & Jellinek-Russo, E. (2023, Aug 3-5). How do we best capture autistic students' academic skills and development? In S. S. Mire & M. A. Keller-Margulis (Chairs), *Academic skill development for students with autism: Measuring skills in research and practice* [Symposium]. Session accepted for presentation at the American Psychological Association's Annual Convention, Washington, D.C.

Gardner, S. M., Davis, B., Contreras, J., Trites, K., Padilla, K., & Mire, S. S. (2023, August). *Cultural considerations for conducting autism evaluations with Hispanic/Latinx students at school*. Poster accepted for presentation at the Annual Convention of the American Psychological Association, Washington, DC (Awarded Science in the Morning Poster Competition-People's Choice Poster Award).

Gardner, S. M., Sakyi, G., Timmons, B., Dawson, W., Ragan, K., & Mire, S. S. (June, 2023). *Teaching ADLs of Adolescents and Young Adults with Intellectual and Developmental Disabilities*. Poster session accepted for presentation at the American Association on Intellectual and Developmental Disabilities, Pittsburgh, PA (Awarded American Association on Intellectual and Developmental Disabilities Region V Membership Scholarship).

Gardner, S. M., Trites, K., Fernandes, B., & Contreras, J. (January, 2023). *Culturally Responsive Practices for Autism Assessments to Inform School-Based Evaluations*. Oral presentation submitted for presentation at Baylor Emerging Research Conference, Waco, TX.

Gardner, S. M., Trites, K., & Stoll, K. (January, 2023). *Measuring Academic Skill Development for Students with Autism Using Curriculum-Based Measurement*. Oral presentation submitted for presentation at Baylor Emerging Research Conference, Waco, TX.

Loría Garro, E. S., Hut, A. R., My-Linh Luu, Jellinek, E., Duran, B. J., **Gardner, S. M.**, Lozano, I., Keller-Margulis, M. A., & Mire, S. S. *Using Remotely-Administered Curriculum-Based Measurement for Students with Autism*. (2023, February). Paper presentation at the National Association of School Psychologists Annual Meeting, Denver, CO.

Keller-Margulis, M. A., Matta, M., Duran, B., **Gardner, S.**, Hut, A., Jellinek, E., Loría Garro, E. S., Lozano, I. (2023, February). *Validity of Automated Scoring of Written Expression CBM*

Across Genres. Paper presentation at the National Association of School Psychologists Annual Meeting, Denver, CO.

Gardner, S., Ayala-Brittain, M. L., Brewton, C. M., Mire, S. S., Fombonne, E. J., Goin-Kochel, R. P. (2022, August). *Causal Attributions and Vaccine Hesitancy Among Parents of Children with Autism in the SPARK Cohort*. Poster session accepted for presentation at the American Psychological Association Annual Meeting, Minneapolis, MN.

Ayala-Brittain, M. L., **Gardner, S.**, Mire, S. S., Fombonne, E. J., Goin-Kochel, R. P. (2022, May). *Differences in parent perceptions of and family experiences with autism among vaccine hesitant and non-hesitant parents of children with ASD in the SPARK cohort*. Poster presentation at the International Society for Autism Research Annual Meeting, Austin, TX.

Gardner, S. M., Ayala-Brittain, M. L., Mire, S. S., Brewton, C. M., Fombonne, E. J., Goin-Kochel, R. P. (2022, April). *Differences in autism causal attributions between vaccine-hesitant and non-hesitant parents in the SPARK cohort*. Poster presentation at the University of Houston Psychological, Health, & Learning Sciences Research Symposium, Houston, TX.

TEACHING EXPERIENCE

Supplemental Instructor (SI)-Intro. to General Psychology **August 2019-May 2021**

I served as an undergraduate supplemental instructor to professor Carrie L. Mattei. I assisted in operating peer-assisted study sessions, review sessions, held office hours and responded to student emails for PSYC 1301 01, 02 Introduction to General Psychology. 20 hours per week.

INVITED PRESENTATIONS

Gardner, S. M. (2023, September). *Navigating the graduate school application journey*. Invited oral presentation for undergraduate students in the University of Mary Hardin-Baylor Psychology Program. Belton, TX

Gardner, S. M. (2023, May). *Schizophrenia spectrum disorders*. Invited oral presentation for graduate students in the Baylor University School Psychology Program. Waco, TX.

Gardner, S. M. (2023, April). *Neurodevelopmental disorders*. Invited oral presentation for undergraduate students in the Baylor University Psychology and Neuroscience Program. Waco, TX.

HONORS AND AWARDS

APA Science in the Morning Poster Competition-People's Choice Poster Winner **August 2023**
Amount: \$250

Baylor University Travel Scholarship APA **July 2023**
Amount: \$400
Funding to present research at a professional conference.

American Association on Intellectual and Developmental Disabilities Region V Membership Scholarship	May 2023
Baylor University Travel Scholarship AAIDD Amount: \$400 Funding to present research at a professional conference.	May 2023
Baylor University Baptist College and University Scholars	May 2023-Current
Doctoral Student Tuition Fellowship University of Houston	Aug 2021- August 2022
Best Graduate Poster, University of Houston Psychological, Health, & Learning Sciences Research Symposium Amount: \$100	April 2022
National Association of School Psychology Student Leader Nomination	April 2022
School Psychology Student Representative Nomination University of Houston	May 2022
Provost's Honor Roll, University of Mary Hardin-Baylor	Jan. 2018-May 2021
Dean's List, University of Mary Hardin-Baylor	Aug. 2017-Dec. 2017

PROFESSIONAL MEMBERSHIPS

American Psychological Association <i>Graduate Student Affiliate</i>	2021-Present
International Society for Autism Research <i>Student Member</i>	2021-Present
American Association on Intellectual and Developmental Disabilities <i>Member</i>	2023-Present
National Association of School Psychology <i>Graduate Student Member</i>	2023-Present
Texas Association of School Psychology <i>Student Senate Member</i>	2023-Present
Texas Psychological Association <i>Student Member</i>	2023-Present

ASSESSMENT TRAINING & EXPERIENCE

Cognitive

Wechsler Preschool and Primary Scale of Intelligence Fourth Edition (WPPSI-IV)
Wechsler Intelligence Scale for Children Fifth Edition (WISC-V)
Wechsler Adult Intelligence Scale Fourth Edition (WAIS-IV)
Wechsler Nonverbal Scale of Ability (WNV)
Woodcock Johnson Tests of Cognitive Abilities Fourth Edition (WJ IV COG)
Kauffman Assessment Battery for Children, Second Edition, Normative Update (KABC-II NU)
Differential Ability Scales Second Edition (DAS-II)

Academic

Woodcock Johnson IV Tests of Achievement (WJ IV ACH)
Wechsler Individual Achievement Test Fourth Edition (WIAT IV)

Oral Language

Woodcock Johnson IV Tests of Oral Language (WJ IV OL)

Social/Emotional/Behavioral

Autism Diagnostic Observation Schedule, Second Edition (ADOS-2)
Autism Spectrum Rating Scales (ASRS)
Childhood Autism Rating Scale Second Edition (CARS 2)
Behavior Assessment System for Children Third Edition (BASC-3)
Brown Executive Function/Attention Scales
Children's Depression Inventory Second Edition (CDI 2)
Multidimensional Anxiety Scale for Children Second Edition (MASC 2)
Columbia Suicide Severity Rating Scale (C-SSRS)
Vineland Adaptive Behavior Scales Third Edition (Vineland-3)

Benchmarking

Curriculum Based Measurement (Math, Reading, and Written Expression)

VOLUNTEER EXPERIENCE

Bell County Autism Intervention Team (BAIT) leader

- Provide autism awareness training for first responders and emergency department professionals.

Proposal Reviewer American Psychological Association Division 16 (School Psychology)
Annual Meeting 2023 Washington, D.C.

Student Volunteer American Psychological Association Annual Meeting 2022 Minneapolis, MN

Reviewer for American Psychological Association Translational Issues in Psychological Science
Journal