

2023 ISPA Annual Convention Presenters Bio



Adena B. Meyers, Ph.D.

Dr. Adena B. Meyers is Professor in the Psychology Department and Coordinator of the Graduate Programs in School Psychology at Illinois State University. She received her training in clinical/community psychology from the University of Illinois in Urbana-Champaign. Her research focuses on contextual influences on child and adolescent development, with an emphasis on family-, school-, and community-based interventions designed to promote children's social and emotional functioning. Her clinical interests include psychotherapeutic interventions related to stress and trauma, and mindfulness-based stress reduction. Dr. Meyers is a licensed clinical psychologist, and a trained mindfulness teacher.



Peter Isquith, Ph.D

Peter Isquith, Ph.D., is a Licensed Psychologist with specialty in development neuropsychology. His research interests are in development and disorders of self-regulation across the lifespan, and his clinical specialty is in working with Deaf and hard of hearing individuals. He is author of several measures of executive function including the Behavior Rating Inventory of Executive Function family of instruments and the Tasks of Executive Control.



William (Bill) Pfohl, Psy.D., NCSP

William (Bill) Pfohl is a Psychology Professor Emeritus at Western Kentucky University in Bowling Green, Kentucky, where he has been a trainer for 38 years. He is an original NCSP and is a Licensed Psychologist in Kentucky. He taught a course in Cognitive Behavior Therapy to 2nd year school and clinical psychology students as part of their interventions sequence. He also saw children and teens in a part-time private practice.

Bill has Basic and Advanced Certificates from REBT Institute in New York City. He still regularly attends in-service training on Cognitive Behavior Therapy. His training included CBT, REBT, and Multimodal Therapy in graduate school. He has updated his skills and knowledge for ACT and CBT at the Beck Institute. Bill received his Psy.D. degree from the Graduate School of Applied and Professional Psychology at Rutgers University in 1979. He has been NASP President twice and he is a past President of the International School Psychology Association. He was awarded NASP Lifetime Achievement Award (2010) and is a Fellow of APA in Divisions 16, 37, and 52. He was also awarded the ISPA Distinguished Service Award and Lifetime Membership (2019). In 2020, Bill was awarded the Division 16 (School Psychology) of the American Psychological Association Jack Bardon Distinguished Service Award.



Dennis J. Simon, Ph.D.

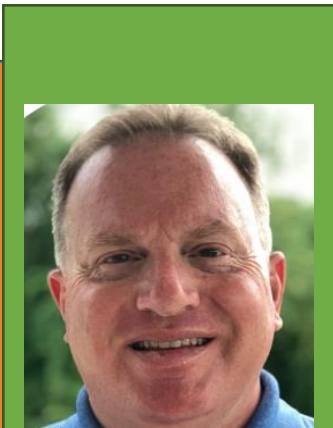
Dennis J. Simon, Ph.D. is a licensed clinical and school psychologist with over three decades of experience within elementary and secondary schools. For 14 years, he was Director of NSSEO Timber Ridge Therapeutic Day School, a zero-reject public program serving the Chicago area. His career has centered on program development and psychological interventions for children and adolescents experiencing social, emotional, and behavioral disorders. His work has focused on the adaptation of evidence-based strategies to school-centered interventions. He has been Lecturer in School Psychology, Clinical Psychology, and Teacher Education Programs at Loyola University of Chicago. Currently he provides consultation for clinical supervision of school psychologists for the Illinois School Psychology Internship Consortium and the Illinois School Psychologists Association *Supervisor Credential Program*.

Recent publications include the following:

Simon, D.J. (2020). Problem-solving Parent Conferences in Schools: Ecological-Behavioral Perspectives. Routledge.

Simon, D.J. (2016). School-centered Interventions: Evidence-based Strategies for Social, Emotional and Academic Success. American Psychological Association Press.

Simon, D.J., & Swerdlik, M.E. (2023). Supervision in School Psychology: The Developmental, Ecological, Problem-solving (DEP) Model (2nd Ed.). Routledge.



Steven G. Feifer, DEd, NCSP,

Steven G. Feifer, DEd, NCSP, ABSNP, is an internationally renowned speaker and author in the field of learning disabilities, and has authored eight books on learning and emotional disorders in children. He has more than 20 years of experience as a school psychologist and is dually certified in school neuropsychology. Dr. Feifer was voted the Maryland School Psychologist of the Year in 2008, and awarded the 2009 National School Psychologist of the Year. He was the recipient of the 2018 Outstanding Contribution to the Education and Training of Psychologists award by the Maryland Psychological Association. Dr. Feifer serves as a consultant to a variety of school districts and is a popular presenter at state and national conferences. He has authored three tests on diagnosing learning disabilities in children, all of which are published by PAR.



Michelle Demaray, Ph.D.

Professor Demaray has taught a variety of courses at Northern Illinois University including Psychological Assessment and Developmental Child Psychology. She has authored and co-authored numerous peer-reviewed journal articles and has presented her research at many professional conferences throughout her career. Professor Demaray is the 10th editor-in-chief for the Journal of School Psychology, a leading journal in our field that is managed by the Society for the Study of School Psychology. Professor Demaray previously served as an associate editor for the journal. Her research interests focus on bullying and victimization in schools. This research includes cyber-bullying and cyber-victimization and the role of bystanders in the bullying situation. Professor Demaray has also spent over a decade focusing on the measurement of social support and the relations among perceived social support in youth and positive and negative outcomes. She is also interested in both research and clinical practice issues relevant to Attention-Deficit/Hyperactivity Disorder (ADHD). More broadly, she is interested in social-emotional issues in schools, including social emotional screening.



Christine K. Malecki, Ph.D.

Dr. Malecki joined the Psychology faculty in Fall 1999. She served as a practicing school psychologist in Carroll, Iowa for Heartland Area Education Agency 11 for two years before coming to NIU. She is clinically licenced and is the Director of Clinical Training for the School Psychology Program. She teaches the second year of School Psychology Practicum each semester. She has authored and co-authored many peer reviewed journal publications, and has presented her research at a number of professional conferences throughout her career. Her research interests include the study of students' perceived social support and how that support is related to their adjustment and academic achievement, how social support is important for both victims and bullies, and curriculum-based measurement (CBM) in reading and written language. She is also interested in the relationship between social context and academic achievement and innovative school psychology delivery services.



Tracy Levine, MSW, LCSW

Tracy Levine is a Licensed Clinical Social Worker who joined NRCI in June, 2021 with over 30 years of experience in behavioral health and direct services. Tracy earned both a bachelor's degree and her Master of Social Work from the University of Michigan. She also has a certificate in Non-Profit Executive Leadership.

Her passion for service and dedication to improving the lives of others is proven through years of leading programs focused on building resilience, strengthening family relationships, and supporting children, families, and emerging adults. Her recent experience includes serving in senior leadership roles at Chicago agencies providing child and family services, clinical services, and substance use disorders treatment. Additionally, Tracy serves as an adjunct faculty in TCSPP's Master of Counseling Psychology Program and is a certified instructor for Mental Health First Aid (MHFA), Youth Mental Health First Aid (YMHFA), teen Mental Health First Aid (tMHFA) and Question, Persuade, Refer (QPR) suicide prevention gatekeeper trainings.

Tracy is a skilled educator, trainer and presenter and an adept advocate for the coordination and implementation of trauma-informed community-based programming. She believes in fostering inclusivity, meeting the needs of the under resourced, and reducing stigma while supplying support and hope. Tracy is a board member of Childcare Network of Evanston and the Board President of Mental Health America of the Northern Suburbs (MHANS).



Rosario Pesce, PhD, NCSP, LCP

Rosario (Ross) Pesce is a member of the NASP School Safety and Crisis Response Committee. He joined the PREPaRE Work Group in 2010. He has conducted PREPaRE workshops of all three editions and is currently a Master Trainer of both *WS 1, 3rd ed., Comprehensive School Safety Planning: Prevention Through Recovery and Workshop 2, 3rd ed., Mental Health Crisis Intervention: Responding to an Acute Traumatic Stressor in Schools*. He is co-author of the *School Crisis Prevention and Intervention: The PREPaRE Model (2nd ed.)*, 2016. Ross has had many years of experience in school and community based violence prevention and health and safety initiatives. He has published on school gang prevention and school/community mental health services and has also co-authored book chapters on school crisis prevention and intervention. Ross is a Past President of ISPA and two-time recipient of the President's Award. He was named Illinois Peace Leader by the Illinois Center for Violence Prevention and 2001 NASP School Psychologist of the Year.



Michael Grenda, NCSP

Michael is a school psychologist at LaSalle/Putnam Educational Alliance for Special Education and a past president of ISPA. He has worked in the rural LaSalle County area for 13 years. Michael volunteers for the LaSalle Emergency Management agency and currently is one of ISPA's representatives for the Illinois Terrorism Task Force. He has experience in facilitating emergency exercises and direct crisis response.



Brea M. Banks, Ph.D.

Brea M. Banks, Ph.D. is an Assistant Professor of Psychology at Illinois State University. She is a licensed school and clinical psychologist. Dr. Banks' research interests include the cognitive consequences of microaggression and more broadly the micro aggressive experiences of K-12 and university Students of Color. Her research on microaggressions has also focused on the experiences of LGBTQIA+ individuals and more recently the micro aggressive experiences of disabled people and those whose income is below the federal poverty threshold. Her teaching interests surround psychological assessment, multicultural counseling, and social justice issues in psychology. She has given more than 40 talks on social justice and microaggressions, as she is passionate about helping individuals and organizations engage in work that fosters inclusive climates.



Katherine Campbell, Ph.D., LCPC, NCSP

Dr. Katherine Campbell is a Nationally Certified School Psychologist and a Licensed Clinical Professional Counselor. She is the current President-Elect of ISPA. Katherine is a past Regional Director and Liaison to the ISPA Executive Committee. She is a past Chair of the Communications Committee and currently serves on the Bylaws Workgroup. Katherine has been a leader within the National Association of School Psychologists for the past 9 years, having served as Delegate, Delegate Representative, and a Leadership Development Committee Member. She has been working as a School Psychologist for 26 years. She has experience with emergency crisis situations in a large urban district.



Tracy K. Cruise, Ph.D.

Dr. Cruise earned her PhD in School Psychology (1998) from Illinois State University; a M.S. in Clinical Psychology (1993) from Illinois State University; and her Bachelor's degree in Psychology from Southwest Missouri State University (now Missouri State University) in 1991. Her dissertation was entitled *An Examination of Differences Between Peer- vs. Adult-Perpetrated Child Sexual Abuse: The Effects and Mediators*. Dr. Cruise is a licensed clinical psychologist and licensed school psychologist in Illinois.



Mark E Swerdlik, Ph.D.

Dr. Swerdlik has over 35 years experience as a university educator of school psychologists. He is a licensed school and clinical psychologist and consults with school districts around implementation of Multitiered Systems of Support and effective supervision of preservice school psychology trainees and administration of school psychological services.

Catherine Jaselskis, DO

Catherine Jaselskis DO completed her Psychiatry residency and Child Fellowship at the University of Chicago. She remained as a Professor of Clinical Psychiatry until 2005.

She went into private practice in the NorthShore and is currently a consultant for various school districts. She continues to be active in her professional organizations including Illinois Council of Child and Adolescent Psychiatry and the American Academy of Child and Adolescent Psychiatry.