

Isabel Velásquez, PsyD

Katz Counseling & Educational Psychology

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EDUCATION

Doctoral of Psychology in School Psychology (PsyD)

06/16- 08/22

Accredited by the American Psychological Association (APA)

Program Approval by the National Association of School Psychologists (NASP)

Nova Southeastern University

Fort Lauderdale, Florida

Master of Science in School Psychology (MS)

08/16- 07/18

Accredited by the American Psychological Association (APA)

Program Approval by the National Association of School Psychologists (NASP)

Nova Southeastern University

Fort Lauderdale, Florida.

Bachelor of Arts in Psychology (BA)

02/12- 04/14

Florida International University

Miami, Florida

Associate of Arts (AA)

08/10-02/12

Broward College

Davie, Florida

LANGUAGE PROFICIENCY

Fluent in English and Spanish (speaking, reading, and writing)

HONORS AND AWARDS

National Honor Society

PSI CHI International Honor Society in Psychology

Bright Futures Scholarship (2010-2014)

Dean's List: 2012-2014 (Florida International University)

Summa Cum Laude (Florida International University)

CLINICAL AND SCHOOL EXPERIENCE

Postdoctoral Resident

09/22- Present

Katz Counseling and Educational Psychology

Fort Myers, FL

Supervisor: Sheba Katz, PhD, NCSP, LP, LSP

- Provide comprehensive neurodevelopmental, psychological, and psychoeducational evaluations to children and adolescents
- Provide individual, family, and group psychological services to children, adolescents, and young adults
- Serve a broad range of neurodevelopmental, psychological, and psychoeducational conditions including, but not limited to: developmental delay, intellectual delay, attention-deficit/hyperactivity disorder (ADHD), autism spectrum disorder (ASD), depressive and anxiety disorders, and specific learning disabilities
- Utilize various evidence-based treatment modalities including psychodynamic, Cognitive Behavioral Therapy (CBT), Organizational Skills Training, Family Systems, and Motivational Interviewing (MI)
- Receive supervised training in comprehensive psychological services including evaluation and treatment

School Psychology Intern

08/21- 08/22

University of Tennessee Internship Consortium in Psychology

Accredited by the American Psychological Association (APA)

School-Based Track: Sweetwater City School District

Sweetwater, TN

Direct Supervisors: Brian Wilhoit, PhD, & Nancy Crabtree, EdS, NCSP

Group Supervisor: Ron Carlini, PhD

Supervisor & Course Instructor: Sarah Valley-Gray, PsyD, ABPP

PSY 8400- Internship in School Psychology

- Full-time school psychology intern in a rural school system which consisted of three schools covering Pre-Kindergarten through 8th grade (Primary, Elementary, and Junior High School)
- Consulted and collaborated with members from multidisciplinary school teams, including parents, teachers, and other professionals (e.g., Speech and Language Therapists, Occupational Therapists, Guidance Counselors, and Case Managers) to identify, support, and monitor at-risk students, and students in need of special education or related services
- Conducted bio-psychoeducational and social interviews with teachers and caregiver(s) in English and Spanish
- Planned and conducted formal psychoeducational evaluations based on individual student characteristics and concerns
- Administered, scored, and interpreted a variety of assessment instruments to measure development, cognitive, academic, social-emotional, behavioral, and adaptive functioning
- Provided individual psychotherapy services to selected students struggling with executive functioning difficulties, anxiety, and trauma responses

- Administered, scored, and interpreted autism assessment measures to determine special education eligibility
- Assessed toddlers identified through the Tennessee Early Intervention System (TEIS) to identify their need for special education and related services
- Conducted student behavior observations within classroom and leisure settings
- Lead feedback/eligibility meetings to review results from comprehensive evaluations and discuss recommendations
- Utilized empirically supported and culturally sensitive intervention and treatment strategies to promote behavioral, social-emotional, and academic growth
- Supervised a first-year practicum student utilizing a developmental approach
- Participated in weekly individual and group supervision to discuss caseloads, experiences, battery planning, barriers for practice, and identify strengths and areas for growth
- Engaged in bi-weekly professional development opportunities that addressed various relevant topics in clinical psychology, education, and diversity (i.e., Conducting Risk Assessments, Parent-Child Interaction Therapy, Tiered Behavior Management, Appalachian Culture, Working with Immigrant and Refugee Populations, etc.)
- Planned and implemented activities targeting the three diversity goals of the school psychology program: self-awareness, education, and strategic planning
- Provided psychoeducation regarding evidence-based or trauma-informed practices within the school settings
- Assisted with translating clinic paperwork from English to Spanish

School Psychology Trainee

08/20- 05/21

Nova Southeastern University's Mailman Segal Center for Human Development

Unicorn Children's Foundation Developmental Assessment Clinic

Fort Lauderdale, FL

Direct Supervisors: Amrita Singh, PsyD. & Sohani Char, PsyD.

Supervisor & Course Instructor: Gene Cash, PhD

PSY 8392- Practicum in School Psychology: Advanced Assessment and Interventions II

PSY 8394- Practicum in School Psychology: Advanced Assessment and Interventions III

- Conducted psycho-developmental evaluations for children 18 months to adolescence suspected of having an autism spectrum disorder (ASD), exhibiting developmental delays, or experiencing early childhood behavioral difficulties
- Conducted biopsychosocial interviews with caregiver(s) in English and Spanish
- Developed individually tailored assessment batteries to meet the needs of the clients
- Administered, scored, and interpreted a variety of assessment instruments to measure cognitive, academic, and social-emotional functioning
- Developed recommendations unique to the client's presenting problems
- Participated in weekly individual supervision meetings to conceptualize cases, engage in battery planning, and to discuss possible recommendations
- Participated in group supervision meetings to discuss caseloads, experienced barriers for practice, and to review the administration and scoring of autism assessments used in the clinic

School Psychology Trainee

05/20- 08/20

School-Related Psychological Assessments and Clinical Interventions Clinic (SPACI)

Nova Southeastern University Psychological Services Center

Fort Lauderdale, Florida

Direct Supervisor: Stephanie Camejo, PsyD

Supervisor & Course Instructor: Shannon Worton, PsyD, Iryna Kasi, PhD

PSY 8390- Practicum in School Psychology: Advanced Assessment and Interventions I

- Engaged in seminars and didactic trainings on various filed relevant topics including telehealth, COVID-19, trauma, mindfulness, and wellbeing
- Presented on a variety of topics at didactic training sessions and seminar
- Analyzed cases and engaged in group discussions about case conceptualization
- Analyzed and interpreted client assessment data
- Compiled integrated reports and provided diagnoses
- Developed research- and evidence-based recommendations unique to clients' presenting problems
- Attended weekly individual and group supervision meetings to discuss case conceptualization, battery planning, recommendations, and other relevant topics
- Utilized the Theravue platform in order to practice micro counseling skills

School Psychology Trainee

08/19- 07/20

University School of Nova Southeastern University, PK-12

Fort Lauderdale, Florida

Site Supervisor: Daniella Lang, PsyD

University Supervisor & Course Instructor: Peter Caproni, PhD

PSY 8290: Practicum in School Psychology: School Based I

PSY 8295: Practicum in School Psychology: School Based II

- Provided individual counseling/psychotherapy services to a diverse middle and upper school student population, including international students, focusing on emotional, social, academic, cultural, and behavioral difficulties
- Utilized a client-centered integrative approach when working with individual students
- Applied components from various theoretical concepts (e.g., cognitive behavior therapy, dialectical behavior therapy, motivational interviewing, multicultural approach, family systems theory, etc.) depending on individual student characteristics and associated needs
- Carried-out risk-assessments and identified appropriate interventions as needed
- Facilitated Global Scholar group meetings with middle and upper school international students and discussed topics related to culture, experiences, the process of acculturation, well-being and coping mechanisms
- Facilitated Social Sharks (social skills) groups for lower school students and created targeted lessons
- Conducted telepsychology wellness check-ins with students
- Presented information to upper school students on topics such as suicide prevention and mindfulness

- Consulted with teachers, parents, and other relevant stakeholders regarding student's academic and social/emotional functioning
- Participated in parent meetings to address students' functioning
- Trained in the provision of telehealth services to provide online support to students
- Attended weekly supervision with both on-site and university supervisors

School Psychology Trainee

02/19- 08/19

Summer Reading Explorers Program (SREP)

Miami-Dade County, Florida

Supervisor & Course Instructor: Angela Waguespack, PhD

PSY 8197: Practicum in School Psychology: Foundations III

- Served as a student assessment specialist at multiple summer camp sites servicing diverse kindergarten, first and second grade students from across Miami-Dade County
- Participated in trainings regarding effective execution and implementation of the reading intervention program
- Administered iSTEEP Oral Reading Fluency (ORF), Peabody Picture Vocabulary Test, Fourth Edition (PPVT-4), frustrational assessments, and other curriculum-based measures (CBM) to assess literacy proficiency
- Contacted parents in order to obtain missing or additional information
- Provided bilingual support to communicate more efficiently with sites and parents and create better community-home partnerships
- Performed data entry for progress monitoring
- Provided chart organization support

School Psychology Trainee

02/19- 08/19

School-Related Psychological Assessments and Clinical Interventions Clinic (SPACI)

Nova Southeastern University Psychological Services Center

Fort Lauderdale, Florida

Supervisor & Course Instructor: Kristen Jones, PsyD

PSY 0805: Practicum in School Psychology: Applied Skills

- Tailored, administered, scored, and interpreted comprehensive psychoeducational assessment batteries to assess the social, emotional, behavioral, academic, and cognitive functioning of school-aged children
- Scored and interpreted a variety of assessment instruments to make informed decisions for treatment
- Conducted biopsychosocial interviews with clients and their family members
- Conducted school observations and teacher consultations
- Compiled integrated reports and provided diagnoses
- Developed research- and evidence-based recommendations unique to clients' presenting problems
- Attended weekly individual and group supervision meetings to discuss case conceptualization, battery planning, and recommendations
- Provided peer supervision to a first-year doctoral trainee on a weekly basis

School Psychology Trainee
Broward County Public Schools

01/18- 05/18

Field Supervisor: Elouise Demestichas, MA, CAS, NCSP.

Course Instructor: Angela Waguespack, PhD

PSY 0800- Practicum in School Psychology: School Based

- Shadowed a school psychologist in a variety of settings including elementary, middle, and high schools
- Participated in 42 hours of group university supervision and addressed different aspects of working in the schools, including rules and policies, referral and follow up procedures, and school-based teams
- Observed direct and indirect consultation with students, parents, teachers, and staff members
- Gained knowledge about district policies and procedures regarding psychoeducational evaluations, Individual Educational Plan (IEP) development, Response to Intervention (RTI), educational programming, and special education
- Participated in school team meetings addressing IEP staffings, IEP reevaluations, RTI, staff trainings, etc.
- Observed assessment administration procedures including IQ, achievement, projective assessments, and interviews
- Conducted student observations in classroom and leisure settings
- Observed various classroom settings including regular education, honors, varying exceptionality, emotional and behavioral disorder clusters (Kindergarten- Fifth), autism spectrum disorder and early intervention pre-school clusters

RELATED WORK EXPERIENCE

Pro-Social Rehabilitation Counselor
Active Community Health Center
Sunrise, Florida

02/19- 07/19

- Provided group psycho-social rehabilitative services focused on social skills to youth ages 8 to 13 with varying diagnoses such as attention-deficit/hyperactivity disorder, oppositional defiant disorder, anxiety, depression, and autism
- Utilized dialectical behavior therapy (DBT) principles to provide children with therapeutic skills, such as mindfulness, distress tolerance, emotion regulation, and interpersonal effectiveness
- Utilized various positive behavior reinforcement management techniques to increase pro-social behaviors
- Collaborated with other mental health providers in order to coordinate treatment
- Provided services in multiple settings, including schools, offices or other determined locations
- Conducted risk assessments
- Provided culturally sensitive services to diverse groups of students and their families

- Maintained working relationships with a behavior support team, school administration and staff
- Collaborated with multidisciplinary treatment teams to target individualized treatment plan goals
- Worked with a team in order to increase parent involvement and achieve individualized goals
- Contacted community stakeholders in order to gather needed resources for the provision of services
- Composed individual and group clinical notes for progress monitoring and billing purposes

Tutor

09/18- 02/19

BrainPlast

Plantation, Florida

- Worked directly with clients on the implementation of neurofeedback interventions in order to address anxiety, impulsivity, inattentiveness, learning and reading disorders
- Provided academic and behavior support that went along with individualized neurofeedback sessions
- Engaged in ongoing hands-on learning activities about the different brain regions and their functions
- Monitored Virtual Reality (VR) visual-motor interventions
- Assisted in the process of connecting clients to an Electroencephalogram machine via electrodes attached to their scalp

Peer Mentor

08/18- 12/18

The Brilloco Institute

Coral Springs, Florida

- Worked as an educational and vocational mentor with youth ages 14 to 22 who had varying disabilities
- Assisted clients with transitioning from high school to college and/or the professional life
- Worked directly with clients on developing goals and follow up plans to achieve them
- Provided self-advocacy training
- Collaborated with a team of professionals to create and monitor individualized plans
- Worked with community stakeholders to establish new youth training opportunities
- Provided monthly written and verbal individualized client summaries

Teacher Aide

01/17- 08/18

Mailman Segal Center Preschool

Davie, Florida

- Collaborated directly with infants and children varying in ages all the way up to 4 years old

- Worked with a team on establishing routines and creating engaging learning opportunities and environments
- Assisted the lead teachers in facilitating and supervising small and large group activities
- Engaged children in developmentally appropriate educational and play activities
- Employed behavior management techniques
- Collaborated with lead teachers in assessing developmental milestones and behaviors through the use of checklists

Youth Case Manager
Henderson Behavioral Health
Fort Lauderdale, Florida

05/15- 01/17

- Utilized a wraparound approach to ensure that at-risk children and their families had access to a comprehensive array of needed services
- Worked with at-risk youth with varying diagnoses including, but not limited to oppositional defiant disorder, attention-deficit/hyperactivity disorder, bipolar disorder, depression, anxiety, schizoaffective disorder, schizophrenia, autism spectrum disorder, and developmental delays
- Identified and addressed physical, emotional, social, and educational needs
- Conducted individualized, strength-based assessments, and needs-driven treatment planning and service delivery
- Advocated for children and their families in multiple settings and engaged in continuous progress monitoring
- Participated in client meetings including IEP staffings, reevaluations, RTI meetings, psychiatric appointments, support groups, therapeutic sessions, and mandated court sessions
- Contacted community stakeholders in order to gather resources and coordinate community services
- Composed individual clinical notes for progress monitoring and billing purposes

Applied Behavior Analysis Therapist
World-Evolve, WeBehave
Miami, Florida

07/14- 07/15

- Worked with children ages 3 to 6 years old who were diagnosed with autism spectrum disorder
- Collaborated with an applied behavioral analyst on formulating appropriate individualized goals
- Worked directly with clients and their families on implementing behavioral interventions to reduce, teach, and maintain behaviors
- Assisted in the modeling and teaching of appropriate adaptive and social skills
- Collected and graphed observed data
- Provided daily individualized monitoring reports

UNIVERSITY INVOLVEMENT

Diversity Co-Chair**08/21- 08/22**

The University of Tennessee Internship Consortium in Psychology

- Research and lead discussions on relevant topics regarding diversity, inclusion, and equity in the field of education and school psychology
- Research and share resources with peers and professors to help inform culturally sensitive practice
- Work closely with the Didactics Board to coordinate professional development opportunities addressing diversity topics
- Plan and implement activities that adhere to the three diversity goals of the school psychology program: self-awareness, education, and strategic planning

Student Mentor**08/17- 08/22**

Nova Southeastern University School Psychology Program

- Provide ongoing guidance, mentorship, and support to school psychology Specialist and Doctoral students
- Help students familiarize themselves with the university campus and practicum sites
- Provide mentees with information regarding available resources
- Answer student inquiries about the program, the process, and clinical experiences

Graduate Association of School Psychology (GrASP) Gazette Writer**08/19- 08/21**

Nova Southeastern University School Psychology Program

- Composed sections of the student run school psychology newsletter
- Brainstormed and engaged in discussions about new relevant topics to write about
- Collaborated with other students on various projects for different sections
- Took and compiled pictures to be included in the newsletter

RESEARCH INVOLVEMENT**Clinical Implications When Working with Youth Who Present Characteristics of Conduct Disorder**

Professional Research Project Required for Doctoral Degree

First Reader: Peter Caproni, PhD*Second Reader:* Scott Poland, PhD

- *Abstract:* Conduct Disorder is the most prevalent disorder for which youth are referred for mental health treatments and supports. Some of the behaviors that characterize this disorder include disinhibition or externalizing behaviors such as hostility, defiance, aggression, and property destruction. Although when compared to the overall population in the United States only a small percentage of youth are diagnosed with the disorder, the number of youths affected approaches the 4.5 million mark. Therefore, millions of American children along with their families, peers, schools, and communities, experience the high rates of distress and disruption that come along with a conduct disorder

diagnosis. Youth with conduct disorder are at an increased risk for overall poor life outcomes, with two particular subgroups, childhood-onset type and those with callous-unemotional traits, being linked to a life-course of more severe patterns of aggression and impairment. Presented is a systematic review of the literature regarding the complex etiology of the disorder and the multiple developmental trajectories. Clinical implications are also included, along with an introduction to treatment options and a more elaborate description of two promising interventions for children with aggressive or antisocial traits, the Coping Power Program and the Incredible Years series. Future directions for practice and research based on the current literature review will be recommended.

Research Assistant

05/13- 04/14

Florida International University
Infant Development Laboratory

Director: Lorraine E. Bahrck, PhD

- Participated in the recruitment process of participants
- Assisted with the intake and debriefing processes
- Assisted with the editing of visual stimuli
- Assisted in the organization and monitoring of materials for the project
- Participated in the translation of research information and materials to Spanish
- Attended monthly team meetings
- Inputted and analyzed data through a Statistical Package for the Social Sciences (SPSS) Software

PRESENTATIONS

Velasquez, I. (2020). *Youth with conduct disorder* [Presentation]. School-related Psychological Assessments and Clinical Interventions (SPACI) Enhancement of Intensive Evaluation, Intervention, and Observational Skills (EIEIO) Training, Fort Lauderdale, FL.

Valdes, J., Greco, E., **Velasquez, I.**, Waguespack, A. (2018). *Mindfulness strategies to help reduce anxiety in school-aged children* [Poster presentation]. Florida Association of School Psychologists (FASP) Annual Conference, Orlando, FL.

CONFERENCES AND TRAININGS

Tennessee Association of Administrators of Special Education
Annual Legal Conference
Pigeon Forge, TN **12/21**

12-hour Autism Diagnostic Observation Schedule,
Second Edition (ADOS-2) Training by Carolyn Bondin, PhD **12/21**
Korn Learning, Assessment, and Social Skills Center
Knoxville, Tennessee

Telepsychology Best Practices 101 (6 hours) American Psychological Association On-Demand	03/20
National Association of Schools Psychologists Annual Conference Baltimore, Maryland	02/20
Florida Association of School Psychologists Annual Conference St. Augustine, Florida	11/19
CPR/ AED/ First Aid Training Mailman Segal Center for Human Development	08/19
National Association of School Psychologists Annual Convention Atlanta, Georgia	02/19
Aggression Control Training Active Community Health Center Sunrise, Florida	02/19
Florida Association of School Psychologists Annual Conference Orlando, Florida	10/18
Assessment of Children: Cognitive Foundations and Applications (Sixth Edition) <i>Presenter:</i> Jerome M. Sattler, Ph.D., ABPP <i>Location:</i> Nova Southeastern University Fort Lauderdale, Florida	10/18
Florida International University's Miami International Child & Adolescent Mental Health Conference Miami, Florida	02/18
Florida Association of School Psychologists Annual Conference Daytona Beach, Florida	11/17
45-hour DCF Child Care Licensing Mailman Segal Center for Human Development Fort Lauderdale, Florida	11/17
Relational Suicide Assessment Training <i>Presenter:</i> Douglas G. Flemons, Ph.D., LMFT <i>Location:</i> Nova Southeastern University Fort Lauderdale, Florida	06/17
Disaster Mental Health Training Nova Southeastern University	09/16

Fort Lauderdale, Florida

Wraparound Facilitator in the Wraparound Model
and National Wraparound Initiative Standards Training and Certification
Henderson Behavioral Health
Fort Lauderdale, Florida **05/16**

Crisis Prevention Institute Training. **05/15**
6 hours of Non-violent Crisis Intervention training program
Henderson Behavioral Health
Fort Lauderdale, Florida

RESEARCH INTERESTS

- Attention-deficit/hyperactivity disorder
- Executive Functioning Skills
- Behavioral and Social-Emotional Development
- Special Education
- Early Intervention
- Multicultural Awareness and Clinical Integration
- Play Therapy

ACADEMIC AND PROFESSIONAL AFFILIATIONS

National Association of School Psychologists **08/16- 2022**
Florida Association of School Psychologists **08/16- 2022**
California Association of School Psychologists **08/17- 08/21**
Psi Chi- The International Honor Society in Psychology **01/13- 08/21**

ASSESSMENT MEASURES ADMINISTERED:

Adaptive Behavior Assessment System, Third Edition (*ABAS-3*) - Parent and Teacher Form
Autism Diagnostic Observation Schedule, Second Edition (*ADOS-2*)
Battelle Developmental Inventory, Third Edition (*Battelle-3*)
Beck Youth Inventory (*BYI*)
Beery- Buktenica Developmental Test of Visual Motor Integration- Sixth Edition (*Beery VMI*)
Behavior Assessment System for Children- Third Edition (*BASC-3*)
 Parent Rating Scales (*PRS*)
 Teacher Rating Scales (*TRS*)
 Self-Report of Personality (*SRP*)
Behavior Rating Inventory of Executive Function, Second Edition (*BRIEF-2*)
Bender Visual- Motor Gestalt Test, Second Edition (*Bender- Gestalt 2*)
Bracken Multidimensional Sentence Completion Test
Brief Observation of Symptoms of Autism (*BOSA*)
Brown Attention Deficit Disorder Scales (*Brown ADD Scales*)
Children's Organizational Skills Scales

Parent (*COSS-P*)
 Self-Report (*COSS-C*)
 Comprehensive Executive Function Inventory (*CEFI*)
 Parent Rating Scale
 Self-Report
 Conners, Third Edition (*Conners-3*)
 Parent Rating Scales
 Connors Continuous Auditory Test of Attention (*CATA*)
 Connors Continuous Performance Test, Third Edition (*Connors CPT-3*)
 Curriculum Based Measures (*CBM*)
 Delis-Kaplan Executive Function System (*D-KEFS*)
 Differential Ability Scales, Second Edition (*DAS-II*)
 Draw-A-Person Test (*DAP*)
 Expressive Vocabulary Test, Second Edition (*EVT-2*)
 Forer Structured Sentence Completion Test (*FSSCT*)
 Gilliam Autism Rating Scale, Third Edition (*GARS-3*)
 Gray Oral Reading Tests, Fifth Edition (*GORT-5*)
 House-Tree-Person Projective Assessment (*H-T-P*)
 iSTEEP Oral Reading Fluency Measures (*ORF*)
 Kaufman Assessment Battery for Children, Second Edition (*KABC-2*)
 Kaufman Test of Educational Achievement, Third Edition (*KTEA-3*)
 Kinetic Family Drawing
 Mullen Scales of Early Learning
 Peabody Picture Vocabulary Test, Fourth Edition (*PPVT-4*)
 Rating Scale of Impairment (*RSI*)
 Rey Osterrieth Complex Figures Drawing
 Roberts Apperception Test for Children, Second Edition (*Roberts-2*)
 Sentence Completion Tests
 School Motivation and Learning Strategies Inventory (*SMALSI*)
 Social Responsiveness Scale, Second Edition (*SRS-2*)_
 Test of Written Language, Fourth Edition (*TOWL-4*)
 Thematic Apperception Test (*TAT*)
 Vineland Adaptive Behavior Scales, Third Edition (*Vineland-3*)
 Wechsler Individual Achievement Test, Third Edition (*WIAT-3*)
 Wechsler Individual Achievement Test, Fourth Edition (*WIAT-4*)
 Wechsler Intelligence Scale for Children, Fifth Edition (*WISC-5*)
 Wechsler Nonverbal Scale of Ability (*WNV*)
 Wechsler Preschool and Primary Scale of Intelligence, Fourth Edition (*WPPSI-4*)
 Woodcock- Johnson IV Tests of Achievement (*WJ-4 ACH*)
 Woodcock- Johnson IV Tests of Cognitive Abilities (*WJ-4 COG*)