

Jyoti A. Kolodziej, Ph.D., NCSP

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EDUCATION

- Doctor of Philosophy, Guidance and Psychological Services--School Psychology, Indiana State University** July 2015
NASP Approved & APA Accredited, Grade Point Average: 3.99/4.00
- Master of Education, Guidance and Psychological Services--School Psychology, Indiana State University** August 2011
NASP Approved, Grade Point Average: 4.00/4.00
- Graduate Coursework in School Psychology, Northern Illinois University**
NASP Approved, Grade Point Average: 4.00/4.00
- Bachelor of Arts, English Literature, University of Illinois at Urbana-Champaign** May 2005
Grade Point Average: 3.20/4.00

WORK EXPERIENCE

School Psychologist, Supervisor: Kerry Burd, Licensed School Psychologist July 2015 – Present
Rockford Public Schools, #205, *Rockford, IL*

- Conduct initial evaluations and reevaluations using the IEPPlus and PowerSchool Special Education system used in the Rockford Public School District, #205.
- Complete Education Determination Conference, Manifestation Determination, Functional Behavioral Assessments, and Behavioral Intervention Plan paperwork for educational disabilities such as Emotional Disturbances, Specific Learning Disabilities, Developmental Delays, Hearing Impairments, Intellectual Disabilities, Multiple Disabilities, Other Health Impairments, Autism, Orthopedic Impairments, etc.
- Facilitate special education meetings across elementary and early childhood age ranges.
- Conduct multiple ADHD evaluations following guidelines put forth by the Rockford Public School District, #205.
- Provide consultation to families, teachers, and problem-solving teams and facilitate the creation of behavioral/social-emotional/academic/safety intervention plans for students.
- Provide individual and group counseling/therapy for early childhood and elementary aged students.
- Create and monitor academic/social-emotional/behavioral interventions in school setting.
- Provide consultation and leadership in the MTSS (Multi-Tiered System of Supports) process (including intervention and progress monitoring) in elementary and early childhood settings.
- Interview students and teachers.
- Write psycho-educational reports.
- Review existing files and data.
- Participate in case conferences with parents, teachers, staff, and students.
- Administer and interpret cognitive, achievement, social/emotional, behavioral, personality, and neuropsychological assessments.
- Assist in the facilitation of Professional Learning Community (PLC) meetings for the Social/Emotional Task Force.
- Provide consultation to the district's MTSS (Multi-Tiered System of Supports) Director with district psychologists.

SUPERVISED CLINICAL EXPERIENCE

Doctoral-Level Psychologist Intern, Supervisor: Carla Tietz, Psy.D., Licensed Clinical Psychologist, July 2014 – June 2015
Kerry Burd, Licensed School Psychologist, and Christina Badgley
Rockford Public Schools, #205, *Rockford, IL*

- Conducted initial evaluations and reevaluations using the IEPPlus system used in the Rockford Public School District, #205.
- Completed Education Determination Conference paperwork for educational disabilities.
- Facilitated special education meetings for early childhood, elementary, middle school, and high school aged students.
- Conducted multiple ADHD evaluations following guidelines put forth by the Rockford Public School District, #205.
- Provided consultation to families, teachers, and problem-solving teams and facilitated the creation of behavioral/academic intervention plans for students.
- Created, conducted, and monitored academic and behavioral interventions in school setting.
- Provided individual and group counseling/therapy for elementary, middle school, and high school aged students.
- Interviewed students and teachers.
- Wrote psycho-educational reports.
- Reviewed existing files and data.
- Participated in group and individual supervision meetings.
- Participated in case conferences with parents, teachers, staff, and students.
- Administered and interpreted cognitive, achievement, behavioral, personality, and neuropsychological assessments.

SUPERVISED CLINICAL EXPERIENCE

School Psychology Extern, Supervisor: Robin Shamsaie, Ph.D., HSPP June 2011 – July 2013
Gibault Children's Services Founded by the Indiana Knights of Columbus, *Terre Haute, IN*

- Conducted initial evaluations and reevaluations.
- Assisted and conducted court-ordered clinical comprehensive evaluations.
- Provided consultation to families, teachers, residence hall supervisors, and administrators and facilitated the creation of behavioral and academic intervention plans for students with diverse psychopathologies, including Autism Spectrum Disorder, Borderline Personality Disorder, Attention Deficit Hyperactivity Disorder, Bipolar Disorder, etc.
- Implemented treatment plans, behavioral/academic interventions, individual, and group therapy for elementary, middle, and high school students using cognitive-behavioral therapy and dialectical behavioral therapy.
- Interviewed students and parents.
- Wrote psycho-educational reports.
- Reviewed existing files and data.
- Participated in group and individual supervision meetings.
- Participated in case conferences with parents, teachers, staff, and students.
- Administered and interpreted cognitive, achievement, behavioral, personality, and neuropsychological assessments.

Student Clinician, Supervisor: Elizabeth O'Laughlin, Ph.D., HSPP August 2012 – June 2013
Attention Deficit Hyperactivity Disorder (ADHD) Clinic, Indiana State University, *Terre Haute, IN*

- Conducted evaluations.
- Provided consultation to parents regarding diagnosis and possible interventions.
- Wrote reports based on diagnoses.
- Reviewed existing files and data.
- Participated in case staff meetings.
- Administered and scored tests assessing attention/hyperactivity, academics, and cognitive functioning to children between ages 5 and 9.

Clinical Supervisor, Supervisor: Carrie Ball, Ph.D. August 2012 – April 2013
Reading Enhancement for Academic Development (READ), Van Duyn Elementary School, *Clinton, IN*

- Supervised six graduate students in their utilization of the Voyager reading program, which provided direct instruction for reading enhancement in students grades K-5.
- Assisted graduate students in developing and implementing behavioral intervention plans.
- Led group and individual supervision on a weekly and biweekly basis.

Student Clinician, Supervisor: Damon Krug, Ph.D. September 2010 – July 2011
Porter School Psychology Center, Indiana State University, *Terre Haute, IN*

- Conducted initial evaluations and reevaluations.
- Provided consultation for parents and students.
- Interviewed students and parents.
- Wrote psycho-educational reports.
- Reviewed existing files and data.
- Participated in group and individual supervision meetings.
- Administered and scored cognitive and achievement tests.
- Administered and scored behavioral rating scales.

Student Clinician, Supervisor: Lara Andrews, Ed.S. January 2011 – June 2011
R.I.S.E. Special Services, *Indianapolis, IN*

- Conducted and assisted in completion of evaluations, reevaluations, interventions, and consultation.
- Administered and scored cognitive and achievement tests.
- Administered and scored behavioral rating scales.
- Assisted in the administration and scoring of Autism Diagnostic Observation Schedules (ADOS).
- Wrote psycho-educational reports.
- Reviewed existing files and data.

SUPERVISED CLINICAL EXPERIENCE

Student Clinician, Supervisor: Damon Krug, Ph.D. September 2010 – May 2011
South Vermillion Schools, *Clinton, IN*,

- Conducted Functional Behavioral Analyses, curriculum-based measurements, data analyses, and provided consultation.
- Interviewed students and teachers.
- Collected and reported data to Intervention Team.
- Actively participated at weekly Intervention Team Meetings.
- Wrote psycho-educational reports.

Student Clinician, Supervisors: Jennifer Farris, Ed.S. and Michael Latta, Ph.D. September 2010 – February 2011
Clay County School District, *Clay County, IN*

- Conducted Functional Behavioral Assessments, curriculum-based measurements, and data analyses.
- Interviewed students, parents, and teachers.
- Participated in staff meetings and case conference meetings.
- Wrote and provided assistance with psycho-educational reports.
- Reviewed existing files and data.
- Administered and scored achievement tests.

Student Clinician, Supervisor: Ginny Phegley, Ed.S. November 2010 – January 2011
Greene-Sullivan Joint Services, *Greene and Sullivan Counties, IN*

- Administered behavioral rating scales.
- Participated in school psychologists' staff meetings, case conferences, and file reviews.

Student Clinician, Supervisor: Damon Krug, Ph.D. September 2010 – November 2010
G.L.A.S.S. (Greater Lafayette Area Special Services Co-operative), *Lafayette, IN*

- Actively participated in preschool classroom modifications/Functional Behavioral Assessments for children with disabilities including: developmental delay, cognitive disability, autism spectrum disorder, and multiple disabilities.
- Participated in school psychologists' staff meetings.

Student Clinician, Supervisor: Damon Krug, Ph.D. August 2009 – May 2010
Reading Enhancement for Academic Development (READ), Van Duyn Elementary School, *Clinton, IN*

- Utilized the Voyager reading program and behavioral intervention plans, which provided direct instruction for reading enhancement in students grades K-5.
- Improved reading and comprehension fluency skills among various elementary school students.
- Worked with students three times per week for 50 minute sessions.
- Progress monitored using DIBELS and other modified reading content.

Job Shadow Student, Part-Time, Supervisor: Damon Krug, Ph.D. August 2009 – December 2009
Covered Bridge Special Education District, *Terre Haute, IN*

- Observed psycho-educational evaluations for a variety of students at various ages.
- Attended case conference and staff meetings with school psychologists, school personnel, and parents.

RESEARCH EXPERIENCE

Graduate Assistant, Supervisor: Linda Sperry, Ph.D. August 2009 – July 2011
Indiana State University, *Terre Haute, IN*

- Examined vocabulary exposure rates among young children ages 24-42 months.
- Transcribed discourse and observations in parent-child interactions for research investigating the relationship between vocabulary exposure and socio-economic status.
- Conducted literature searches on emergent literacy, development of self, and early representational thought.
- Managed transcription lab.

Laboratory Research Assistant, Supervisors: Elise Masur, Ph.D., Christine Malecki, Ph.D. August 2008 – May 2009
Northern Illinois University, *DeKalb, IL*

- Participated in studies in curriculum-based measurement (CBM) in writing and reading for children in kindergarten through eighth grades in the DeKalb and Sycamore area school districts in Illinois.
- Collected, scored, and entered survey and CBM data into data management systems including AIMSweb and SPSS.
- Transcribed discourse and observations in parent-child interactions in a study of social and cognitive prerequisites for language acquisition.

RESEARCH EXPERIENCE

Research Assistant, Supervisor: Sandra Arntz, Ph.D.

September 2008 – May 2009

Northern Illinois University, Office of Research Compliance in the Division of Research & Graduate Studies, *DeKalb, IL*

- Established and maintained an electronic library of research protocols submitted by faculty, students, and professionals in the community for Northern Illinois University.

TEACHING

Associate Instructor, Supervisor: Linda Sperry, Ph.D. and JaDora Sailes, Ph.D.

August 2010 – May 2012

Educational Psychology (EPSY) 341-Multicultural Education, Indiana State University, *Terre Haute, IN*

- Designed and facilitated weekly class sessions.
- Developed and implemented course activities.
- Maintained effective and timely correspondence with students.
- Managed student evaluations.

ASSESSMENT EXPERIENCE

- Academic Performance Rating Scale
- Adaptive Behavioral Assessment System, 2nd Edition (ABAS-II)
- Adolescent Apperception Cards
- ADHD Rating Scale IV – Home & School Version
- Autism Diagnostic Interview, Revised (ADI-R)
- Autism Diagnostic Observation System, 2nd Edition (ADOS-2) – Trained to Administer by WPS
- Autism Spectrum Rating Scale (ASRS)
- Beck Depression Inventory-II (BDI-II)
- Beery-Buktenica Developmental Test of Visual-Motor Integration, 5th Edition (Beery VMI)
- Behavior Assessment System for Children, 2nd Edition (BASC-2)
- Behavior Assessment System for Children, 3rd Edition (BASC-3)
- Behavior Rating Inventory of Executive Function, Parent & Teacher Form (BRIEF)
- Childhood Autism Rating Scale, 2nd Edition, (CARS-2)
- Childhood Autism Rating Scale, 2nd Edition, High Functioning (CARS-2 HF)
- Children's Depression Inventory, 2nd Edition (CDI-2)
- Cognitive Assessment for Young Children (CAYC)
- Comprehensive Test of Nonverbal Intelligence, 2nd Edition (C-TONI-II)
- Conners, 3rd Edition (Conners-3)
- Conners Comprehensive Behavior Rating Scale (CBRS)
- Conners Continuous Performance Test, 2nd Edition (CPT-2)
- Conners Continuous Performance Test, 3rd Edition (CPT-3)
- Curriculum-Based Measurement (CBM)
- Developmental Assessment of Young Children–Second Edition (DAYC-2)
- Developmental Profile, 3rd Edition (DP-3)
- Disruptive Behavior Disorders Structured Parent Interview
- Draw-A-Person: Screening Procedure for Emotional Disturbance (DAP: SPED)
- Dynamic Indicators of Basic Early Literacy Skills (DIBELS)
- Functional Behavioral Assessment (FBA)
- Get It, Got It, Go!
- Gilliam Asperger's Disorder Scale (GADS)
- Gilliam Autism Rating Scale, 2nd Edition (GARS-2)
- House-Tree-Person (HTP)
- Incomplete Sentences
- Integrated Visual and Auditory Continuous Performance Test (IVA CPT)
- Kaufman Brief Intelligence Test, 2nd Edition (KBIT-2)
- Kaufman Test of Educational Achievement, 2nd Edition (KTEA-II)
- Kaufman Test of Educational Achievement, 2nd Edition Brief (KTEA-II Brief)
- Millon Adolescent Clinical Inventory (MACI)
- Millon Pre-Adolescent Clinical Inventory (M-PACI)
- Minnesota Multiphasic Personality Inventory, 2nd Edition (MMPI-2)
- Minnesota Multiphasic Personality Inventory, 2nd Edition, Adolescent (MMPI-2-A)
- Multidisciplinary Anxiety Scale for Children, 2nd Edition (MASC-2)

ASSESSMENT EXPERIENCE

- O'Leary Parenting Scale
- Parenting Stress Scale
- Revised Children's Manifest Anxiety Scale, 2nd Edition (RCMAS-2)
- Roberts Apperception Test for Children, 2nd Edition (Roberts-2)
- Rotter Incomplete Sentence Blank (RISB)
- Sensory Profile
- Test of Auditory Processing Skills, 3rd Edition (TAPS-III)
- Test of Visual Processing Skills, 3rd Edition (TVPS-III)
- Transdisciplinary Play Based Assessment
- Universal Nonverbal Intelligence Test, 2nd Edition (UNIT-II)
- Vineland Adaptive Behavior Scales, 2nd Edition (VABS-II)
- Voyager Literacy Reading Program
- Wechsler Abbreviated Scale of Intelligence (WASI)
- Wechsler Abbreviated Scale of Intelligence, 2nd Edition (WASI-II)
- Wechsler Adult Intelligence Scale, 4th Edition (WAIS-IV)
- Wechsler Individual Achievement Test, 3rd Edition (WIAT-III)
- Wechsler Individual Achievement Test, 2nd Edition (WIAT-II)
- Wechsler Individual Achievement Test, 2nd Edition (WIAT-II) – Abbreviated
- Wechsler Intelligence Scale for Children, 5th Edition (WISC-V)
- Wechsler Intelligence Scale for Children, 4th Edition (WISC-IV)
- Wechsler Preschool and Primary Scale of Intelligence, 4th Edition (WPPSI -IV)
- Wechsler Preschool and Primary Scale of Intelligence, 3rd Edition (WPPSI -III)
- Woodcock-Johnson Test of Achievement, 4th Edition (WJ-IV ACH)
- Woodcock-Johnson Test of Achievement, 3rd Edition (WJ-III ACH)
- Woodcock-Johnson Test of Cognitive Abilities, 4th Edition (WJ- IV COG)
- Woodcock-Johnson Test of Cognitive Abilities, 3rd Edition (WJ-III COG)

PUBLICATIONS

Kolodziej, J.A. (2016). *Predictors to vulnerability of body image disturbance* (Doctoral dissertation). Retrieved from ProQuest Dissertations and Theses. (Document No. 1712659263)

Sperry, L.L. & Kolodziej, J.A. (2013, December). *A cross-cultural description of strategies used by parents during everyday conflicts with their young children*. Manuscript in progress for submission for publication.

Tinnerman, L. & Kolodziej, J. (2012). A Synergistic Collaborative Learning Model. In P. Resta (Ed.), *Proceedings of Society for Information Technology & Teacher Education International Conference 2012* (pp. 3102-3109). Chesapeake, VA: Association for the Advancement of Computing in Education (AACE).

CONFERENCE PRESENTATIONS

Kolodziej, J.A. & Sperry L.L. (2010, June). *What's a parent to do: a case study of socializing talk by parents to siblings*. Lecture presented at the annual meetings of the Ethnographic Qualitative Research Conference, Cedarville, OH.

Kolodziej, J.A. & Sperry, L.L. (2011, February). *Socializing talk and frustrated preschoolers*. Poster presented at the annual meetings of the Convention for the National Association of School Psychologists, San Francisco, CA.

Kolodziej, J.A., Sperry, L.L., Vowell, A., & Sperry, D.E. (2017, April). *Caregivers' Management of Very Young Children's Noncompliance in Two U.S. Communities*. Poster presented at the biennial meetings of the Society for Research in Child Development, Austin, TX.

Sperry, D.E., Glass, S., Kolodziej, J.A., Hamil, M., & Sperry, L.L. (2012, June). *A cross-cultural comparison of how adults versus youths say "no" to two year olds*. Poster presented at the biennial meetings of the International Conference on Infant Studies, Minneapolis, MN.

Sperry, D.E., Kolodziej, J.A., & Sperry, L.L. (2010, April). *A reassessment of the vocabulary environment of low-income American children*. Poster presented at the biennial meetings of the Conference on Human Development, New York, NY.

CONFERENCE PRESENTATIONS

Sperry, L.L., Kolodziej, J.A., & Sperry, D.E. (2011, April). *A cross-cultural description of strategies used by parents during everyday conflicts with their young children*. Poster presented at the biennial meetings of the Society for Research in Child Development, Montreal, Canada.

Sperry, L.L., Kolodziej, J.A., & Sperry, D.E. (2011, April). *A cross-cultural description of strategies used by parents during everyday conflicts with their young children*. Poster presented at the Center for Student Research and Creativity, Indiana State University, Terre Haute.

Tinnerman, L.S. & Kolodziej, J.A. (2012, March). *A synergistic collaborative learning model*. Lecture presented at the annual meetings of Society for Information Technology and Teacher Education, Austin, TX.

PROFESSIONAL CERTIFICATIONS

- Cardiopulmonary Resuscitation (CPR) & Automated External Defibrillator (AED) February 2015-February 2017
- Crisis Prevention Intervention (CPI) Certified October 2016-Present
- National Certified School Psychologist (NASP) February 2015-Present
- Professional Educator License (PEL), Illinois State Licensed School Psychologist July 2015-Present

PROFESSIONAL AFFILIATIONS

- American Psychological Association, Student Member August 2009-Present
- Illinois School Psychologists' Association, Member September 2013-Present
- Indiana Association of School Psychologists, Student Member August 2009-August 2013
- International Society of Infant Studies, Student Member February 2012-February 2015
- National Association of School Psychologists, Student Member August 2009-Present
- Society of Research and Child Development, Student Member September 2010-Present
- Student Affiliates in School Psychology, Student Affiliate (Previously Diversity Chair, Treasurer, & Fund-Raising Chair) August 2009-August 2015

LEADERSHIP ACTIVITIES

- Diversity Chair, Student Affiliates in School Psychology August 2009 – August 2010
- Fund-Raising Chair, Student Affiliates in School Psychology August 2012 – May 2013
- Member, MTSS (Multi-Tiered System of Supports) Committee with Psychologists August 2018 – Present
- Professional Learning Community (PLC) Planning Committee, Rockford Public Schools, Psychology Department August 2015-August 2016
- Rockford Education Association, Association Representative July 2015 – Present
- Rockford Education Association, Solidarity Committee August 2018 – Present
- Social-Emotional Task Force August 2018 – Present
- Treasurer, Student Affiliates in School Psychology June 2010 – August 2011

TECHNICAL & THERAPEUTIC TRAINING SKILLS

- Computer Skills: *Microsoft Word/PowerPoint/Excel/SPSS/G*Power/EndNote/Ethnograph/InfoEd*
- Crisis Prevention Institute (CPI) Trained – Certification is Current
- Therapeutic Crisis Intervention (TCI) Trained – Certification has lapsed

SCHOLARSHIPS/AWARDS

- Allstate Insurance Company Academic Achievement Scholarship August 2002 – May 2005
- CIBA Vision Academic Achievement Scholarship August 2001
- Clouse Award April 2013
- Dr. Liam K. Grimley Professional Development Award April 2010 & April 2013
- Graduate Student Research & Professional Development Fund April 2009, June 2010, & April 2011
- ICASE Rutherford B. Porter Scholarship October 2012
- Indiana Association of School Psychologists Dr. Stana Michael Scholarship October 2009 & October 2010
- Jacob G. and Lydia G. Gemmer Collicott Memorial PG Scholarship May 2012
- Kweku Bentil Doctoral Student Award April 2010
- Research Award from College of Graduate and Professional Studies April 2011