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MISSION AND VALUES

To promote, uplift, and support the profession of school psychology through an appointment to an institution of higher education. Train and empower future school psychologist practitioners to utilize a comprehensive practice model with an emphasis on leadership and advocacy. Promote the celebration and inclusion of diversity through school psychologists’ cultural competence and systems change for social justice. Ultimately, enable school psychologist to provide equitable, inclusive, and accessible academic and social-emotional and behavioral health services and support to all children, youth, families, and communities.

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EDUCATION

- Ed.D. School Psychology** May 2024
Loyola University Chicago, Chicago, Illinois
GPA: 4.00/4.00
Capstone: *Addressing School Psychology Program Faculty Shortages Through Practitioners*
Capstone Director: Leah Marks, Ph.D., NCSP
- Ed.S. School Psychology** May 2008
Lehigh University, Bethlehem, Pennsylvania
GPA: 3.97/4.00
- M.Ed. Human Development** September 2006
Lehigh University, Bethlehem, Pennsylvania
GPA: 3.94/4.00
- B.A. Psychology** May 2005
The Pennsylvania State University, University Park, Pennsylvania
GPA: 3.93/4.00 Graduated with Highest Distinction (top 2%)
Minor in English
- Completed some Board Certified Behavioral Analyst coursework 2013 to 2015
Florida Institute of Technology, Melbourne, Florida
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CERTIFICATIONS

Nationally Certified School Psychologist

National Association of School Psychologists (NASP)

May 2008 (On-going)

School Psychologist

State of Delaware

July 2011 (On-going)

Special Education Director

States of Delaware and Illinois

Anticipated 2024

Assistant Professor of School Psychology

2024 to present

University of Delaware, School of Education, College of Education and Human Development, Newark, Delaware

- Provide service including, but not limited to, supporting grant, research, enrollment, advisement, supervision, and committee work at the program, state, and national level

Director of Special Education Intern

2024

Woodbridge School District, Bridgeville, Delaware

- Completed a 100-hour field experience and internship with an administrator in special education per Loyola University Chicago requirements for Director of Special Education Endorsement; hours across multiple administrative domains including student support, special education procedures and practices, meetings and committees, finance, and teaching and learning

Training Coach

2022 to 2024

University of Delaware, Center for Disabilities Studies, Newark, Delaware

- Planned, developed, and provided trainings, coaching and technical assistance, and resources, including guides, visual supports, and manuals, covering evidence-based practices to various educators, mental health providers, childcare providers and early childhood educators, families, individuals with disabilities, and other stakeholders on behalf of:
 - Delaware Network for Excellence in Autism (DNEA)
 - Learn The Signs, Act Early Grant
- Built relationships and partnerships with a variety of stakeholders and organizations to disseminate information and improve inclusion and access for individuals with intellectual and developmental disabilities, their families, and the professionals who serve them
- Completed organization/agency needs assessments including surveys and focus groups to develop individualized training and coaching content, applied practice, resources, and approaches
- Organized and facilitated the provision of trainings for a variety of professionals including ADOS-2 and Project ImpACT; create and maintain a directory of professionals
- Developed resource guides regarding evidence-based practices for families and professionals
- Promoted neurodiversity-affirming care, disrupt ableism, and serve as an ally for disability justice

Adjunct Program Coordinator

2017 to 2024

Wilmington University, College of Education and Liberal Arts, New Castle, Delaware

- Worked collaboratively with the Chair of the Teacher Preparation programs and the Teacher Preparation team including program research, planning, and growth
- Reviewed course templates; determine and execute course redevelopment cycles
- Maintained an integral role in development of new courses and redevelopment of existing courses including working with Subject Matter Experts, collaborating with Instructional Designers, designing curriculum maps, and creating standards-based syllabi and rubrics
- On-boarded, trained, and supported adjunct instructors

- Sustained partnerships with local and state stakeholders including school districts
- Outreach to and supported teacher candidates within programs

School Psychologist

2012 to 2016

Cape Henlopen School District, Lewes, Delaware

- Provided school psychological services including coaching and consulting with educator and family teams to utilize best practices and interventions to promote student academic, behavioral, and social-emotional success as part of the Delaware Autism Program
- Practiced Applied Behavioral Analysis (ABA) methodology including completion of Functional Behavioral Assessments (FBA) and Behavioral Intervention Plans (BIP)
- Completed psycho-educational (including use of the ADOS-2 with an assessment battery), behavioral, and academic assessments to determine eligibility for special education services and subsequently developed accommodations, educational plans, and intervention plans
- Assisted students and families in transition planning to attain post-twenty-one educational, independence, and vocational goals
- Supported Individualized Education Plan (IEP) writing from pre-school to post-high school
- Provided staff professional development and family trainings
- Facilitated home-school relationships and multiple interagency collaborations
- Provided group and individual social skills, self-advocacy, person-centered-planning, and other lessons and counseling to students

School Psychologist

2011 to 2012

Christina School District, Wilmington, Delaware

- Supported two elementary schools in a large, urban district with a diverse population
- Completed psycho-educational assessments and contributed to IEPs
- Employed in an innovative Partnership Zone school involving teamwork with new career teachers in a historically under-resourced school
- Collaborated with Positive Behavioral Support (PBS), Student Services, and Response to Intervention (RTI) teams
- Completed 504 evaluations, created 504 plans, and coordinated all building 504 plans and meetings

School Psychologist

2008 to 2011

San Diego Unified School District, San Diego, California

- Supported over 1,100 students simultaneously at several elementary schools in a large, urban district with a diverse population including English Language Learners (ELL), foster and homeless youth, military families, and students with multiple disabilities
- Conducted psycho-educational and behavioral assessments and participated in IEP meetings
- Actively collaborated at Student Study Team meetings and offered practical interventions
- Participated in school-wide Positive Behavioral Intervention and Support (PBIS) teams and created individualized Behavioral Support Plans (BSPs)
- Facilitated the initiation of Response to Intervention (RTI) practices by creating an RTI manual, organizing RTI school teams, implementing interventions, and collecting and analyzing progress monitoring data (DIBELS)
- Coordinated mental health and counseling services with district and outside service providers

- Mentored newly hired school psychologists

School Psychologist

2008

Wilson School District, West Lawn, Pennsylvania

- Conducted psycho-educational assessments in elementary and high schools
- Fostered the development of IEPs with measurable goals
- Participated in Instructional Study Team (IST) meetings

School Psychologist Intern

2007 to 2008

Wilson School District, West Lawn, Pennsylvania

- Fulfilled full-time, one-year Lehigh University supervised internship thereby meeting national certification requirements with over 1,200 hours
 - Contributed through various psycho-educational assessments, behavioral assessments, and consultations in elementary, middle, and high school and curriculum development
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PROGRAM AND CURRICULUM DEVELOPMENT AND COORDINATION

Assistant Professor of School Psychology

2024 to present

University of Delaware, School of Education, College of Education and Human Development, Newark, Delaware

- Support program recruitment and retention as well as development and growth to ensure clinical and accreditation requirements are met

Adjunct Program Coordinator

2020 to 2024

Wilmington University, College of Education and Liberal Arts, New Castle, Delaware

- Assisted in developing programs and curricula for the following undergraduate educational studies and licensure programs:
 - Birth to Second Grade
 - Kindergarten to Sixth Grade
 - Middle Level Education
- Created assessment and curriculum maps, developed syllabi, collaborated on course development in conjunction with Subject Matter Experts, ensured accreditation were evaluated and met
- Developed and maintained course update timelines to incorporate evidence-based practices for diverse adult learners and based on student and faculty feedback

Subject Matter Expert and Course Developer

2020 to 2023

Wilmington University, College of Education and Liberal Arts, New Castle, Delaware

- Designed online, face-to-face, and hybrid courses for the undergraduate and graduate educational studies and licensure programs utilizing multiple technologies and Universal Design for Learning (UDLs), including:
 - Assistive Technology
 - Applied Behavioral Analysis and Classroom Culture
 - Teacher Leadership and Collaboration (and Cultural Competence)
 - Assessment and Development of Individualized Education Plans
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Assistant Professor of School Psychology

2024 to present

University of Delaware, School of Education, College of Education and Human Development, Newark, Delaware

- Develop and deliver curricula while ensuring NASP accreditation standards are met
- Teach multiple courses within the school psychology graduate program, including the following anticipated for 2024-2025 academic year:
 - Introduction to School Psychology
 - Multi-tiered Systems of Support (MTSS)
 - Academic Assessment, Interventions, and Instructional Supports
 - Consultation and Intervention: Systems Change
 - Practicum

School Psychology Practicum Supervisor

2023

Loyola University Chicago, School of Education, Chicago, Illinois

- Supervised first-year school psychology practicum students and supported field-based placements and learning; provided feedback on reflections; participated in meta-supervision

Learn The Signs, Act Early Grant Training

2022 to 2024

University of Delaware, Center for Disabilities Studies, Newark, Delaware

- Managed and delivered trainings to early childhood care providers to promote family-led monitoring of development to identify developmental disabilities and promote utilization of early intervention services

Delaware Network for Excellence in Autism (DNEA) Training

2022 to 2024

University of Delaware, Center for Disabilities Studies, Newark, Delaware

- Conducted trainings and provide coaching to multiple groups, providers, educators, and other stakeholders using an applied practice model
- Developed resources and asynchronous training modules
- Developed, collected, and analyzed training and coaching evaluation survey data
- Provided statewide, conference, and individual organization trainings:
 - Introduction to Autism
 - Visual Supports
 - Evidence-based Practices
 - Social Skills Instruction
 - Mental Health
 - Understanding Behavior and Crisis De-escalation
 - Facilitating Successful Pediatric Medical and Dental Visits
 - Holiday and Special Event Supports
 - Understanding Autism and Strategies for Child Care Providers
 - Classroom Success for All Children (Universal Design for Learning and Individual Supports)
- Organizations include, but are not limited to: Autism Delaware, Trauma Matters Delaware, National Association of Social Workers, the YMCA of Delaware, Latin American

- Community Center, Division of Family Services, Jewish Family Services, Division of Prevention and Behavioral Health, Delaware Institute for Excellence in Early Childhood
- Consistently received high participant training satisfaction and knowledge and application gains on anonymous training evaluation surveys

Adjunct Assistant/Associate Professor

2017 to 2024

Wilmington University, College of Education and Liberal Arts, New Castle, Delaware

- Taught multiple face-to-face, online, and independent study graduate (Master of Special Education) and undergraduate (teacher preparation) courses including:
 - Applied Behavioral Analysis and Classroom Culture
 - Assistive Technology
 - Functional Communication for Students with Autism and Severe Disabilities
- Participated in program and college meetings for collaboration and assistance with course/program design
- Attended Faculty Development Days and obtain other relevant university provided trainings
- Consistently received high scores and positive feedback on student surveys
- “Exemplary” competency level in faculty development program: Pathways to Instructional Excellence (PIE)

School Psychology Practicum and Fieldwork Supervisor

2009-2010

San Diego State University and National University, San Diego, California

- Supervised school psychology students in the field
- Reviewed supervision logs and ensured provision of a variety of practitioner experiences in schools

Instructor

2010

San Diego Unified School District, San Diego, California

- Taught within a District Special Education Intern credentialing program: Mild/Moderate Disabilities: Advanced Assessment, Curriculum, and Instruction

PRIMARY OR CO-AUTHOR PRESENTATIONS AND TRAININGS

Webinar 2024

National Association of School Psychologists

- Co-presented, on behalf of the DNEA
- Fletcher, A., Mallory, S., **Garrity, N.**, & Curtin, E. (2024, April 17). *Supporting mental health of autistic individuals*. [Webinar]. Delaware Network for Excellence in Autism.

Conference Presentation 2024

Delaware Association of School Psychologists

- Presented, on behalf of the DNEA
- Fletcher, A., Mallory, S., **Garrity, N.**, & Curtin, E. (2024, April 18-19). *Neurodiversity-affirming practices and supports for school psychologists*. [Workshop Session]. Delaware Association of School Psychologists, United States.

Poster Presentation 2024

Trainers of School Psychologists Conference

- Garrity, N. (2024, February 16). *Addressing shortages and creating a pipeline of faculty and supervisors through preparing and transitioning practitioners: Proposing a focused Ed.D. school psychology program*. [Poster Presentation]. Trainers of School Psychologists Conference, New Orleans, Louisiana.

Faculty Senate Presentation 2022

Wilmington University, New Castle, Delaware

- Created and provided a training for faculty on building relationships to increase student engagement

Faculty On-boarding and Professional Growth Presentations 2020 to 2024

Wilmington University, College of Education and Liberal Arts, New Castle, Delaware

- Developed and facilitated an adjunct multi-tiered system of supports (MTSS) framework including on-boarding processes and support for instruction
- Implemented an adjunct Canvas community and provided various monthly trainings to further faculty performance, collaboration, and connections to other University departments and resources

Faculty Spring Conference Presentation 2022

Wilmington University, New Castle, Delaware

- Created and presented a training for faculty on fostering connection in students

Alternative Route to Teacher Certification (ARTC) Seminars 2019 to 2021

Wilmington University, College of Education and Liberal Arts, New Castle, Delaware

- Developed and implemented training seminars on individual and group behavior interventions, MTSS, classroom management, and applied behavioral analysis

Staff and Community Professional Growth and Training 2012 to 2016

Cape Henlopen School District, Lewes, Delaware

- Delivered various staff professional development trainings related to autism, positive behavior interventions and supports, applied behavioral analysis, and classroom management

Staff Professional Growth and Training

2008

Wilson School District, West Lawn, Pennsylvania

- Provided training to district staff on the Behavioral Observation for Students in Schools (BOSS), AIMSweb, RTI, and positive behavior interventions and supports
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PRIMARY AUTHOR WRITTEN PUBLICATIONS

Garrity, N. (2024, April 14). *School psychologists supporting autistic students' mental health.*

National Association of School Psychologists: A Closer Look Blog.

<https://www.nasponline.org/professional-development/a-closer-look-blog/supporting-mental-health-of-autistic-individuals>

GRANT EXPERIENCE

University of Delaware, Newark, Delaware 2024 to present

- *Project GROW*, School Psychology Program, School of Education
 - o Mental Health Service Professional (MHSP) Demonstration Grant Program

University of Delaware, Newark, Delaware 2022 to 2024

- *Learn The Signs, Act Early Grant*, Center for Disabilities Studies
- *Delaware Network for Excellence in Autism*, Center for Disabilities Studies

Lehigh University, Bethlehem, Pennsylvania 2005 to 2007

- *Low Incidence Disabilities Grant*, Graduate College of Education
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PROFESSIONAL AFFILIATIONS AND APPOINTMENTS

National Association of School Psychologists (NASP) 2008 to present

- Active member

National Association of School Psychologists (NASP) 2024 to present

Professional Growth Committee (PGC) Member

- Actively contribute to committee activities, including reviews of Approved Provider Renewal Applications, webinar proposals, and other related initiatives
- Participate in committee meetings and/or conference calls
- Assist in strategic planning for professional development activities and new initiatives

Delaware Association of School Psychologists (DASP) 2012 to present

- Active member

Delaware Association of School Psychologists (DASP) Executive Board 2021 to present

Appointed to Government and Professional Relations (GPR) Co-Chair

- Respond to legislation and advocate for educational policies including, but not limited to, addressing school psychologist ratios and shortages, implementing comprehensive practice models to meet all students' needs, and promoting effective mental health interventions
- Develop a statewide district liaison collaborative; create a mental health support professionals collaborative; work closely with the University of Delaware's program; create and maintain an internship database; conduct surveys and needs assessments; develop infographics, position statements, and presentations

Appointed to Mental Health Literacy Work Group – Primary Representative 2023-2024

- Work with the Delaware Department of Education (DDOE) and various stakeholders and professionals to review mental health literacy curricula and programs in order to make recommendations for implementation in Delaware schools (HB301)

Appointed to Collaborative Partner Crisis Response Work Group – Alternate Representative

2023-2024

- Collaborated for DASP with the DDOE and various stakeholders and professionals to provide guidance and develop materials on best practices in Delaware schools' response to traumatic events and crises (HB4)

Wilmington University 2021 to 2023

Faculty Senate

- Nominated and Appointed by the College of Education and Liberal Arts Dean
- Member of the Curriculum Committee (2021-2022)
- Member of the Learning Environment Committee (2022-2023)

RESEARCH INTERESTS

- School psychology and educator shortages, particularly related to faculty shortages
 - Provision of training and instruction for educators' and professionals' preparation, professional development, and cultural competence
 - Intellectual and developmental disabilities with a focus on appropriate assessment, facilitating inclusion, disrupting ableism, and promoting social-emotional and physical well-being, self-advocacy, self-determination, and independence through the use of evidence-based practices and supports
 - Leadership for systems change and social justice
 - School psychologists' implementation of the comprehensive NASP Practice Model
 - Classroom and school culture; understanding challenging behavior (function-based thinking) and positive behavior interventions and supports
 - Implementation of MTSS in schools and school psychologists' roles
 - Family engagement; home-school collaboration and relationships
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HONORS AND AWARDS

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| Ed.D. School Psychology Student of the Year Award <i>Loyola University Chicago, Chicago, Illinois</i> | 2024 |
| Scholarship Award Trainers of Schools Psychologists | 2024 |
| Leisner Scholar <i>Lehigh University, Bethlehem, Pennsylvania</i> | 2008 |
| Low Incidence Disabilities Grant <i>Lehigh University, Bethlehem, Pennsylvania</i> | 2005 to 2007 |
| Phi Eta Sigma and National Society of Collegian Scholars <i>The Pennsylvania State University, University Park, Pennsylvania</i> | 2002 to 2005 |
| All-American Academic and All-American: Water Polo <i>The Pennsylvania State University, University Park, Pennsylvania</i> | 2005 |
| Academic Scholarship <i>The Pennsylvania State University, University Park, Pennsylvania</i> | 2004 to 2005 |
| New York Times Speech Competitor <i>The Pennsylvania State University, University Park, Pennsylvania</i> | 2002 |
