# Kamontá Heidelburg, Ph.D., NCSP

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## EDUCATIONAL BACKGROUND

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| Ph.D., School Psychology | University of Cincinnati, Cincinnati, OH<br>Date of Graduation: August 2020<br>Program accredited by APA, approved by NASP and ABAI<br>Doctoral Dissertation: *Black to Success: A Culturally Enriched Social Skills Program for African American Males*<br>Doctoral Dissertation Chair: Tai Collins, Ph.D. |
| M.Ed.,<br>Applied Behavior Analysis | University of Cincinnati, Cincinnati, OH<br>Date of Graduation: April 2016 |
| B.A., Psychology | University of Cincinnati, Cincinnati, OH<br>Date of Graduation: December 2014 |

## PUBLICATIONS

### Articles in Refereed Journals

**Heidelburg, K.,** & Collins, T. (2022). Development of *Black to success*: A culturally enriched social skills program for Black adolescent males. *School Psychology Review.* https://doi.org/10.1080/2372966X.2021.2001691

**Heidelburg, K.**, Phelps, C., & Collins, T. (2022). Reconceptualizing school safety for Black students. *School Psychology International*. https://doi.org/10.1177/01430343221074708

**Heidelburg, K**., Rutherford, L, & Parks, T. (2021). A preliminary analysis assessing SWPBIS implementation fidelity in relation to disciplinary outcomes of Black students in urban schools. *Urban Review*. https://doi.org/10.1007/s11256-021-00609-y

Zakszeski, B., Rutherford, L., **Heidelburg, K**., & Thomas, L. (2021). In pursuit of equity: Discipline disproportionality and SWPBIS implementation in urban schools. *School Psychology, 36*(2), 122–130. https://doi.org/10.1037/spq0000428

Montgomery, L., **Heidelburg, K**., & Robinson, C. (2018). Characterizing blunt use among twitter users: Racial/Ethnic differences in use patterns and characteristics. *Substance use & Misuse, 53*, 501-507. https://doi.org/10.1080/10826084.2017.1341926.

## Articles in Preparation

**Heidelburg, K,** Sipior, C, King, J, Frederick, S., & Cuerto-Brito, M. (2022). Meta-Analytic Review of Cultural Adaptations to SEL Programs for Pre-K-12 Grade Black Students [Manuscript in preparation]. University at Buffalo, College of Education and Human Ecology.

**Heidelburg, K**., Kearney, E., Seccia, A., & Breese, A. (2022). An exploratory case of pre-service teacher residents' culturally responsive classroom management self-efficacy and social justice beliefs [Manuscript in preparation]. University at Buffalo, College of Education and Human Ecology.

## Book Chapters

Hawkins, R. O., Collins, T. A., **Heidelburg, K**., & Hawkins, J. A. (2021). Ethical issues in functional assessment. In J. Maston (Ed.) *Functional Assessment for Challenging Behaviors and Mental Health Disorders* (2nd ed., pp.407-416). Springer. 10.1007/978-3-030-66270-7

Collins, T.A., **Heidelburg, K.,** & Scott, M.N. (2020). Using Technology to Teach Cultural Competence. In T. Puckett, & N. Lind (Eds.), *Cultural Competence in Higher Education* (Vol. 28, pp. 219- 227). Emerald. https://doi.org/10.1108/S2055-364120200000028021

Collins, T. A., Hawkins, R. O., **Heidelburg, K**., & Hill, K. (2019). Group contingencies. In K. C. Radley & E. H. Dart (Eds.). *Handbook of Behavioral Interventions in Schools: MultiTiered System of Supports*. Oxford University Press.

Collins, T. A., Murphy, J. M., & **Heidelburg, K**. (2018). Promoting supportive peer relationships using peer reporting interventions. In L. A. Nabors & R. O. Hawkins (Eds.). *Promoting Prosocial Behaviors in Children through Games and Play: Making Social Emotional Learning Fun*. Nova Science Publishers, Inc.

Collins, T. A., Proctor, S. L., McKinley, L. E., Murphy, J. M., & **Heidelburg, K**. (2019). The promise of technology in the recruitment and retention of culturally and linguistically diverse students in school psychology programs. In A. J. Fischer, T. A. Collins, E. H. Dart, & K. C. Radley (Eds). *Technology Applications in School Consultation, Supervision, and School Psychology Training*. Routledge.

## Book Chapters Under Review

Hawkins, R. O., Collins, T. A., **Heidelburg, K.,** & Ritter, C (2022). Measuring Challenging Behaviors. In J. Matson & P. Sturmey (Eds.), *Handbook of Autism and Pervasive Developmental Disorder*. Springer.

## Articles in Professional Newsletters

Barrett, C., **Heidelburg, K.**, Malone, C. (2019). The NASP Exposure Project: Addressing Workforce Shortages and Social Justice. *Communiqué (National Association of School Psychologists), 47,* (5), 8-10.

**Heidelburg, K** (2019). Q&A with Kamontá Heidelburg. *Communiqué (National Association of School Psychologists), 47,* (5), 27.

**Technical Reports**

Morrison, J. Q., Fetterman, H., **Heidelburg, K**., & Ritter, C. (2016, August). *External Evaluation of Detroit Public School Community District's Character, Awareness, Responsibility, and Engagement (CARE) Grant, Year 2, 2015-16*. Detroit, MI: Detroit Public School Community District.

## PRESENTATIONS

**National Conferences**

Phelps, C., **Heidelburg, K.**, & Collins, T. (2022). Reconceptualizing school safety for Black students. *School Psychology International*. [Paper presentation]. National Association of School Psychologists Annual Convention.

**Heidelburg, K** (2021, November). *Culturally Adapting Evidence-Based Interventions to Support Black Students.* New York State Association of School Psychologists.

Zakszeski, B., **Heidelburg, K.,** Rutherford, L., (2021, February). *In Pursuit of Equity: Discipline Disproportionality and SWPBIS Implementation in Urban Schools*. [Paper presentation]. National Association of School Psychologists Virtual Convention.

Fetterman, H. E., **Heidelburg, K**., Luevano, C., Murphy, J. M., Ritter, C. M., Sanger, K., & Morrison, J. Q., (2019, February). *Facilitating systems-level change in diverse school settings*. [Symposium]. National Association of School Psychologists, Atlanta, GA.

Barrett, C., Malone, C., Bland, T., **Heidelburg, K.**, & Harper, E (2019, February). *The exposure project: Implications for workforce shortages and increasing diversity*. Paper presentation]. National Association of School Psychologists, Atlanta, GA.

Collins, T., Hawkins, R,. Faler, A., **Heidelburg, K.**, & Murphy, M (2019, February). *Together or alone: Examining student choice in group contingencies.* [Symposium]. National Association of School Psychologists, Atlanta, GA.

**Heidelburg, K** (2018, November). *Characterizing blunt use among twitter users: Racial/Ethnic differences in use patterns and characteristics.* [Paper presentation]. Association of Behavior Analysis International, Substance Abuse & Addiction conference, Washington D.C.

Newman, D., Collins, T., **Heidelburg, K**, Luevano, C., & Fetterman, H (2018, August).

*Supporting diverse students in schools with culturally relevant intervention adaptations.* [Paper presentation]. 2018 American Psychological Association convention, San Francisco, California.

**Heidelburg, K** (2018, February). *Black to success: A culturally enriched social skills program for Black males*. [Paper presentation]. 2018 National Association of School Psychologist Conference: Diversity Dialogue, Chicago, Illinois.

**Invited Presentations**

Ali, L., Cueto Brito, M., Jackson, M., Patel., J. & **Heidelburg, K** (2022, March). *Alternatives to Suspension*. University at Buffalo Counseling, School, & Educational Psychology Department, Buffalo, NY.

**Heidelburg, K.,** & McDowell, E (2022, February). *Trauma-informed approaches within a multi-tiered framework.* PBIS Maryland, Buffalo, NY.

**Heidelburg, K.,** (2022, February). *Culturally adapting evidence-based interventions to support Black students.* University of South Florida, Buffalo, NY.

**Heidelburg, K., (**2021, November). *Culturally adapting evidence-based interventions to support Black students.* New York Association of School Psychologist, Buffalo, NY.

**Heidelburg, K.,** & McDowell, E (2022, February). *Trauma-informed approaches within a multi-tiered framework.* PBIS Maryland, Buffalo, NY.

**Heidelburg, K.,** & Cueto, M**.** (2021, October). *Careers in School Psychology*. University at Buffalo FAFSA Completion Project, Buffalo, NY.

**Heidelburg, K.** (2021, August). *Building positive relationships and environments for students*. University at Buffalo Teacher Residency Summer Institute, Buffalo, NY.

Woods, I., **Heidelburg, K**., Collins, T. A., Graves, S. L. & Jimerson, S. R. (2021, February*). An introduction and call for proposals for promoting the development of Black males: Supporting social, behavioral, emotional, and academic success*. School Psychology Review Webinar, live and also available on the SPR YouTube channel https://www.youtube.com/c/SchoolPsychologyReview/videos

**Heidelburg, K** (2020, September). *Black to success: A culturally enriched social skills program for Black males* [Conference session]. Graduate School of Education Teach-In, Buffalo, NY.

**Heidelburg, K** (2021, February). *Culturally responsive at the core of school-wide positive behavioral interventions and supports implementation*. PaTTAN Equity & PBIS Deep Dive Session, Harrisburg, PA.

**Heidelburg, K.,** & McDowell, E (2020, September). *Enhancing equitable practices to eliminate disparities in school discipline SWPBIS*. PaTTAN 2020 Statewide PaPBS Network Facilitator Annual Summit, Harrisburg, PA.

**Heidelburg, K** (2019, June). *Restorative practices.* Professional development for Breakthrough Cincinnati teaching fellows and staff, Cincinnati, OH.

**Heidelburg, K** (2019, March). *Restorative practices*. Professional development for Cincinnati Public Schools positive behavioral interventions and supports (PBIS) district-level team, Cincinnati, OH.

**Heidelburg, K** (2019, February). *School psychology awareness: Why the field needs you!* Presentation to undergraduates at Morehouse College, Atlanta, Georgia.

**Heidelburg, K** (2018, June). *Restorative practices.* Professional development for Breakthrough Cincinnati teaching fellows and staff, Cincinnati, OH.

**Heidelburg, K** (2017, January). *Applying repeated readings to increase words read correctly for two junior high school students with low oral reading fluency*. [Paper presentation]. University of Cincinnati Annual Diversity Research Day, Cincinnati, OH.

**Heidelburg, K** & Justice, N (2017, November). *School psychology awareness*. [Paper presentation]. University of Cincinnati, Cincinnati, OH.

**Heidelburg, K** & Pace, R. (2015, October). *Preparing diverse graduate leaders*. [Conference session]. 31st Student Leadership Conference at the University of Cincinnati, Cincinnati, OH.

**Podcast**

Desai, S. (Host). (2021-present). *EDI Podcast Series [EP5]: Leading the Change: Diversifying the School Psychology Field Through Research and Professional Leadership* [Audio podcast]. NASP. https://apps.nasponline.org/resources-and publications/podcasts/player.aspx?id=317

## GRANT ACTIVITY

PI: Winkelsas, A. Co-PIs: Gorlewski, J., Etopio, E., Rosenblith, S., Kearney, E., **Heidelburg, K**., Stone-Johnson, C., (2022), UB Teacher Residency Program, US Department of Education Teacher Quality Partnership Grant Program, $4,190,612, submitted.

PI: Winkelsas, A., Co-PIs: Gorlewski, J., Etopio, E., Rosenblith, S., Kearney, E., **Heidelburg, K.,** Stone-Johnson, C. (2022), UBTR SEED: Tiered Professional Learning for Inclusive & Equitable Educator Practice, $3,723,316, submitted.

PI: Rosenblith, S. Co-PIs: Gorlewski, J., Etopio, E., Liu, X., Gardella, J., Schindler, K., and Stone-Johnson, C. Key Personnel: Winkelsas, A., Kearney, E., **Heidelburg, K**., Proctor, C. (2018-2023). *UB Teacher Residency Program*, US Department of Education Teacher Quality Partnership Grant Program, $2,695,461, awarded.

## TEACHING EXPERIENCE

Jan. 2022- Present **Instructor,** CEP 664 | Process of Consultation | *University at Buffalo*. Process of Consultation examines the theory and practice

of psychological and educational consultation through a multicultural lens. This course focuses on skill development in problem-solving techniques to guide the development and implementation of intervention through an ecological perspective to account for environmental contexts influencing students' academic and behavioral concerns. Graduate students will develop a conceptual understanding of effective consultation and its relevance to the helping professional, specifically, school psychologists working within a tiered service delivery model. Graduate students will further understand the collaborative nature of school consultation to support the positive relationship between active participants. In addition, fundamental consultation skills are reviewed, and interdisciplinary approaches and team-based practices are stressed to prepare professionals for consultation in professional settings.

Jan. 2021- May 2021

**Instructor,** CEP 694 | Interventions for Academic Skills | *University at Buffalo*. This course is designed to provide school psychologists in training with a variety of methods for assessing the academic performance of students. Instruction includes practice with advanced techniques in direct and norm-referenced academic assessment for use in intervention planning and progress monitoring, and a wide range of research-based intervention procedures to address students' academic skills deficits. Graduate students will also work with a supervising school psychologist to identify a student in need of academic intervention and will work with the student to progress through the intervention process (i.e., assessment, intervention, progress monitoring, etc.). The culmination of this project will be a case study presented by students in class and a formal intervention report.

Aug. 2020- Present

**Instructor,** CEP 650 |Behavioral Therapy in Children and Adolescents| *University at Buffalo*. This course is designed to increase students understanding of the therapeutic strategies and practices rooted in behavioral theory (primarily related to applied behavior analysis) and the behavioral principles that underlie individual differences in the assessment and treatment of clinically relevant disorders and socially significant problems. The course explores three major points of focus. First, to increase students' knowledge of the theoretical foundations of ABA. Second, to introduce students to the functional assessment of behavior problems, including various methods for conducting functional assessments and to use assessment data to design intervention plans. Graduate students will also be introduced to interventions and other techniques that can be used to treat challenging behaviors. Lastly, to provide students with an opportunity to become familiar with problem-solving at the system levels.

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| Aug. 2020- Present | **Instructor,** CEP 601B \|Advanced Practicum\| *University at Buffalo*. A two-semester supervised field placement course for advanced doctoral students in Counseling Psychology and School Psychology engaging in clinical activities at external sites. The course is designed to integrate applied skills acquired in previous and current courses such as academic and behavioral assessment and intervention, counseling, ethics and law, and others, and to build fluency with professional skills expected of health service psychologists-in-training. Students will gain experience in delivering counseling, psychological assessment, primary and secondary psychoeducational and mental health interventions, and other clinical functions to individuals who are experiencing mental illness, developmental, social, and/or academic difficulties, within a range of settings such as community, state, and VA hospitals; college counseling centers; schools; mental health agencies; or other approved clinical settings. |
| May 2019- Aug. 2019 | **Teaching Assistant,** SPSY 7041 \| Ethics\| *University of Cincinnati*. Duties included providing ongoing feedback to students to further develop their competency in ethics. |
| May – Aug. 2017 & 2019 | **Teaching Assistant,** SPSY 7040\| Child Development\| *University of Cincinnati*. Duties included assisting the class facilitator in grading assignments throughout the semester and responding to students' emails concerning assignments and grades. |
| Aug. 2016- Aug. 2017 | **Teaching Assistant**, SPSY 7042 \|Cultural Diversity\| *University of Cincinnati*. Duties included assisting the class facilitator in increasing students' cultural competency through grading and student support. |

## APPLIED EXPERIENCES

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| Aug. 2019- July 2020 | **Doctoral Intern in Health Psychology**. *Devereux, Center for Effective Schools, Philadelphia, Pennsylvania.* Partner with stakeholders in a range of child-serving settings to solve diverse problems at the system and individual level, deliver classroom consultation and coaching to individual teachers and teaching teams, as well as consultation and training to school practitioners and multidisciplinary teams related to the design, implementation, and evaluation of practices within a multi-tiered framework for supporting behavior and mental health. In addition, conduct functional behavior assessments to design individualized, function-based supports for students. |

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| Aug. 2017- May 2018 | **Early Intervention and Behavioral Intervention.** *Cincinnati Children's Hospital, Division of Developmental-Behavioral Pediatrics, Cincinnati, Ohio.* Provided intensive programming based on Applied Behavior Analysis (ABA) for six male preschool children with autism spectrum disorder (ASD). |
| Sep. 2016- May 2017 | **School Psychology Practicum Student.** *Learning Center at North Norwood, Cincinnati, Ohio.* 400+ hours of pre-internship supervised experience containing consultation with teachers to address classroom concerns, and implementation of three interventions for students with academic concerns including using repeated readings to increase words read correctly for junior high school students, applying an interdependent group contingency to increasing total words written with high school students; and lastly, used detect, practice, repair to increase digit correct per minute for junior high students. In addition, monitored progress and treatment adherence for interventions and participated in the evaluation/ behavioral team. |
| Sep. 2016-Mar. 2017 | **Early Intervention Practicum Student.** *Arlitt Center for Education, Research and Sustainability, Cincinnati, Ohio.* Conducted direct observations of teacher, classroom, and student variables to ensure behavioral supports were appropriate. Collaborated with the teachers to make data-based decisions regarding students who needed support using a multi-tiered system of supports (MTSS), as well as designed and implemented an intervention targeting social skills and appropriate behaviors. |
| Oct. 2015-May 2016 | **Literacy Tutor.** *Westwood Elementary***,** *Cincinnati, Ohio***.** Held small group tutoring sessions three times per week with kindergarten and 1st-grade students using a Peer-Assisted Literacy Strategies Curriculum. In addition, the weekly progress of students was evaluated using DIBELS and student data was used to determine decisions. |

## SERVICE

### Journal Editorship & Reviewing

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| Jan. 2022- 2023 | **Editorial Fellow**, *School Psychology* |
| June 2022 | **Ad Hoc Reviewer**, *Journal of School Psychology* |
| Jan. 2022 | **Ad Hoc Reviewer**, *Journal of Educational & Psychological Consultation* |
| Jan. 2021-present | **Ad Hoc Reviewer**, *School Psychology Review* |

Jan. 2021-present **Guest Editor,** *School Psychology Review*

**National Service**

Aug. 2017-present **National Association of School Psychologist-African American Subcommittee.** *Bethesda, MD.*

Aug. 2017-2019 **National Association of School Psychologist-Multicultural Affairs Committee Graduate Student Leader.** *Bethesda, MD.*

**University, College, School, Program, and Community Service**

Jan. 2021- present **Western New York Youth Alliance for Education (YAE) Partnership**. *University at Buffalo, Buffalo, New York.*

Aug. 2017-Apr. 2018 **Treasurer of the Black Graduate and Professional Student Association.** *University of Cincinnati, Cincinnati, Ohio.*

Aug. 2016- Apr. 2018 **National Association of School Psychologists- University of Cincinnati Student Leader.** *College of Education, Criminal Justice, and Human Services, University of Cincinnati, Cincinnati, Ohio.*

## RELEVANT PROFESSIONAL EXPERIENCE

Aug. 2017- May 2019 **Graduate Assistant.** *Hughes STEM High School, Cincinnati, Ohio.* Provided academic and behavioral support to Black male students, collaborated with faculty on the Positive Behavioral Intervention and Supports (PBIS) team as well as the Behavioral Intervention Team (BIT) to provide school-wide multi-tiered systems of support to address behavioral issues, discipline infractions, and positive school climate. In addition, served as a supervisor for school psychology graduate students during the implementation of counseling practicum experience.

May 2018- Aug. 2018 **Site Coordinator.** *Breakthrough Cincinnati, Cincinnati, Ohio*. Collaborated with the program director to provide leadership for all staff, experience included directing, and supervising volunteers and teaching fellows, as well as organizing and delivering professional development through trainings and workshops for all personnel.

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| July 2016-Dec. 2018 | **Community Behavior Specialist.** *Applied Behavior Services, Cincinnati, Ohio.* Use evidence-based interventions to provide support and services to consumers to increase positive/prosocial skills and behaviors including but not limited to social skills, coping strategies, and daily living skills. In addition, support and services are provided to consumers to decrease problematic behaviors such as negative peer interactions, juvenile offending, and suicidal conduct. |

## AWARDS AND HONORS

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| May 2019 | **Cincinnati's 30 Under 30 Award**, *Cincinnati, Ohio*. |
| April. 2019 | **Black Graduate Student Community Leader Award**, *African American Cultural and Resource Center, University of Cincinnati, Cincinnati, Ohio.* |
| Jan. 2017, 2018, & 2019 | **Kuamka Graduate Student Excellence Spotlight,** *African American Cultural and Resource Center, University of Cincinnati, Cincinnati, Ohio.* |
| Mar. 2018 | **Meagan Toothman Memorial Outstanding Student Award,** *University of Cincinnati School Psychology Program, Cincinnati, Ohio.* |
| Mar. 2018 | **Black Graduate Student Academic Excellence Award,** *African American Cultural and Resource Center, University of Cincinnati, Cincinnati, Ohio.* |
| Aug. 2015- 2019 | **University Graduate Scholarship,** *College of Education, Criminal Justice, and Human Services, University of Cincinnati, Cincinnati, Ohio.* |

## PROFESSIONAL ASSOCIATION MEMBERSHIPS

National Association of School Psychology
American Psychological Association, Division 16
New York Association of School Psychologists
Association for Behavior Analysis International
Pennsylvania Psychological Association
Phi Beta Sigma Fraternity Inc.
Psi Chi, International Honor Society in Psychology

## LICENSURES AND CERTIFICATIONS

Nationally Certified School Psychologist (NCSP)