Kamontá Heidelburg, Ph.D., NCSP

Assistant Professor
School Psychology
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EDUCATIONAL BACKGROUND

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

PROFESSIONAL EXPERIENCES

Aug. 2022- present	**Assistant Professor, School Psychology,** *The Ohio State University*
Aug. 2020-June. 2022	**Assistant Professor, Counseling and School Psychology,** *University at Buffalo, State University of New York*
Aug. 2019- July 2020	**Doctoral Intern in Health Psychology**. *Devereux, Center for Effective Schools, Philadelphia, Pennsylvania.* Partnered 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, conducted functional behavior assessments to design individualize, function-based supports for students.

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.

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.

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.

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.

PUBLICATIONS

Note. * Indicates student author.

Articles in Refereed Journals

Heidelburg, K., & Leverett, P., Berte, J., *Viriyasatien, C., *Haslem, D., & *Hutcherson, R. (2025). Cultural adaptations to evidence-based interventions and practices in psychology. *School Psychology, 40*(2), *101-107.* https://doi.org/10.1037/spq0000694

Malone, C., **Heidelburg, K.,** Barclift, M. (2025). School psychology graduate students' perspectives on multicultural training and program environment. *Psychology in the Schools*, *62*(2), 607–630. https://doi.org/10.1002/pits.23341

Heidelburg, K., *Sipior, C., *King, J., *Cueto Brito, M., & Fredrick, S. (2025). A systematic review of cultural adaptations to social emotional learning interventions for PreK-12th grade Black students. *School Psychology*, *40*(2), 121- 132 https://doi.org/10.1037/spq0000676

Heidelburg K., Parker, J.S., *Casella, J. (2024). Strategies for using technology to develop novice school psychology consultants' multicultural consultation skills. *Journal of Educational and Psychological Consultation, 34*(4), 350-372. https://doi.org/10.1080/10474412.2024.2315092

*Jones, M., *Jacobs, M., **Heidelburg, K.,** & Graves Jr., S. (2023). Social-emotional and behavioral strategies to improve school outcomes for Black males. *Theory Into Practice*, *62* (4), 380-390. https://doi.org/10.1080/00405841.2023.2258734

*McClemont, A, Fredrick, S., **Heidelburg, K.,** *Moore, C. (2023). Racial disparities in teacher ratings of ADHD symptoms and behavior: A systematic review. *School Psychology Review,* 1–15. https://doi.org/10.1080/2372966X.2023.2236539

Woods, I., **Heidelburg, K.,** Collins, T.A., *Murphy, J., Graves, S. (2023). Introduction to the special issue on promoting the development of Black males: supporting social, behavioral, emotional, and academic success. *School Psychology Review, 52*(3), 243-249. https://doi.org/10.1080/2372966X.2023.2194180

McKenney, E. L. W., **Heidelburg, K.,** Fallon, L. M., McPherson, E. C., *Sipior, C., & Sunda, R. (2023). Micro-level advocacy toward socially just multi-tiered systems of support: Knowledge and values. *School Psychology Review, 54*(2), 153–169. https://doi.org/10.1080/2372966X.2023.2197502

*Breese, A. C., Nickerson, A. B., Lemke, M., *Mohr, R., **Heidelburg, K.,** Fredrick, S., & *Allen, K. (2023). Examining implicit biases of pre-service educators within a professional development context. *Contemporary School Psychology*, 27, 646–661. https://doi.org/10.1007/s40688-023-00456-6

Heidelburg, K., & Collins, T. A. (2023). Development of Black to Success: A culturally enriched social skills program for Black adolescent males. *School Psychology Review, 52(*3), 316-329. https://doi.org/10.1080/2372966X.2021.2001691

Heidelburg, K., Phelps, C., & Collins, T. A. (2022). Reconceptualizing school safety for Black students. *School Psychology International, 43*(6), 591–612. https://doi.org/10.1177/01430343221074708

Heidelburg, K., Rutherford, L., & *Parks, T. W. (2022). A preliminary analysis assessing swpbis implementation fidelity in relation to disciplinary outcomes of Black students in urban schools. *The Urban Review, 54*(1), 138–154. 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.

Special Issues

Heidelburg, K., & Leverett, P. (Eds). (2025). Cultural adaptations to evidence-based interventions and practices in psychology. *School Psychology. 40*(2), 101- 308.

Woods., I., **Heidelburg, K.,** Collins, T.A., & Graves, S., (Eds). (2023). Promoting the development of Black males: supporting social, behavioral, emotional, and academic success. *School Psychology Review, 52*(3), 243-394.

Articles Under Review

Woods, I., Scott, M., & **Heidelburg, K**. (2025). Strategies to eliminate anti-Black racism in research. [Under review]. Department of Educational Studies, The Ohio State University.

McKenney, E. L. W., Lawson, T., **Heidelburg, K.,** Fallon, L. M., McPherson, E. C., Rodriguez-Harris, D., Sunda, R., Charpentier, J., Sipior, C., & Williams, S. (2025). Micro-level advocacy toward socially just multi-tiered systems of support: Action steps. [Under review]. Department of Educational Studies, The Ohio State University.

Articles in Preparation

Heidelburg, K., Scott, M., Collins, T.A., (2025). *"When you know better, do better": Liberatory SEL for Black students.* [Manuscript in preparation]. Department of Educational Studies, The Ohio State University.

Heidelburg, K & Grant, G. (2025). *Retention practices for Black men in psychology.* [Manuscript in preparation]. Department of Educational Studies, The Ohio State University.

*Viriyasatien, C., *Myers, L., *Haslem, D., & **Heidelburg, K**. (2025). *Culturally adapting mindfulness-based interventions for immigrant LGBTQ youth.* [Manuscript in preparation]. Department of Educational Studies, The Ohio State University.

Book Chapters

Hawkins, R. O., Collins, T. A., **Heidelburg, K.,** & Ritter, C. (2022). Measuring challenging behaviors. In Matson, J. L., & Sturmey, P. (Eds.). *Handbook of autism and pervasive developmental disorder: Assessment, diagnosis, and treatment*. Springer International Publishing. https://doi.org/10.1007/978-3-030-88538-0

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. 10.1007/978-3030-66270-7

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 In Press

Fletcher Jr., E.C., Dumford, A.D., **Heidelburg, K.,** Lee, B.H., Hines, E.M., Mayes, R.D., & Moore, J.D. (2025). A comparative analysis of the pandemic challenges encountered by Black high school academy learners and their non-academy peers. In., Levy & Steen (Eds.) *Eradicating the Stigma: Prioritizing Mental Health in PreK-16 Education*. [In press]. Department of Educational Studies, The Ohio State University.

Miranda, A., *Viriyasatien, C., & **Heidelburg, K.,** (2025). Advancing a school consultation research agenda that centers social justice. In A. Garbacz, D. Newman, B. Erchul, & S. Sheridan (Eds.)., *Handbook of Research in School Consultation: Empirical Foundations for Educational and Human Sciences (3rd Ed.).* [In press]. Department of Educational Studies, The Ohio State University.

Book Chapter Under Review

**Heidelburg, K., ***Hassan, Y., *Hutherson, R., & *Murphy, J., (2025). Beyond Compliance: Evaluating SEL Interventions for Holistic Student Growth [Under review]. In Stewart, D.O., (Ed.). *The power of social and emotional learning for student success*. IGI Global.

Articles in Professional Newsletters

Parker, J., Austin, A., **Heidelburg, K.,** & Tsai, Y., (2024). From Imposter Syndrome to Healing and Liberation. *Communiqué (National Association of School Psychologists), 53,* (3), 20–23.

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

Malone, C., **Heidelburg, K**., Abangma, Y., *Hutcherson, R. (2025, February). *Examining the content of multicultural and social justice courses.* [Paper presentation]. National Association of School Psychologists Annual Convention. Seattle, WA.

Malone, C., **Heidelburg, K**., & Proctor, S (2024, February). *Addressing anti-blackness in school psychology through graduate education.* [Symposium]. National Association of School Psychologists Annual Convention. New Orleans, LA

*Viriyasatien, C., & **Heidelburg, K** (2024, February). *Culturally adapting sel interventions for Black and lgbtq students*. [Paper presentation]. National Association of School Psychologists Annual Convention. New Orleans, LA

Scott, M & **Heidelburg, K** (2024, February). *Supporting social-emotional needs of Black students through culturally responsive supports.* [Paper presentation]. National Association of School Psychologists Annual Convention. New Orleans, LA

Heidelburg, K., Kearny, E., Winkelsas, A., Maza, H.A., Rosenblith, S., Gorlewski, J., & Etopio, E (2023, April). *Exploring culturally responsive classroom management self-efficacy and social justice beliefs among teacher-residents*. [Symposium]. AERA Annual Meeting, Chicago.

Winkelsas, A., Maza, H.A., Rosenblith, S., Gorlewski, J**,** Seccia A., **Heidelburg, K.,** & Etopio, E., & Kearny, E (2023, April). *Pairing mentor teachers and residents: A pivotal component in experience, development, and teacher preparation*. [Symposium]. AERA Annual Meeting, Chicago.

Fallon, L., Maki, K., **Heidelburg, K.,** Kember, J., Lawson, T., Barrett, C., Harris, B., & Sullivan, A. (2023, February). *You're Hired: Supporting trainees and practitioners to land faculty jobs*. [Paper presentation]. National Association of School Psychologists. Denver, CO.

Heidelburg, K., *Sipior, C., *Cueto Brito, M., *King, J. (2023, February). *Be part of the SELution: Cultural adaptations for Black students.* [Paper presentation]. National Association of School Psychologists Annual Convention. Denver, CO.

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

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

Heidelburg, K (2025, March). *Promoting Culturally Responsive Service Delivery***.** Behavioral Health and Workforce Education Training (BHWET) Program. The Ohio State University, Columbus, OH.

Heidelburg, K (2024, November). *Alternative to Suspensions.* Ohio Department of Education & Workforce, Office of Whole Child Supports- Ohio PBIS Network, Columbus, OH.

Heidelburg, K (2024, November). *Promoting Culturally Responsive SEL For Black Students.* Ohio School Psychology Association Conference, Columbus, OH.

Heidelburg, K & Crumes, J. (2024, April). *Collaborating for Black Children Success: The Powerful Partnership between School Psychologists and Juvenile Attorneys*. Columbus Bar Association, Columbus, OH.

Heidelburg, K (2024 & 2025, Mar.). *Multicultural School Consultation*. School psychology program, University of Cincinnati.

Heidelburg, K (2024 & 2025, Feb). *Multicultural School Consultation*. School psychology program, Michigan State University.

Heidelburg, K. (2024, January). *Promoting Culturally Responsive SEL for Racial/Ethnically Minoritized Students*. UC Berkeley School Psychology Spring Conference, University of California, Berkeley, Berkeley, CA.

Heidelburg, K., & *Mundy, E. (2024, January). *Enhancing Equity in SWPBIS Implementation.* Ohio Department of Education and Workforce- Ohio Leadership Advisory Council (OLAC) and PBIS Showcase, Columbus, OH.

Heidelburg, K. (2023, September). *Reconceptualizing school safety for Black students*. School psychology program, University of Utah.

Heidelburg, K. (2023, April). *Securing the Bag: Tips for obtaining faculty positions for future Black faculty*. Black School Psychologist Summit, Atlanta, GA.

Heidelburg, K. (2023, March). *Culturally adapting evidence-based interventions to support Black students.* ProSeminar, The Ohio State University, Department of Educational Studies, Columbus, OH.

Heidelburg, K. (2022, November). *Culturally adapting evidence-based interventions to support Black students.* Ohio School Psychology Association Conference, Columbus, OH.

*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 multitiered 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., & McDowell, E (2022, February). *Trauma-informed approaches within a multitiered framework.* PBIS Maryland, 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., & 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.

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 (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., & 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 & Webinars

Heidelburg, K., & Grant, G (2025). *Black Men in School Psychology Podcast*. NASP. https://www.nasponline.org/resources-and-publications/early-career-professionals/black-men-in-school-psychology-podcast-series

Desai, S. (Host), **Heidelburg, K.,** Oganes, M.,Wong, J. (2021). *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

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, https://youtu.be/7-QGTEyn-ww

GRANT ACTIVITY

PI: **Heidelburg, K**. *Examining Critical Consciousness Among School Psychologists: A Pathway Towards Promoting Social Justice and Equitable Student Outcomes*. (2025). National Association of School Psychologists Equity, Diversity, Justice and Inclusion Early Career Grant, $10,000, Submitted.

PI: Machalicek, W. Co-PIs: Nese, R., McIntosh, K., Beecroft-Haffner, S., Peterson, S., Pinkelman, S., Dufrene, B., DeFouw, E., Strickland-Cohen, M.K., Badgett, N., Thompson, J., Watkins, L., Whiteside, E., **Heidelburg, K.,** Radliff, K. (2024). *Consortium for Training Leaders to Address Challenging Behavior in Schools,* OSEP Personnel Development to Improve Services and Results for Children with Disabilities - Doctoral Training Consortia Associated with High-Intensity Needs (ALN # 84.325H), $6,498,860.00, Unfunded.

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.

PI: Gilson, C.B., **Heidelburg, K.,** Huang, B.H., Shen, Y. (2022). College of Education and Human Ecology (EHE) Big Idea II: Dean's Societal Impact Research Innovation Challenge Seed Grant, The Ohio State University, $100,000, Unfunded.

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, Unfunded.

PI: **Heidelburg, K** (2021). Health Equity Scholars for Action (HES4A), Robert Wood Johnson Foundation, $250,000, Unfunded.

TEACHING EXPERIENCE

Jan. 2024- present	**Assistant Professor,** ESSPSY 8079 Mental Health III: Social / Emotional Assessment | *The Ohio State University.* This course is designed to facilitate the development of social-emotional learning assessment skills and techniques when working with children and adolescents. An emphasis will be placed on the assessment of children in the school setting as well as practice interpreting and analyzing SEL measures to aid in linking assessment to intervention. Developmental, cultural, and diversity issues related to SEL assessment with children in school will also be addressed.
Jan. 2023-present	**Assistant Professor,** ESSPSY 8082 School-based Consultation: Implementing Behavioral Interventions | *The Ohio State University.* This course focuses on the skill development of novice consultants in the problem-solving model using a multicultural consultation lens to guide the development, implementation, and evaluation of interventions to support the diverse student population and their needs in schools. Graduate students learn the problem-solving process & critical consultations skills needed to engage in culturally competent consultation that accounts for cultural and environmental factors influencing students' positive outcomes.
Aug. 2023-present	**Assistant Professor,** ESSPSY 7028 Cultural Diversity| *The Ohio State University.* This course aims to help professionals in educational settings (as well as other settings) have a multicultural awareness, knowledge, and skills needed for working effectively with children and adults of varying cultural backgrounds. Students to develop foundations in multicultural awareness, knowledge, and skills needed to support an increasingly diverse society in the United States. A particular emphasis is placed on gaining awareness around issues of cultural diversity as well as expanding one's knowledge base in the area and the skills needed to aid in culturally competent service delivery with children and families.
Aug. 2022- present	**Assistant Professor,** ESSPSY 7029 Urban Issues in Education | *The Ohio State University.* The purpose of this course is to help participants better understand the dynamics of urban schools and the relationship between minoritized status and poverty and educational outcomes in urban schools. The focus of this course is on urban issues in the schools from a socioecological framework. This overview includes characteristics of urban schools, including educational policies & practices, work in urban psychology (effects of poverty and violence on children and families), and work in urban education (culturally responsive & strength-based research, effective teaching in urban settings). This course also focus on how this information can be

applied to the practice of school psychology as well as other disciplines in education to enhance services provided for students in urban schools.

Jan. 2022-
May 2022

Assistant Professor, CEP 664 Process of Consultation | *University at Buffalo, State University of New York.* 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 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 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

Assistant Professor, CEP 694 Interventions for Academic Skills | *University at Buffalo, State University of New York*. 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 also work with a supervising school psychologist to identify a student in need of academic intervention and work with the student to progress through the intervention process (i.e., assessment, intervention, progress monitoring, etc.).

Aug. 2020-
May 2022

Assistant Professor, CEP 650 Behavioral Therapy in Children and Adolescents | *University at Buffalo, State University of New York*. 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. This course will explore 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. 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.

Aug. 2020- May 2022 — **Assistant Professor,** CEP 601B Advanced Practicum| *University at Buffalo, State University of New York*. 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 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.

DISSERTATION COMMITTEES

May. 2025- present — **Dissertation Chair,** Danielle Haslem (PhD, School Psychology, The Ohio State University), "A Content Validity Study of A Culturally Responsive Social-Emotional Learning Intervention Curriculum: Peaceful Panthers."

Mar. 2025- present — **Dissertation Chair,** Jarrett Murphy (PhD, School Psychology, The Ohio State University), "'I Got You': A Qualitative Examination of How Black Male School Psychologists Support Black Boys."

Nov. 2024-present	**Dissertation Chair,** Chanon Viriyasatien (PhD, School Psychology, The Ohio State University), "The Effects of LGBTQ+ Competence Training on School Psychology Graduate Students' LGBTQ+ Competency Development."
Nov. 2023- April 2025	**Dissertation Committee Member,** Christopher J. Acton (PhD, School Psychology, The Ohio State University), "A Faded Word Boxes Approach for Students with Autism Spectrum Disorder."
May 2024-present	**Dissertation Committee Member,** Christina Sipior (PhD, School Psychology, University at Buffalo, SUNY), "In Community There Is Opportunity: A Strength Based Approach to a Peer-mediated Academic Intervention for Black College Students with ADHD."
May 2022 – Aug. 2023	**Dissertation Committee Member,** Abbey McClemont (PhD, School Psychology, University at Buffalo, SUNY) "Effectiveness of a Social-Emotional Intervention for Students with ADHD: The OutSMARTers Program."

SERVICE

Journal Editorship & Reviewing

Jan. 2025- Jan. 2030	**Associate Editor,** *School Psychology (APA Div 16 Journal)*
May 2024-present	**Associate Editor,** *Advancing Social Justice in School Psychology* book series**,** Oxford University Press
Jan. 2023-Jan. 2025	**Guest Associate Editor,** *School Psychology (APA Division 16)*
Jan. 2023-present	**Editorial Board,** *School Psychology (APA Division 16)*
Jan. 2023- Jan. 2026	**Editorial Advisory Board,** *School Psychology Review*
Jan. 2023-present	**Ad Hoc Reviewer**, *Journal of School Psychology*
Jan. 2022- 2023	**Editorial Fellow**, *School Psychology (APA Division 16)*
June 2022-present	**Ad Hoc Reviewer**, *School Psychology (APA Division 16)*

Jan. 2022-present **Ad Hoc Reviewer**, *Journal of Educational & Psychological Consultation*

Jan. 2021-present **Ad Hoc Reviewer**, *School Psychology Review*

Jan. 2021-2022 **Guest Associate Editor,** *School Psychology Review*

National Service

Jan. 2023- present **Trainers of School Psychologists Consultation Interest Group.** *Edwardsville, IL.*

Aug. 2023-Mar. 2025 PI: Winkelsas, A., Co-PIs: Rosenblith, S., Gorlewski, J., Etopio, E., Kearney, E., **Heidelburg, K.,** Stone-Johnson, C. (2022), Teacher Quality Partnership (TQP), $4,100,000, Awarded. *Consultant.*

Aug. 2023-present **National Association of School Psychologists- Membership Committee Early Career Liaison.** *Bethesda, MD.*

Aug. 2023-present **National Association of School Psychologists-Early Career Committee Member Subcommittee.** *Bethesda, MD.*

Aug. 2022-Mar. 2025 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, Awarded. *Consultant.*

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

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

University, College, School, Program, and Community Service

Aug. 2024- Aug. 2026 **College Council, The Ohio State University, College of Education and Human Ecology.** *Columbus, OH.*

Aug. 2024 – present **Work Group Member, Ohio Department of Education & Workforce, Office of Whole Child Supports- Ohio PBIS Network,**

Alternatives to Discipline and Inclusive Responsive Practices. *Columbus, OH.*

Feb. 2024- present **Advisory Council for the Behavioral Health and Workforce Education Training (BHWET) Program.** *The Ohio State University, College of Social Work, Columbus, OH*

Aug. 2023- present **Steering Committee Ohio Department of Health, Adolescent Health Resiliency Project (AH24) Bureau of Child and Family Health.** *The Ohio State University, School of Health and Rehabilitation Sciences, Columbus, OH*

Jan. 2023- Aug. 2024 **Ohio Department of Education & Workforce, Office of Whole Child Supports- Ohio PBIS Network, Equity & Culturally Responsive Practices Work Group Member**. *Columbus, OH.*

Jan. 2021- Jan. 2022 **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.*

AWARDS AND HONORS

August 2025 **2025 Outstanding Contributions to Anti-Racism in School Psychology Emerging Professional Award**, *APA Division 16, Denver, CO.*

January 2025 **The Black Montessori Excellence Award,** *Clark Montessori High School, Cincinnati, OH*

January 2024 **2024 Emerging Leader Award**, *Council of Directors of School Psychology Programs (CDSPP)*

July 2023 **2023 Meta-Analysis Training Institute Certificate of Completion,** *Georgia State University*

February 2023 **2023 Outstanding Social Justice Contributions to Behavioral School Psychology Recognition,** *Behavioral School Psychology Interest Group of National Association of School Psychologists*

August 2022	**Article of the Year Honorable Mention,** *School Psychology, Official Journal of American Psychological Association, Division 16*
July 2022	**Research Training Institute on Single-Case Intervention Research Design and Analysis,** *The National Center for Special Education Research (NCSER) in the Institute of Education Sciences (IES) of the U.S. Department of Education*
February 2022	**School Psychology Research Collaboration Conference (SPRCC) Society for the Study of School Psychology Early Career Scholar***, Boston, Massachusetts*
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, Cincinnati, Ohio.*
Mar. 2018	**Black Graduate Student Academic Excellence Award,** *African* American *Cultural and Resource Center, University of Cincinnati, Cincinnati, Ohio.*

PROFESSIONAL ASSOCIATION MEMBERSHIPS

American Educational Research Association (AERA)
Association for Behavior Analysis International (ABAI)
National Association of School Psychology (NASP)
American Psychological Association (APA), Division 16
New York Association of School Psychologists (NYASP)
Ohio School Psychologists Association (OSPA)
Pennsylvania Psychological Association
Phi Beta Sigma Fraternity Inc.
Psi Chi, International Honor Society in Psychology

LICENSURES AND CERTIFICATIONS

Nationally Certified School Psychologist (NCSP)