

EILEEN M. LYONS, Ph.D.

CERTIFICATIONS/LICENSE:

Board Certified Behavior Analyst® (BCBA), 1-19-35135, Recertification Due: 02/28/2021
School Psychologist, Certified, 827009, Expires 6-30-2022
School Psychologist, Licensed, SS917, Expires 11-30-2019

EDUCATION:

- February 2019 Board Certified Behavior Analyst® (BCBA), Florida Institute of Technology, Melbourne, FL: Online Training Program
- December 2005 Doctor of Philosophy, School Psychology, Department of Psychological and Social Foundations, University of South Florida, Tampa, Florida.
Dissertation: The effects of a diversity awareness program on adolescents' attitudes and behaviors.
Chairperson: George Batsche, Ed. D.
- May 2002 Board Certified assistant Behavior Analyst, University of South Florida/Hillsborough County Public Schools, Tampa, Florida. (*Certificate expired 2015*)
- May 2001 Educational Specialist Degree, School Psychology, Department of Psychological and Social Foundations, University of South Florida, Tampa, Florida
Thesis: An analysis of consultation process and outcome variables using a single-case study design.
Chairperson: Michael Curtis, Ph.D.
- April 1995 Master of Arts, School Psychology, Department of Psychology, Governors State University, University Park, Illinois.
Project: The effects of a social skills training program on the number of discipline referrals in an elementary school classroom.
Professor: David Prasse, Ph.D.
- May 1992 Bachelor of Science, Psychology, Liberal Arts and Sciences, University of Illinois, Champaign, Illinois.

EMPLOYMENT EXPERIENCE:

- 2014 - Present School Psychologist/Behavior Specialist
St. Peter Claver Catholic School, Tampa, Florida
Facilitate in the development and implementation of a Multi-Tier System of Supports in a privately funded Catholic school serving underprivileged children on scholarship. Analyze academic and behavior data during collaborative planning with team members for school-wide programming. Implement school-wide positive behavior supports. Conduct psychoeducational evaluations.

- 2013 – 2015 Board Certified assistant Behavior Analyst
 Early Autism Project, Inc. (EAP, Inc.), Tampa, Florida
 Provide behavior analytic services to children diagnosed with Autism and related disorders within their homes, clinic, and school. Collect and analyze data. Provide parents with support and knowledge to advocate for their child during school planning meetings. Assist in the expansion of EAP to the Tampa area through community outreach and marketing activities.
- 2013 – 2015 Board Certified assistant Behavior Analyst
 Pediatric Health Choice (PHC), Tampa, Florida
 Provide behavior analytic services to children diagnosed with Autism and related disorders within their homes, community, and school settings. Collect and analyze data. Provide parents with support and knowledge to advocate for their child during school planning meetings.
- 2011 – 2013 Data/RtI Specialist
 University of South Florida/Department of Education/Bureau of School Improvement
- Develop and provide training to educational personnel across the state in the areas of data mining, data management, and using data to guide a strategic problem-solving process to turn-around failing schools in Florida.
- Collaboratively develop and communicate verbally and in writing school-wide action plans, assist implementation, monitor outcomes, provide ongoing support to ensure action plans are implemented with fidelity, and refine action plans as deemed necessary.
- Assist with building awareness and skills to identify students at greatest-risk of school failure, demonstrate how to effectively triangulate various forms of data (observation, assessment, interviews, record reviews) to engage in a strategic problem-solving process akin to a functional behavior assessment at a group level
- Provide modeling and coaching to administration and student services personnel for various purposes. Some examples include modeling and coaching to: (1) teachers and support personnel to improve student engagement and academic skills using positive reinforcement strategies, debrief, and determine next steps, (2) conduct productive and collaborative meetings, (3) extract, organize, and graphically display data to inform problem identification as well as monitor student response to intervention.
- Effectively communicate and interact with district and school leaders to ensure resources align to students' needs.
- 2000 – 2010 School Psychologist, Board Certified Associate Behavior Analyst
Break in Service
07/08 See Below
 Hillsborough County School District, Tampa, Florida

2009 – 2010 *Problem Solving/Response to Intervention Facilitator*: Develop and provide training to district personnel on data-based decision making within a problem solving framework. Provide internal and external support, modeling, and coaching to district and school based educators on the implementation of PS/RtI. Collaborate with multiple district level supervisors to develop awareness and the infrastructure needed to support the PS/RtI initiative. Provide support to principals and site-based leadership teams in obtaining pertinent data through district resources. Facilitate team discussions regarding these data using the problem solving process. Help teams understand how the School Improvement Plan can be utilized when planning for systemic change. Research and consult with district and school-based personnel to identify methods to monitor student progress and fidelity of PS/RtI implementation. Liaison to the department of Assessment and Accountability in the ongoing research project evaluating the impact of the PS/RtI initiative on educator's beliefs, perceived training needs, and levels of desired support.

2002 – 2009 *Functional Assessment Consultant Team (FACT)*. FACT is a specialized multi-faceted district wide position for select behavior analysts to assist when students have not responded to school developed interventions, at the request of colleagues who would like to build their own skills, and/or parent or school request. Students range from age 3 to 21 and are often identified with Pervasive Developmental Disorders (PDD), and/or Social/Emotional disorders.

Primary responsibilities include conducting functional behavior assessments, collaboratively designing and implementing positive behavior intervention plans; including implementation support plans, fidelity checks, and progress monitoring procedures. Other responsibilities include mentoring colleagues to develop behavior analysis skills, collaborating with district personnel to increase awareness of behavior analysis services, as well as develop and conduct trainings.

Collaboratively interact with school personnel and parents to assess and attain consensus on how to most effectively meet a student's needs.

2006 - 2009 *Positive Behavior Support (PBS)*: PBS is a proactive school-wide discipline program based on identifying and responding to the function of students' misbehavior. Serve as the PBS Coach at a title one elementary school where over 95% of the students are eligible for free/reduced lunch and the average daily number of referrals is 13. Responsibilities include supporting and guiding team activities as well as collaborating with the PBS team leader, administration, and district level personnel to ensure the critical elements of PBS are designed and implemented with fidelity. Attend team meetings, develop and present trainings to school personnel, assist with data interpretation and decision-making, interview school staff and students to assess response to the PBS process, complete additional duties as assigned by the USF Positive Behavior Support organization.

School Psychologist: School based responsibilities included analyzing school-wide data (FCAT, SAT scores, grade level assessment tools, etc.) conducting functional assessments, psychoeducational evaluations, and developing

interventions. Consult with teachers and parents regarding student needs ranging from severely and profoundly mentally disabled to students in general education. Assist in the development of individualized education plans. Develop and implement interventions to increase academic performance and social skills. Monitor progress to evaluate response to intervention. Provide one-to-one and group counseling services primarily in the areas of academic failure, self-esteem, interpersonal relationships, self-abuse, aggression to others, and personal adjustment.

School Psychology Professional Development Committee: In a collaborative team forum, actively identify training needs of Psychological Services staff using a multi-faceted approach. (e.g., training needs are identified through a.) research and planning changes to psychological services delivery in federal and state legislation, b.) surveys to identify areas of personally identified skill deficit, and c.) provision of trainings on new or revised assessment instruments and educational strategies)..

Other Roles Served for Hillsborough County Public Schools:

- *Master Trainer for the Use of Curriculum Based Evaluation (2006-2007)*

2007 - 2008

School Psychologist, Board Certified assistant Behavior Analyst,
The Menta Group, Aurora, Illinois

Coordinate and facilitate analysis of school, group, and individual student data to assist with the development of interventions and monitor response to intervention at two alternative school sites (One site served secondary students (7-12) with severe social/emotional/behavioral concerns while the other served students K-12 with severe cognitive delays and/or autism coupled with severe social/emotional/behavioral concerns). Collaborate with colleagues to enhance understanding and application of systems change, school-based problem solving, positive behavior support, functional assessment, and child development.

2006 to 2007

Behavior Analysis Service Provider: Residential Habilitation, Mentor, Inc.
Tampa, Florida.

Provide behavior analysis services in group homes for females aged 8 to 26 diagnosed with significant cognitive delays and autism. Conduct assessments, develop interventions, train staff, monitor treatment integrity, and client progress. Submit monthly reports for each client, collaborate with Agency for Persons with Disabilities, and present cases at the Local Review Committee.

2004

Behavior Analysis Service Provider: Direct Care, Pinellas Association for Retarded Citizens (PARC), St. Petersburg, Florida.

Provide one to one behavior analysis services with adults diagnosed with significant cognitive delays and/or autism. Conduct assessments, develop interventions, train family members and other caregivers, monitor treatment integrity, and client progress. Engaged in community activities and monitored skill generalization. Submit monthly reports for each client.

1999 - 2000

School Psychologist – Doctoral Level Intern, Heartland Area Education Agency 11, Johnston, Iowa.

PUBLICATIONS:

Lyons, E. (2005). A program evaluation: The effects of a leadership and diversity awareness program on adolescents' attitudes and behaviors. University of South Florida. Unpublished Dissertation.

Lyons, E. (2004). Children's Board of Hillsborough County Report for the National Conference for Community and Justice Technical Assistance Grant.

Lyons, E. (2003). Needs Assessment Outcomes: A Summary Report prepared for the Supervisor of Psychological Services, Hillsborough County School District.

Lyons, E. (2001). An analysis of consultation process and outcome variables using a single-case study design. University of South Florida. Unpublished Thesis.

RESEARCH AND UNIVERSITY RELATED EXPERIENCES:

2001 – 2006 Program Evaluator, National Conference for Community and Justice (NCCJ), St. Petersburg, Florida. Supervisor: H. Roy Kaplan, Ph.D.

1997 - 1999 Graduate Research Assistant, Department of School Psychology, University of South Florida, Tampa, Florida. Supervisor: Howard Knoff, Ph.D.
Major Projects: Tolerance-In-Action Curriculum
Analysis of Risk Factors Contributing to Youth Violence

1998-1999 Practicum Supervisor, Department of School Psychology, University of South Florida, Tampa, Florida. Supervisors: Kathy Bradley-Klug, Ph.D. & Kelly Powell-Smith, Ph.D.

GRANTS:

2004 Agency: Children's Board of Hillsborough County
Title: Effects of the Anytown Program on Adolescents' Attitudes and Behaviors
Amount: \$10,000
Primary Investigator: Eileen Lyons

PRESENTATIONS (incomplete list, representative of presentations provided prior to role with the Florida Department of Education):

Lyons, E., Acevedo, D.I., Hawks, E., & Zarate, M. (June 2010). Preventing and reducing prejudice: Lessons from the laboratory, the community, and somewhere in between. The American Psychological Association, Society for the Psychological Study of Ethnic Minority Issues (Division 45) Conference – To be held in June 2010, Ann Arbor, Michigan.

Lyons, E., Carlyon, B., Hildebrand, D., Finlayson, N., Tozzo, S., Lazega, B., & Riviere, B. Problem solving and monitoring response to intervention: Problem Solving Leadership Team Training. Hillsborough County Public Schools – 2009 -2010, Tampa, Florida.

Lyons, E. The results of the program evaluation study entitled: The effects of a leadership and diversity awareness program on adolescents' attitudes and behaviors. Children's Board of Hillsborough County Report for the National Conference for Community and Justice Technical Assistance Grant. Children's Board of Hillsborough County – 2005, Tampa, Florida.

Pancer, M., & Lyons, E. Engaging Youth in the Quest for Social Justice and Community Betterment: The Impact of Youth Workshops. The Ninth Biennial Convention of the Society for Research on Adolescence – 2002, New Orleans, Louisiana.

Lyons, E. The Fundamentals of the Problem Solving Process. Presentation to Hillsborough County Psychology Staff – 2003, Tampa, Florida

Lyons, E. & Carlyon, B. Intervention Based Data Collection and Interpretation. Presentation to Hillsborough County Area 1 Psychology Staff – 2005, Tampa, Florida

Lyons, E., Mesmer, E., & Crawford, K. From elementary to middle school: A longitudinal analysis of a nationally recognized school reform project. The Annual Convention of the National Association of School Psychologists – 1999, Las Vegas, Nevada.

EXAMPLES OF RECENT PROFESSIONAL DEVELOPMENT ACTIVITIES:

St. Peter Claver Catholic School, Training and supporting staff in understanding and using principles of behavior to improve classroom management and academic outcomes. Ongoing.

Florida Institute for Technology, Applied Behavior Analysis BCBA Course Sequence, Completed.

Educational Leadership, University of South Florida, Fall 2012.

The Coaching Model, Region 4 Differentiated Accountability Team, Florida Department of Education, Fall 2011.

Reading Endorsement, Beacon Online Professional Development Course, Spring 2012.

Next Generation Content Area Reading (NG-CAR) Trainer of Trainers, Florida Department of Education, May 2011.

Master Trainer, Hillsborough County Public Schools, Fall 2010

REFERENCES:

Available upon request.