

GINA COFFEE, PHD, NCSP

PhD, Educational Psychology (School Psychology)
University of Wisconsin – Madison

MS, Educational Psychology (School Psychology)
University of Wisconsin – Madison

EdS, Educational Psychology (School Psychology)
Baylor University

BS, Psychology
Baylor University

LICENSURE AND CERTIFICATION

Special Services Provider (School Psychologist), Colorado Department of Education

Nationally Certified School Psychologist (NCSP), National Association of School Psychologists

PROFESSIONAL EXPERIENCE

2024-present **Clinical Assistant Professor**, Loyola University Chicago
School of Education
School Psychology

2023-2024 **Clinical Manager**, College Board (Services for Students with Disabilities)

- Conduct initial and subsequent internal clinical reviews of accommodation requests
- Participate in decision making regarding requests for accommodations in an efficient, timely, informed, and comprehensive manner, following best clinical practices
- Collaborate with colleagues to reach fair and informed decisions
- Provide valuable customer service on escalated calls from families, students, schools, and professionals to reach resolution in a timely manner
- Participate in internal trainings and professional development opportunities to strengthen clinical knowledge and ensure consistent decision making
- In service of College Board, complete service/engagement activities within Risk Management, College Board, and/or external professional organizations

2018-2024 **Course Lead and Online Instructor**, Pepperdine University

- Oversee online course development and iterations to enhance accessibility and alignment with program and university priorities
- Collaborate with university and external partners to strategically use educational technology and data to improve student learning outcomes
- Onboard and oversee ~ 10 section faculty members/term for a research and evaluation methods course designed for mental health professionals

- Teach sections of a research methods course each term to adult learners completing graduate degrees in mental health disciplines
- Assess student learning outcomes via formative and summative assessments

2022-2023

School Psychologist (remote), Parallel Learning

- Partnered with an edtech/healthtech start-up to support elementary and high school students' behavioral and mental health functioning through evidence-based, direct service delivery and consultation with educators, students, and families
- Conducted evaluations of students' behavioral and mental health functioning to identify, provide, and evaluate data-informed supports and/or to determine eligibility for special education services

2017-2024

Instructor*Loyola University Chicago*

- Single-Case Research Design

University of Colorado Denver

- School-Based Multicultural Interventions

University of Denver

- Learning Applications and Analysis
- School-Age Academic Competencies and Intervention
- School Psychology Pre-Doctoral Internship (online)
- School Psychology Advanced Practicum (online)

University of Alabama (online)

- Behavioral Consultation and Interventions for School-Based Problems

Valparaiso University (online)

- Single-Case Research Designs

Colorado Mountain College (online, undergraduate)

- Motivation and Resilience

2017-2022

School Psychologist, Denver Public Schools

- Supported ~1000 students' academic, behavioral, and mental health functioning through evidence-based, direct service delivery and consultation with educators, students, families, and communities
- Conducted evaluations of students' academic, behavioral, and mental health functioning to identify, provide, and evaluate data-informed supports and/or to determine eligibility for special education services or 504 accommodations
- Completed school-wide screening, analyses, and progress monitoring of students' social-emotional functioning
- Implemented programming to prevent substance use and support students engaging in substance misuse
- Completed suicide risk reviews and threat assessments as needed and provided responsive crisis supports
- Led or served on schools' Section 504 teams, attendance teams, behavioral/social-emotional MTSS teams, instructional leadership teams, and/or student equity committees
- Served as an elected member of Denver Public Schools' department leadership team
- Served as an invited member of the Recruitment and Retention taskforce
- Supervised school psychology practicum students

- Supervised school psychology interns
- Mentored 1st-year Denver Public Schools school psychologists

2015-2017

School Psychology Program Chair, Loyola University Chicago

- Oversaw and coordinated 4 graduate degree programs (MEd, EdS, EdD, and PhD programs) within the university's School of Education to meet and maintain training standards of national accrediting bodies
- Collaborated with an administrative assistant, full-time tenured or clinical faculty, and part-time adjunct faculty
- Engaged with the school's deans to advocate for the needs of the program and to ensure alignment with strategic planning of the school and university
- Proposed and managed the programs' budgets
- Advised all graduate students (~130 students annually) to ensure successful program completion
- Streamlined procedures and processes to facilitate professional growth of graduate students, faculty, and staff
- Oversaw recruitment and retention of students, faculty, and staff

2014-2017

Associate Professor (with tenure), Loyola University Chicago

2008-2014

Assistant Professor, Loyola University Chicago

School of Education

Research & Psychology in the Schools

- Data-Based Decision Making
- Prevention, Assessment, & Intervention: Academic
- Prevention, Assessment, & Intervention: Behavior
- Prevention, Assessment, & Intervention: Social-Emotional
- Prevention, Assessment, & Intervention: Advanced Clinical Skills
- Advanced Systems Consultation & School Psychology Supervision
- Internship in School Psychology for PhD Students
- Educational Psychology
- Introduction to Research Methodology
- Qualitative Research Methods
- Single-Case Research Designs

Dissertation/Doctoral Research Project Chair

- The Parent Advisory Council for Spanish-Speaking Parents: A Program Evaluation
- Mandated Reporting: An Examination of Training and Practices of School Psychologists
- Mystery Motivator Calendar: An Interdependent Group Contingency, Variable-Ratio, Positive Behavior, Classroom Intervention
- Social and Emotional Learning in the Schools: The Effects of WhyTry as an Alternative to Suspension Program
- A Case Study of the Effects of School-Based Wraparound Services on Students with Behavioral Difficulties
- The Real Deal: A Program Evaluation of a Teen Pregnancy Prevention Program
- Administrator Support of Social-Emotional and Academic Needs of Students at a Selective Enrollment High School
- A Program Evaluation of the Temporary Alternative Placement Program

- The Impact of Training on School Psychologists' Practice and Competence around Working with Transgender Youth
- Home/School Collaboration and the Development of a Growth Mindset within Gifted Students
- SEL and Systems Change: Teachers' perceptions of SEL and the IL SEL standards
- Trauma-Focused Cognitive Behavioral Intervention in the School Setting: Examining the Impact
- Preventing and Managing Obesity Among Adolescents: COPE Healthy Lifestyles TEEN Program Implementation and Evaluation
- Teacher Knowledge of Self-Regulation Strategies

Dissertation/Doctoral Research Project Committee Member

- Effects of Functional Communication Training on Communicative, Self-Initiated Toileting Behavior for Students with Developmental Disabilities in a School Setting
- How Adopting Stereotypical Roles May Impact Sexual Risk Behavior Among Young African American College Women
- Internet Advocacy Support for Families of Children with Emotional Difficulties
- Parents' Perceptions of Teen Pregnancy
- Corrective Reading and Middle School Students with Specific Learning Disability
- Using a Modified Social Story Intervention to Decrease Interfering Transition Behaviors in the Home Environment for Children with ASD and Its Impact on Family Quality of Life
- An Exploration of African American Parents' Level of Trust in Special Education Meetings

2007-2008

Assistant Professor, Sam Houston State University
Department of Psychology and Philosophy
School Psychology Program

2007-2017

School Psychologist, Consultant

- Teamed with public and private school districts in the design and implementation of school-wide MTSS frameworks to support P-12 students
- Conducted evaluations of P-12 students' academic, behavioral, and mental health functioning to identify, provide, and evaluate data-informed supports and/or to determine eligibility for special education services
- Completed universal screening, analyses, and progress monitoring of P-12 students' discrete academic skills
- Supported P-12 learners' academic, behavioral, and mental health functioning through evidence-based, direct service delivery and consultation with educators, students, families, and communities
- Provided professional development trainings for public and private schools
- Served as the principal-investigator (PI) or co-PI on multiple grants (~ \$300,000) to team with school districts in the support of their school-wide program evaluation efforts
- Completed specific training in trauma and crisis models of support (e.g., CBITs, TF-CBT, and PREPaRE)

AWARDS AND HONORS

- 2015-2017 **Program Evaluation**
 Racine Unified School District
 Safe Schools/Healthy Students
 \$100,000
- 2015 **IES Summer Research Training Institute**
 Institute of Education Sciences
 Single-Case Research Design and Analysis
- 2013-2014 **Program Evaluation**
 Robert Crown Centers for Health Education
Heroin Prevention Education: A Program Evaluation
 \$42,000
- 2013-2014 **Program Evaluation**
 Robert Crown Centers for Health Education
Puberty Education and Teen Sexual Health: A Longitudinal Program Evaluation
 \$49,000
- 2012-2013 **Program Evaluation**
 Robert Crown Centers for Health Education
Puberty Education and Teen Sexual Health: A Process Evaluation
 \$40,000
- 2010-2011 **Early Career Research Award**
 Society for the Study of School Psychology
Urban School-Based Health Centers and the Promotion of Adolescent Access to Health Care
 \$15,855
- 2009-2010 **Faculty Fellow**
 Center for Urban Research and Learning (CURL)
 Loyola University Chicago
- 2009 **Early Career Scholar**
 School Psychology Research Collaboration Conference (SPRCC)
 Sponsored by the Society for the Study of School Psychology
- 2009 **University Summer Research Stipend**
 Loyola University Chicago
 \$6,000

PUBLICATIONS

(student authors in **bold**)

REFEREED JOURNAL ARTICLES

- Newell, M., & Coffee, G. (2015). School psychologists as systems-level consultants: Interdisciplinary perspectives. *Journal of Educational and Psychological Consultation*, 25(2-3), 67-71.
- Harkema, R.**, & Coffee, G. (2014). Anxiety in youth with Autism Spectrum Disorders: Current research and implications for practice. *NASP Communique*, 43(2).
- Sears, K., Turner, C.**, & Coffee, G. (2014). Supporting successful transitions for students and school staff during school closings. *NASP Communique*, 42(8).
- Coffee, G., Newell, M., & Kennedy, A.S. (2014). Supporting collaborative efforts in implementing evidence-based reading interventions: The role of online databases. *Journal of Educational and Psychological Consultation*, 24, 81-95. [Invited]

- Kowalewicz, E., & Coffee, G. (2014).** Mystery Motivator: A Tier 1 classroom behavioral intervention. *School Psychology Quarterly*, 29(2), 138-156.
- Coffee, G., & Kratochwill, T. R. (2013). Generalization programming: An examination of the role of prevention in school-based problem-solving consultation. *Journal of Educational and Psychological Consultation*, 23(1), 1-35.
- Harris, B., Coffee, G., Newell, M., Newton, J.H., Ogg, J., & Shriberg, D. (2011). Careers in academia: Perspectives and insights from junior school psychology faculty. *The Trainers' Forum*, 30(1), 58-72.
- Ray-Subramanian, C., & Coffee, G. (2010). Practical considerations for selecting and implementing literacy interventions with English language learners. *School Psychology Forum: Research in Practice*, 4(1), 34-43.
- Coffee, G., & Ray-Subramanian, C. (2009). Goal attainment scaling: A progress monitoring tool for behavioral interventions. *School Psychology Forum: Research in Practice*, 3(1), 1-12.
- The Evidence-Based Intervention Work Group. (2005). Theories of change and adoption of innovations: The evolving evidence-based intervention and practice movement in school psychology. *Psychology in the Schools*, 42, 475-494. [Promoting Evidence-Based Practice: Functional Assessment Using the Organizational Analytic Model.]

REFEREED BOOKS

- Coffee, G., Fenning, P., & **Wells, T.** (2015). *Promoting youth sexual health: Home, school, and community collaboration*. New York, NY: Routledge.
- PsycCRITIQUES review of book:** Cohen, J. (2016). An essential foundation for healthy development. *PsycCRITIQUES*, 61(21).
- Coffee, G., Ray-Subramanian, C., Schanding, T., & Feeney-Kettler, K. (2013). *Early childhood education: A practical guide to evidence-based, multi-tiered service delivery*. New York, NY: Routledge.

REFEREED BOOK CHAPTERS

- Coffee, G., & Whitelock, S. (2021). Response cost raffle and mystery motivator. In M. Coolong-Chaffin, R.O. Hawkins, & M.I. Axelrod (Eds.) *Case studies for school psychology: Behavioral interventions for effective problem-solving*. New York, NY: Routledge. [invited]
- Jules, T.D., & Coffee, G. (2015). New rules and mechanisms for early childhood education advocacy: Employing social-emotional and behavioral assessment and intervention practices in Health and Family Life Education curricula to develop the Ideal Caribbean Person. In I. Berson, & M. Berson (Eds.) *Child advocacy and early childhood education policies in the Caribbean*. [Volume 6 of the Research in Global Child Advocacy series, sponsored by the Research in Global Child Advocacy SIG of the American Educational Research Association]
- Newell, M.L., & Coffee, G. (2012). Creating a social justice approach to assessment. In D. Shriberg, S.Y. Song, A.H. Miranda, & K.M. Radliff (Eds.) *School psychology and social justice: Conceptual foundations and tools for practice*. New York, NY: Routledge. [invited]

PROFESSIONAL PRESENTATIONS

Available upon request.

SERVICE ACTIVITIES

Loyola University Chicago

- 2024-present **Institutional Review Board**
Member
- 2024-present **LUC BIPOC Network**
Member
- 2014-2015 **Faculty Mentor**
Loyola University Chicago Empowering Sisterhood (LUCES)
Loyola University Chicago
- 2014-2017 **Invited Member**
Faculty Development and Research Committee
- 2012-2017 **Faculty Undergraduate Research Mentor**
Achieving College Excellence (ACE) Program
Loyola University Chicago
- 2012-2014 **Invited Member**
Family Leave Policy Task Force (Graduate School)

Loyola University Chicago: School of Education

- 2024-present **SOE Anti-Oppressive Pedagogy PLC**
Member
- 2016-2017 **Faculty Search Committee Chair**
School Psychology
Loyola University Chicago
- 2016-2017 **Academic Council Member**
Loyola University Chicago
- 2016 **Faculty Search Committee**
Teaching and Learning
Loyola University Chicago
- 2015 **Faculty Advisor**
Loyola Association of School Psychologists (LASP)
Loyola University Chicago
- 2014-2016 **Academic Council Chair**
Loyola University Chicago
- 2014-2015 **Professional Learning Community, Group Leader**
Loyola University Chicago
- 2013-2014 **Faculty Search Committee Member**
Research Methods
Loyola University Chicago
- 2012-2014 **Grievance Committee Member**
Loyola University Chicago
- 2009-2013 **Faculty Advisor**
Loyola Association of School Psychologists (LASP)
Loyola University Chicago
- 2009-2011 **Academic Council Member (Vice Chair: 10/11 SY)**
Loyola University Chicago
- 2008-2010 **International Committee Member**
Loyola University Chicago

2008-2009 **Faculty Search Committee Member**
 Early Childhood Education
 Loyola University Chicago

College Board

2024-present **Research and Data Lead** (elected)
 Staff Alliance for Latinx Success and Achievement (SALSA)

2023-present **Member**
 Staff Alliance for Latinx Success and Achievement (SALSA)
 Women's Impact Network (WIN)
 PRIDE
 Alliance for Pan-African Success and Achievement (DIASPORA)

Denver Public Schools

2021-2022 **Invited Member**
 School Psychology and School Social Worker Recruitment and Retention Taskforce

2018-2020 **Elected Member**
 School Psychology and School Social Work Department Leadership Team

2011-2017 **Invited Reviewer**
 Provost Fellowship for Undergraduate Research
 Loyola Undergraduate Research Opportunities Program

8/2009 **Invited Panelist**
 New Faculty Orientation
 Loyola University Chicago

Reviewer/Editor

1/2016-7/2017 **Editorial Advisory Board Member**
School Psychology Quarterly

6/2011-7/2017 **Editorial Advisory Board Member**
Journal of School Psychology

9/2009-7/2017 **Editorial Advisory Board Member**
Psychology in the Schools

7/2009-present **Ad Hoc Reviewer**
Journal of Applied School Psychology

9/2008-7/2017 **Editorial Advisory Board Member**
School Psychology Forum: Research in Practice

2/2008-present **NCSP Reviewer**
 Review applications for the NCSP (Nationally Certified School Psychologist) certification from applicants who graduated from non-NASP-approved programs.

2015 **Special Issue Guest Co-Editor**
Journal of Educational and Psychological Consultation
 Volume 25, Issues 2-3
 School Psychologists as Systems-Level Consultants: Interdisciplinary Perspectives

1/2013-12/2014 **Associate Editor**
Journal of Educational and Psychological Consultation

3/2012 **Guest Editor**
Journal of School Psychology

12/2024

2009-2011 **Ad Hoc Reviewer**
Journal of School Psychology

2009 **Ad Hoc Reviewer**
Psychology in the Schools

2008-2010 **Reviewer**
Helping Children at Home and School III
[a publication of the National Association of School Psychologists]

Professional Association Service

2015-2017 **Governing Board Member**
Illinois Directors of University School Psychology Programs (DUSPP)

2015-2017 **Governing Board Member**
Illinois School Psychology Internship Consortium (ISPIC)

2014 **Executive Board Member**
Trainers of School Psychologists (TSP)