

Curriculum Vita

Jose M. Castillo, Ph.D., NCSP

Personal Information

Work Address: School Psychology Program
 Educational and Psychological Studies, College of Education
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 Tampa, FL 33637

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Professional Positions

2024-present Professor: School Psychology Program, Department of Educational and Psychological Studies, College of Education, University of South Florida, Tampa, Florida.

2018-present Director: Institute for School-Community Partnerships, Integrated Services, & Child Mental Health and Educational Policy, College of Education, University of South Florida, Tampa, Florida.

2017-2024 Associate Professor: School Psychology Program, Department of Educational and Psychological Studies, College of Education, University of South Florida, Tampa, Florida.

2018-2022 Program Coordinator: School Psychology Program, Department of Educational and Psychological Studies, College of Education, University of South Florida, Tampa, Florida.

2016-2018 Co-Director: Institute for School-Community Partnerships, Integrated Services, & Child Mental Health and Educational Policy, College of Education, University of South Florida, Tampa, Florida.

2011-2017 Program Planner/Analyst: Florida Problem Solving/Response to Intervention Project, University of South Florida.

2008-2011 Certified School Psychologist, District School Board of Pasco County, Land

- 2008 University of South Florida
Educational Specialist in School Psychology (National Association of School Psychologists approved program).
- 2003 Florida State University
Bachelor of Science in Psychology, Minor in Spanish.

Research Interests

- x Evaluation of multi-tiered systems of supports implementation through systems change and equity lenses
- x Professional and practice issues in school psychology

Scholarly Work

*Graduate student co-author

**Post-Doctoral Fellow co-author

Refereed Journal Articles (N = 32)

1. Gills, P.*, **Castillo, J.M.**, & Parker, J.S. (*in press*). A qualitative analysis of school psychologists' consultation paradigms and their approach to culturally responsive consultation. *Journal of Applied School Psychology*.
2. Scheel, N.*, **Castillo, J.M.**, Ferron, J., Kincaid, D., & von der Embse, N. (2024). An exploratory investigation of student-level factors and perceptions of safety in secondary schools implementing SWPBIS. *Contemporary School Psychology*. Advanced online publication. doi: <https://doi.org/10.1007/s40688-024-00513-8>
3. **Castillo, J.M.**, Wolgemuth, J.R. McKenna, M., Hite, R.*, & Latimer, J.* (2024). A qualitative synthesis of research on professional learning for multi-tiered systems of support. *Teacher Education & Special Education*, 47(3), 203-224. doi:10.1177/08884064231226254.
4. Schaffer, G.E.*, Power, E.M., Fiske, A., Trolan, T.L., & **Castillo, J.M.** (2024). Evaluating the practices and tasks of school psychologists in school and non-school settings. *Journal of Applied School Psychology*, 40(2), 106-131. doi: 10.1080/15377903.2023.2263388
5. **Castillo, J.M.**, Garbacz, A., Black, W., Davis, D.*, Furjanic, D., & Wingate, E. (2023). The role of sensemaking in the organizational consultation process. *Journal of Educational and Psychological Consultation*, 33(4), 345-368. doi: 10.1080/10474412.2022.2132254
6. Barclay, C.*, **Castillo, J.M.**, & Kincaid, D. (2022). Benchmarks of equality? School-wide positive behavior intervention and supports and the discipline gap. *Journal of Positive Behavior Interventions*, 24(1), 4-16. doi: 10.1177/10983007211040097
7. **Castillo, J.M.**, Scheel, N.*, Wolgemuth, J.R., Latimer, J.*, & Green, S.* (2022). Scoping review of the literature on professional learning for multi-tiered systems of support implementation. *Journal of School Psychology*, 92, 166-187. doi: 10.1016/j.jsp.2022.03.010
8. Parker, J., **Castillo, J.M.**, Hanson, T.*, & Troutman, A.* (2021). School psychologists' perspectives and experiences regarding learning to be culturally responsive. *School Psychology Training & Pedagogy*, 38(4), 14-31.
9. McKenna, M.*, **Castillo, J.M.**, Dedrick, R.F., Cheng, K., & Goldstein, H. (2021). Speech-Language Pathologists involvement in multi-tiered system of supports (MTSS): Advances in

- interprofessional practice. *Language, Speech, and Hearing Services in Schools*, 52, 597-611. doi: 10.1044/2020_LSHSS-20-00084
10. **Castillo, J.M.** (2020). The intersection between systems change, implementation science, and human beings: A call to investigate people and context in future systems-level consultation research. *Journal of Educational and Psychological Consultation*, 30(4), 402-411. doi: 10.1080/10474412.2020.1728283
 11. Ginns, D.**, Moulton, S.**, **Castillo, J.M.**, Jenkins, A.*, & Hodnett, J.* (2020). Facilitators of and barriers to school psychologists' social-emotional/behavioral practices. *Psychology in the Schools*, 57, 1003-1021. doi: 10.1002/pits.22390
 12. March, A., **Castillo, J.M.**, Daye, J.*, Bateman, L.P., & Gelley, C.D. (2020). Qualitative investigation of RtI coaches' roles, responsibilities, and experiences supporting schools participating in a state-level RtI implementation project. *Journal of Educational and Psychological Consultation*, 30(2), 210-250. doi: 10.1080/10474412.2019.1687310
 13. Sabnis, S.*, **Castillo, J.M.**, & Wolgemuth, J.R. (2020). RTI, equity, and the return to the status quo: Implications for consultants. *Journal of Educational and Psychological Consultation*, 30(3), 285-313. doi=10.1080/10474412.2019.1674152
 14. Parker, J., **Castillo, J. M.**, Sabnis, S.*, Daye, J.*, & Hanson, P.* (2020). Culturally responsive consultation among practicing school psychologists. *Journal of Educational and Psychological Consultation*, 30(2), 119-155. doi: 10.1080/10474412.2019.1680293
 15. Mann, A., **Castillo, J.M.**, & Meyers, M. (2019). A case example of one state's efforts to measure and address the critical shortage of school psychologists. *Psychology in the Schools*, 56, 1716-1736. doi: 10.1002/pits.22297
 16. **Castillo, J.M.**, Wolgemuth, J.R., Ginns, D.S.**, Latimer, J.*, Scheel, N.*, McKenna, M.*, March, A., Moulton, S.**, Wang, J., Thoman, S.*, Jenkins, A.*, Henson, K.**, & Ferron, J.M. (2018). Protocol for the systematic review of research on professional learning to promote implementation of a multi-tiered system of support in education. *BMJ Open*. doi: 10.1136/bmjopen-2018-024057
 17. Parker, J., **Castillo, J.M.**, & Jenkins, A.* (2018). Academic-oriented services provided by school psychologists: Current trends and factors that limit and facilitate service delivery. *Trainers' Forum*, 35(2), 30-47.
 18. **Castillo, J.M.**, Wang, J.* Daye, J.*, Shum, K.*, & March, A.L. (2018). A longitudinal investigation of the relations between professional development, educators' beliefs and perceived skills, and RtI implementation. *Journal of Educational and Psychological Consultation*, 28(4), 413-444. doi: 10.1080/10474412.2017.1394864
 19. Shriberg, D., Brooks, K.*, **Castillo, J.M.**, Clinton, A., Goforth, A.N., Mueller, T., & Newman, D.S. (2018). Statement from journal's editorial leadership: Journal of Educational and Psychological Consultation as an interdisciplinary outlet for transformative consultation research from across the globe. *Journal of Educational and Psychological Consultation*, 28(1), 1-2. doi: 10.1080/10474412.2017.1360040
 20. **Castillo, J.M.**, Arroyo, J.*, Sabnis, S.*, Tan, S.Y.*, & Mattison, A.* (2017). Facilitators of and barriers to model school psychological services. *Psychology in the Schools*, 54(2), 152-168. doi: 10.1002/pits.21991
 21. **Castillo, J.M.**, March, A.L., Tan, S.Y.*, Stockslager, K., & Brundage, A.** (2016). Relationships between ongoing professional development and educators' beliefs relative to Response to Intervention. *Journal of Applied School Psychology*, 32(4), 287-312. doi: 10.1080/15377903.2016.1207736

22. **Castillo, J.M.**, March, A., Tan, S.Y.*, Stockslager, K., Brundage, A.**, McCullough, M.*, & Sabnis, S.* (2016). Relationships between ongoing professional development and educators' perceived skills relative to Response to Intervention. *Psychology in the Schools*, 53(9), 893-910. doi: 10.1002/pits
23. **Castillo, J.M.**, Wolgemuth, J.B., Barclay, C.*, Morrison, A.*, Tan, S.Y.*, Sabnis, S.* (2016). Brundage, A.**, & Marshall, L. (2016). *Journal of Special Education*, 50(3), 171-181.

2. **Castillo, J.M.**, & Abiola, I. (2023). Multi-Tiered System of Supports: Principles for school psychologists. In P. Harrison, S. Proctor, & A. Thomas (Eds.), *Best practices in school psychology (7th Ed.): Data-based and collaborative decision making* (pp. 43-58). Bethesda, MD: National Association of School Psychologists.
3. **Castillo, J.M.**, Romer, N., Thoman, S.*, & Latimer, J.* (2021). Systems theory and systems change. In K.K. Kelly, A. Garbacz, & C.A. Albers (Eds.), *Theoretical foundations of school psychology research and practice* (pp. 254-272). Philadelphia, PA: Routledge.
4. **Castillo, J.M.** (2014). Best practices in program evaluation in a model of Response to Intervention/Multi-Tiered System of Supports. In P.L. Harrison & A. Thomas (Eds.), *Best practices in school psychology: Foundations* (pp. 329-342). Bethesda, MD: National Association of School Psychologists.
5. **Castillo, J.M.**, & Curtis, M.J., (2014). Best practices in systems-level change. In P.L. Harrison & A. Thomas (Eds.), *Best practices in school psychology: Systems-level services* (pp. 11-28). Bethesda, MD: National Association of School Psychologists.
6. **Castillo, J.M.** (2013). Evidence-based interventions. In D.C. Wiley & A.C. Cory (Eds.), *Encyclopedia of school health* (pp. 225-227). Thousand Oaks, CA: Sage.
7. **Castillo, J.M.**, Torgesen, J.K., Powell-Smith, K.A., & Al-Otaiba, S. (2009). Examining the decision reliability and validity of three reading fluency measures for predicting outcomes on statewide reading accountability tests. In R.K. W.(K)2 (. W. Tc 0 Tgn)2 (lth)c-0.013lthtsn R, S. lth A(C)-3 (.

5. Curtis, M., Lopez, A., **Castillo, J.**, Batsche, G., Minch, D., & Smith, J.C. (2008). The status of school psychology: Demographic characteristics, employment conditions, professional practices, and continuing professional development. *Communique*, 36(5), 27-29.
6. **Castillo, J.M.**, Cohen, R.M., & Curtis, M.J. (2007, June). A Problem Solving/Response to Intervention model as systems-level change. *Communique*, 35(8), 34, 36, 38-40.
7. **Castillo, J.M.**, Porter, L.J., Curtis, M., & Batsche, G. (2005, October). The effects of evidence-based reading intervention on socially important outcomes. *Communique*, 34 (2), 14, 16.
8. Porter, L.J., **Castillo, J.M.**, Curtis, M., & Batsche G. (2005, October). Early intervention programs that address reading and behavior difficulties. *Communique*, 34 (2), 16-17.

Evaluation Reports and Technical Manuals (N = 9)

1. Brundage, A., **Castillo, J.M.**, & Batsche, G.M. (2018). *Reasons for chronic absenteeism among Georgia Pre-K/Head Start students: Survey summary report*. Florida's Problem Solving/Response to Intervention Project, University of South Florida.
2. Brundage, A., **Castillo, J.M.**, & Batsche, G.M. (2017). *Reasons for chronic absenteeism among se(t)-2 (E(y of)3 (S)-4 (out)-2 (h F)6 (l)-2Florida's Problem Solving/Response to Intervention Project, University of South Florida.*

1. McKenna, M., Scheel, N., Fidler, R.*, **Castillo, J.M.**, Wolgemuth, J.R., Ferron, J. & Hite, R.* (2024). *A quantitative systematic review of professional learning practices focused on MTSS*. Manuscript under review.
2. Scheel, N.L., Ginns, D.S., & **Castillo, J.M.** (2024). *Training observers in class-wide behavior data collection using behavior skills training and videos*. Manuscript under review.

Manuscripts in Preparation (N = 2)

1. Fidler, R.*, **Castillo, J.M.**, & Wolgemuth, J.R. (2024). *A critical synthesis of the literature on professional learning for MTSS*. Manuscript in preparation.
2. Roman, D.*, Fleming, Z.*, Schaffer, G.*, Abbott, K.*, Ureta, S.*, **Castillo, J.M.**, & Wolgemuth, J.R. (2024). *Minoritized School Psychology Program Students' Experiences with Battle Fatigue*. Manuscript in preparation.

Paper and Poster Presentations to Learned Societies (N = 73)

National (N = 54)

1. Fidler, R.*, & **Castillo, J.M.** (2024, February). *Professional learning for MTSS and other contradictions*. Poster presented at the National Association of School Psychologists Annual Convention, New Orleans, LA.
2. Roman, D.J.*, Pacateque, N.G.*, Hines, D.N.*, Fleming, Z.*, **Castillo, J.M.**, & Rowell, T.* (2023, February). *Minoritized students educational and emotional labor within graduate programs*. Paper presented at the National Association of School Psychologists Annual Convention, Denver, CO.
3. **Castillo, J.M.**, Budzisch, B.*, Rowell, T.*, Salvatore, C.*, & Sanchez, A.* (2022, February). *Minoritized graduate students' socialization experiences in school psychology programs*. Paper presented at the National Association of School Psychologists Annual Convention, Boston, MA.
4. Claar, C.*, Spencer, T., & **Castillo, J.M.** (2022, February). *Beyond sloppy proxies: Directly*

23. Thoman, S.*, March, A., **Castillo, J.M.**, Jenkins, A.*, & Moulton, S.** (2018, February). *Systems coaching: Introducing a tool to measure MTSS implementation support*. Paper presented at the National Association of School Psychologists Annual Convention, Chicago, IL.

24. Brundage A., **Castillo, J.M.**, Daye, J.*, La(r)3 (9 0 T(hi)-2 (c)4 (a)4 (go1 T(hi*, Tf(,)-2 (on,-4 (.Tj[(, MR(A

36. **Castillo, J.M.**, Childs, K., & Stockslager, K. (2013, October). *Development of a school-level tool to monitor implementation of a multi-tier system of support*. Poster presented at the American Evaluation Association Annual Conference, Washington, D.C.
37. **Castillo, J.M.**, Curtis, M.J., March, A.**, Stockslager, K.**, & Brundage, A.** (2013, February).

49. **Castillo, J.M.**, Dorman, C., Batsche, G.M., Curtis, M.J. (2008, February). *Evaluating a Problem Solving/Response to Intervention initiative: Preliminary outcomes*. Paper presented at the National Association of School Psychologists Annual Convention, New Orleans, LA.
50. **Castillo, J.M.**, Forde, S., Smith, J.C., Hangauer, J., & Batsche, G.M. (2007, March). *Implementing tiered service delivery in kindergarten: A case study*. Paper presented at the National Association of School Psychologists Annual Convention, New York, NY.
51. **Castillo, J.M.**, & Batsche, G. (2006, March). *Universal reading intervention and learning disabilities: A preliminary analysis*. Paper presented at the National Association of School Psychologists Annual Convention, Anaheim, CA.
52. Porter, L.J., & **Castillo, J.M.** (2006, March). *Response-to-Intervention service delivery: School psychologists' knowledge, beliefs, and skills*. Paper presented at the National Association of School Psychologists Annual Convention, Anaheim, CA.
53. **Castillo, J. M.**, & Powell-Smith, K. A. (2005, March). *Predicting outcomes on statewide reading assessments using reading fluency*. Paper presented at the National Association of School Psychologists Annual Convention, Atlanta, GA.
54. **Castillo, J.M.**, & Powell-Smith, K.A. (2005, February). *Predicting outcomes on statewide reading assessments using reading fluency*. Poster presented at the Pacific Coast Research Conference, San Diego, CA.

State and Regional (N = 19)

1. Fidler, R.* & **Castillo, J.M.** (2023, November). *A critical approach to unpacking professional learning for MTSS*. Poster presented at the Florida Association of School Psychologists Annual Conference.
2. Latimer, J.* & **Castillo, J.M.** (2020, November). *Distributed leadership: Leadership teams and implementing multi-tiered systems of support*. Poster presented at the Florida Association of School Psychologists Annual Conference.
3. **Castillo, J.M.**, Latimer, J.*, Williams, L.*, Thoman, S.*, & Scheel, N.L.* (2019, November). *Effective professional learning strategies for MTSS implementation*. Paper presented at the Florida Association of School Psychologists Annual Conference, St. Augustine, FL.
4. Holyfield, C.* & **Castillo, J.M.**, Brundage, A., & Singleton, D.* (2019, November). *Chronic absenteeism amongst students with disabilities: Reasons and predictors*. Poster presented at the Florida Association of School Psychologists Annual Conference, St. Augustine, FL.
5. Scheel, N.L.* & Green., S.* & Wolgemuth, J., & **Castillo, J.M.** (2019, November). *Scoping sources: What do we know about the literature on MTSS professional development*. Paper presented at the Florida Educational Research Association Annual Conference, St. Petersburg, FL.
6. Thoman, S.* & Jenkins, A.* & March, A.L., **Castillo, J.M.**, & Moulton, S.** (2017, November). *Systems coaching: Developing a tool to measure MTSS implementation support*. Paper presented at the Florida Association of School Psychologists Annual Conference, Daytona Beach, FL.
7. **Castillo, J.M.**, Daye, J.* & Shum, K.* & Wang, J.* (2016, November). *Professional development and RtI: Does PD improve implementation?* Paper presented at the Florida Association of School Psychologists Annual Conference, Palm Harbor, FL.

Grant-Funded Projects

Elementary and Secondary Education (#S184X220056).
19. Mendive, S., Pozo-Tapia, F., Gomez, F., & **Castillo, J.M.** (2023). Co-construcción de un

Education Programs.

38. **Castillo, J.M.** (2021). Title I, Part C - Education of Migratory Children – Migrant Education Program Technical Support (\$268,415). Florida Department of Education, Bureau of Federal Education Programs.
39. **Castillo, J.M.** (2021). Student Support Services Project (\$2,005,579). Florida Department of Education Discretionary Project Grant.
40. **Castillo, J.M.** (2021). The Florida Problem Solving/Response to Intervention Project (\$1,211,822). Florida Department of Education Discretionary Project Grant.
41. **Castillo, J.M.** (2021). The Florida Problem Solving/Response to Intervention Technology Project (\$1,393,187). Florida Department of Education Discretionary Project Grant.
42. **Castillo, J.M.** (2021b). 21st Century Community Learning Centers (\$3,859,061). Florida Department of Education, Bureau of Family and Community Outreach.
43. **Castillo, J.M.** (2021a). 21st Century Community Learning Centers (\$1,621,971). Florida Department of Education, Bureau of Family and Community Outreach.
44. **Castillo, J.M.** (2020). Student Support Services Project (\$1,534,974). Florida Department of Education Discretionary Project Grant.
45. **Castillo, J.M.** (2020). The Florida Problem Solving/Response to Intervention Project (\$1,283,145). Florida Department of Education Discretionary Project Grant.
46. **Castillo, J.M.** (2020). The Florida Problem Solving/Response to Intervention Technology Project (\$1,384,635). Florida Department of Education Discretionary Project Grant.
47. **Castillo, J.M.** (2020b). Part 1 Data Literacy Series (\$33,653). Florida Gulf Coast University.
48. **Castillo, J.M.** (2020a). Part 1 Data Literacy Series (\$6,669). Florida Gulf Coast University.
49. **Castillo, J.M.** (2020). School Improvement Support Plan (\$3,381,714). Florida Department of Education Discretionary Project Grant.
50. **Castillo, J.M.** (2020). Title I, Part A - Program Improvement and Technical Assistance (\$932,700). Florida Department of Education, Bureau of Federal Education Programs.
51. **Castillo, J.M.** (2020). Title I, Part C - Education of Migratory Children – Migrant Education Program Technical Support (\$378,046). Florida Department of Education, Bureau of Federal Education Programs.
52. **Castillo, J.M.** (2020). Title IX, Part A – Education for Homeless Children and Youth State Activities Project. (\$381,120). Florida Department of Education, Bureau of Federal Education Programs.
53. **Castillo, J.M.** (2019). Sulphur Springs Community School evaluation (\$7,210). Contract received from the Tampa Metropolitan YMCA to conduct the evaluation portion of a Center for Community Schools and Child Welfare Innovation [University of Central Florida] Community School Implementation Grant.
54. **Castillo, J.M.** (2019). 21st Century Community Learning Centers (\$3,946,777). Florida Department of Education, Bureau of Family and Community Outreach.
55. **Castillo, J.M.** (2019). 21st Century Community Learning Centers Reviewers (\$90,000). Florida Department of Education, Bureau of Family and Community Outreach.
56. **Castillo, J.M.** (2019). Student Support Services Project (\$2,134,709). Florida Department of Education Discretionary Project Grant.
57. **Castillo, J.M.** (2019). The Florida Problem Solving/Response to Intervention Project (\$1,825,045). Florida Department of Education Discretionary Project Grant.
58. **Castillo, J.M.** (2019). The Florida Problem Solving/Response to Intervention Technology Project (\$1,969,396). Florida Department of Education Discretionary Project Grant.

4. **Castillo, J.M.**, Wolgemuth, J.R., & Sabnis, S. (2021). Multi-tiered system of supports for students of color?: A critical mixed methods systematic review (\$375,000). Spencer Foundation (Large Education Grant).
5. von der Embse, N. & **Castillo, J.M.** (2021). Project SMARTS: State-wide Mental health Assistance, Research and Training for Schools (\$1,188,410). Office of Special Education Programs (84.326M).
6. Walker, B., Semon, S., & **Castillo, J.M.** (2021). Project SPICEE: USF School Psychology in Collaboration with Exceptional Education (\$1,236,823). Office of Special Education Programs (84.325K).
7. **Castillo, J.M.**, Wolgemuth, J.R., & Sabnis, S. (2020). Multi-tiered system of supports for social justice?: A critica3 (ge)4 (E)1 (du)-10 (c)4 (a)-6 (t)-2 (i)-2 (on G)2 (r)3 (a)4 (nt)-2 ()3 (.)-10 ()]TJEM
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- x **Castillo, J.M.**, Batsche G.M., & Curtis, M.J. (2008, July). *Florida's PS/RtI Project: Evaluation of efforts to scale up implementation*. Presented at the Just Read, Florida! Leadership Conference, Orlando, FL.
- x Batsche, G.M., Curtis, M.J., & **Castillo, J.M.** (2008, February). *The Florida Problem-Solving/Response-to-Intervention Implementation Project*. Presented at the DIBELS Summit,

- Professional development.* Workshop conducted at the National Association of School Psychologists Annual Convention, Chicago, IL.
- x **Castillo, J.M.**, Batsche, G.M., March, A.*, Stockslager, K.*, & Minch, D.* (2010, March). *Problem Solving/Response to Intervention systems change skills for school psychologists: Building consensus.* Workshop conducted at the National Association of School Psychologists Annual Convention, Chicago, IL.
 - x **Castillo, J.M.**, Batsche, G.M., Stockslager, K.*, March A.*, & Minch, D.* (2010, March). *Problem Solving/Response to Intervention systems change skills for school psychologists: Building infrastructure.* Workshop conducted at the National Association of School Psychologists Annual Convention, Chicago, IL.
 - x Curtis, M.J., Cohen R., & **Castillo, J.M.**, (2009, February). *Facilitating implementation of PS/RtI using systems change principles.* Workshop conducted at the National Association of School Psychologists Annual Convention, Boston, MA.
 - x Dorman, C., Hardcastle, B., Justice, K., **Castillo, J.M.**, Dixon, D.*, March, A.*, Batsche G.M., & Curtis, M.J. (2009, February). *Problem Solving/Response to Intervention: Scaling up implementation.* Symposium conducted at the National Association of School Psychologists Annual Convention, Boston, MA.
 - x Batsche, G.M., & **Castillo, J.M.** (2008, February). *Problem Solving/Response to Intervention: Implementing an intervention and data collection system with integrity.* Workshop conducted at the National Association of School Psychologists Annual Convention, New Orleans, LA.
 - x Curtis, M.J., Cohen, R.M., & **Castillo, J.M.** (2008, February). *Usi0-7i0.00-isit-1 (e)4-5(m)23(s)TJ/ Tc 0 Tw*
 - x Dman, C., Hards, M.J., C n, R., & Casti (2008). *Intervention: Implementing an intervention an*
 - x Dman, C., Hards, M.J., C n, R., & Castillo, J.

Service to University, College, & Department/Program

University

- x Member, College of Education Dean Search Advisory Committee, College of Education, University of South Florida, Summer 2020 to Summer 2021.
- x Mentor, Summer Research Institute, University of South Florida, Summer 2016; Summer 2015

College of Education

- x Member, Educational and Psychological Studies Awards Committee, College of Education, University of South Florida, Fall 2019 to Summer 2020.

Service on Doctoral Dissertation Committees

Doctoral Committee Chair – Completed (N = 8)

1. Salvatore, C. (2024). *A critical analysis of Latine school psychologists graduate students' socialization experiences*. Post-Doctoral Fellowship, May Institute.
2. Connolly, J. (2022). *Hope 4 Boys: Impact of a youth diversion program*. School psychologist with Pasco County School District.
3. Latimer, J. (2022). *Distributed leadership: Formal leadership, barriers, and facilitators for multi-tiered systems of support*. Assistant Research Professor at the School Mental Health Collaborative at the University of South Florida.
4. Scheel, N. (2022). *An exploratory investigation of student-level factors and perceptions of safety in secondary schools implementing SWPBIS*. Assistant Professor of School Psychology at Sam Houston State University.
5. Thoman, S. (2021). *Exploring educators' sensemaking of statewide professional learning for educational decision-making with an MTSS*. School psychologist with Pinellas County Schools.
6. Daye, J. (2019). *MTSS implementation in high schools: Expert and stakeholder perspectives*. Educational Consultant with Tennessee Tiered Support Center at Vanderbilt University.
7. Barclay, C. (2017). *Benchmarks of equality? School-wide positive behavior intervention and supports and school discipline risk and disparities for Black and Hispanic students*. School psychologist at EASTCONN providing behavioral and psychological consultation services.
8. Wells, L. (2016). *Development and initial validation of a scale measuring educators' perceptions of multi-tiered systems of supports practices*. Independent practitioner providing therapeutic services.

Doctoral Committee Co-Chair – Completed (N = 6)

1. Davis, D. (2024). *Count me in: A study of social validity, Positive Behavioral Interventions and Supports, and a high school*. Technical assistance team director, Tennessee Tiered Supports Center, Vanderbilt University.
2. Kauk, N. (2022). *Examining the social validity of parent training: Post-participation parent perceptions and reflections of Group Triple-P*. School psychologist and behavior analyst with the Interdisciplinary Center for Evaluation and Intervention at the University of South Florida.
3. Hanson, T. (2021). *Retaining and supporting graduate racially minoritized students: A critical analysis*. Completed post-doctoral fellowship with the Devereux Foundation.
4. Sabnis, S. (2019). *Cognitivism in school psychologists' talk about cultural responsiveness: A critical discourse analysis*. Assistant Professor of School Psychology at Miami University.
5. Eversole, O. (2018). *A case study of a collaborative approach to evaluation within a school district central office*. Employed as a Researcher and Evaluator at the Wisconsin Office of Children's Mental Health.
6. Stewart, K. (2016). *Examining student and teacher perceptions of the classroom social environment across school context: Effects of individual factors*. Employed as a culture and climate coach for Seneca Family of Agencies.

2. Presidential Fellow, University of South Florida, August 2003 to July 2008. Awarded \$20,000 per year.
3. Pre-Doctoral Summer Fellow, University of South Florida, May 2007 to July 2007. Awarded \$6,000.
4. Graduate Studies Award for Minority Students, Florida Association of School Psychologists, October 2004. Awarded \$500.