OMB No. 0925-0001 and 0925-0002 (Rev. 10/2021 Approved Through 09/30/2024)

BIOGRAPHICAL SKETCH

NAME: Rosa, Daniel

eRA COMMONS: TBD

POSITION TITLE: Ph.D. Graduate Student/Research Assistant

EDUCATION/TRAINING

| INSTITUTION AND LOCATION | DEGREE | Start Date | Completion Date | FIELD OF STUDY |
| --- | --- | --- | --- | --- |
| Montclair State University | B.A. | 09/2013 | 05/2017 | Psychology |
| Rider University | Ed.S. | 09/2017 | 05/2020 | School Psychology |
| Rutgers University | Ph.D. | 09/2022 | 05/2027 (Expected) | Cognitive Psychology |

**A. Personal Statement**

I am a Nationally Certified School Psychologist with my Educational Specialist Degree (Ed.S.) in School Psychology. I have vast educational, home, and community-based experience supporting, advocating, and providing therapeutic intervention services to children, youth, and adults with disabilities. I am also a proud older brother of two successful young adults with ASD and have first-hand experience as an advocate navigating the complex systems of care to ensure positive health, support, and educational outcomes. My personal research goals are to look at areas often overlooked when it comes to individuals with ASD and other disabilities. Areas such as presumed competence, classical and emotional intelligence in individuals despite barriers, the effectiveness of historical and popular intervention methods and their impact on the emotional well-being of individuals, and alternative modes of communication for non-speaking individuals. I have seen the need for meaningful research in this community, where research can provide a gateway to actualized change and a deeper understanding to support those who are often overlooked. I believe that having an insider view and firsthand understanding of the emotional impact of disabilities on family dynamics, and direct experiences with state programs and educational settings will bring an additional level of insight to the current and future projects I work on.

**B. Positions, Scientific Appointments and Honors**

**Positions and Scientific Appointments**

**2022 – Present Teaching Assistantship and Fellowship at Rutgers University**

**2022 – Present School Psychologist Consultant**

**2020 – 2022 School Psychologist/Case Manager at Metuchen Public Schools**

**2019 – 2020 School Psychologist Intern at Old Bridge Township Public Schools**

**2017 – 2018 Research Assistant for the New Jersey CDC Autism Study**

**2016 – 2017 Behavior Therapist/ABA Therapist at Eden Autism Services**

**2010 – 2015 Therapeutic Camp Counselor at Old Bridge Parks & Recreation**

**C. Contributions to Science, Education, & Society**

1. **School Psychologist in Public Education:** I provided educational support to students, families, and educational staff. Supported students with various educational, mental health, and social/emotional needs to reach their fullest potential. Collaborated with various stakeholders, including parents, teachers, staff, service providers, Child Study Team members, and administrators to problem solve to ensure student supports and positive outcomes. Advocated for students’ needs according to their Individualized Education Plan (IEP) and guarantee that their supports were being implemented and delivered accordingly. Met and spoke with families regarding their children's academic and behavioral performance and progress. Facilitated and led various meetings, such as Annual Review of IEP meetings and Re-evaluation meetings in accordance with I.D.E.A. and N.J.A.C. 6A:14. Worked with in-district and outside specialists to create interventions and supports that meet the needs of students both in the school and home setting. Developed IEP Programming, Goals, Supplementary Aids and Services, Program Modifications, and Accommodations for students to reflect targeted and appropriate supports. Designed and implemented social, emotional, behavioral, and educational interventions for students. Accurately administered, scored, and interpreted standardized psychological, educational, and behavioral assessments, and furnished detailed evaluation reports. Maintained student records with updated documentation and correspondences. Conducted classroom observations to assist teachers in planning effective educational strategies for all students. Provided teachers and other professionals with consultation services that assisted them in helping each student reach his/her potential in the least restrictive educational environment. Participated in crisis management by counseling, creating crisis plans, and/or making referrals. Provided individual and group counseling, behavioral coaching, positive behavioral support, parent education and support.
2. **Behavior Therapist:** I provided adaptive Behavior/ABA Therapy for children with autism. Facilitated behavioral and instructional support for students in onsite behavior clinics and natural environments. Collected, recorded, and summarized data on observable client behavior. Updated & maintained data collection systems & disseminated information to the team. Followed the prescribed behavioral skill acquisition and behavior reduction protocols. Delivered Behavior/ABA therapy and direct instruction in accordance with the prescribed therapy plan developed and supervised by a Board-Certified Behavior Analyst. Worked collaboratively with the clinical team to participate in Functional Behavioral Assessment and Behavior Intervention Processes and implemented behavioral strategies according to prescribed Behavior Intervention Plan. Developed and updated client progress files through systematic data collection, graphing, data analysis under the supervision of a Board-Certified Behavior Analyst. Facilitated communication and collaboration between all members of the client’s team including teaching staff, Behavior Analysts, and Family members.
3. **Therapeutic Camp Counselor:** I provided instructional aide for children and youth with disabilities. Reviewed Individualized Education and Behavioral Plans to establish student goals and ensure program integration and positive outcomes. Provided a safe and nurturing environment that encourages social, emotional, and intellectual development for children with diverse learning needs. Worked collaboratively with the staff and Center Director to ensure the successful implementation and engagement during excursions and center activities. Provided direct support to students during trips and community centered events. Implemented positive behavior support plans teaching children to explore and assimilate to new social experiences, so that they foster greater independence in the community.

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