

Amy Elizabeth Fisher, Ph.D.

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CURRENT POSITION

University of Wisconsin, Madison, WI

Research Scientist, School Mental Health Collaborative, Wisconsin Center for Education Research

EDUCATION

Case Western Reserve University, Cleveland, OH

Postdoctoral Scholar, 2021-June 2023 Schubert Center for Child Studies

University of Kentucky, Lexington, KY

School Psychology Ph.D. 2017-2020; APA-approved

Dissertation: “Students identities and teacher expectations: A factorial experiment at the intersection of race, gender, and ability” Advisor: Sycarah Fisher, Ph.D.

Millersville University, Millersville, PA

M.S. plus Certification in School Psychology 2009-2012; NASP-approved program

RESEARCH INTERESTS

- Educational equity (preK-12) focused on racism and ableism
- Discipline and IDEA identification racial disparities
- Critical race theory and disability studies (DisCrit)
- Educator racial identity development and racial bias reduction

PEER-REVIEWED PUBLICATIONS

- **Fisher, A. E.**, Johnson, L., Minnes, S., Miller, E., Riccardi, J. S. & Dimitropoulos, A. (accepted pending revisions). Predictors of social emotional learning in after-school programming: The relative impact of relationships, belonging, and program engagement. *Psychology in the Schools*.
- Samudre, M. D., Allday, A., Jones, M., & **Fisher, A. E.** (in press). Behavioral skills training to teach pre-service elementary general educators to conduct descriptive assessments. *Preventing School Failure*.
- Fisher, B. W. & **Fisher, A. E.** (2023) Criminal Justice System Contact of Students with Disabilities by Race and Ethnicity: Examining the Role of School Police. *Children and Youth Services Review*. 149(106953). <https://doi.org/10.1016/j.childyouth.2023.106953>
- **Fisher, A. E.**, Allday, A., Jones, M. & Samudre, M. (2022). The impact of a short and explicit labeling bias video on preservice educator behavioral expectations. *Journal of Education for Students Placed at Risk*, 1-25. <https://doi.org/10.1080/10824669.2022.2123324>
- **Fisher, A. E.**, Fisher, B. W., & Railey, K. S. (2021). Disciplinary disparities by race and disability: using DisCrit theory to examine the manifestation determination review process in special education in the United States. *Race Ethnicity and Education*, 24(6), 755-769. <https://doi.org/10.1080/13613324.2020.1753671>
- **Fisher, A. E.**, Fisher, S., Arsenault, C., Jacob, R., & Barnes-Najor, J. (2020). The moderating role of ethnic identity on the relationship between school climate and self-esteem for African American adolescents. *School Psychology Review*, 49(3), 291-305. <https://doi.org/10.1080/2372966X.2020.1760690>
 - 2020 School Psychology Review Article of the Year Honorable Mention

- Samudre, M. D., Allday, A., Jones, M., & **Fisher, A. E.** (2023). Behavioral skills training to teach pre-service elementary general educators to conduct descriptive assessments. *Preventing School Failure*. <http://dx.doi.org/10.1080/1045988X.2023.2197400>
- Ickes, M. J., Sampson, S., Parsons, J., Rayens, M. K., Xiao, M., **Fisher, A.**, Mundy, M. E., & Hahn, E. J. (2020). Tobacco-Free Ambassador Partnership: Empowering Youth Advocates in Appalachian Communities. *Health Promotion Practice*, 21(1), 98S-109S. <https://doi.org/10.1177/1524839919880563>

PEER-REVIEWED PUBLICATIONS UNDER REVIEW

- Fisher, S., Arsenault, C., **Fisher, A.**, Huang, H., Day, E., & Barnes-Najor, J. (under review). Teacher support as a moderator of peer victimization and school engagement: Does student race matter? *School Psychology*.
- Lingat, J. E. M., Ryser-Oatman, J. T., **Fisher, A. E.**, & Sampson, S. O. (under review). Processing an innovative fraction learning program: A case study using teachers' perceptions. *Journal of Research in Mathematics Education*.

MANUSCRIPTS IN PREPARATION

- **Fisher, A. E.**, Price, J., Frierson, K., Blakey, J. M., Rohrman, S., Foradori, M., Joseph, M. (2023, October 12-13). Results from a piloted racial identity processing intervention for early childhood educators and administrators: Does it reduce racial bias?
- **Fisher, A. E.**, Nanda, S., & Minnes, S. The impact of adult mentor racial/ethnic identity and adolescent racial/ethnic identity development on SEL outcomes.
- **Fisher, A. E.** Racial discipline and special education identification disparities: Examining the relationship and impact at the school and district levels.
- **Fisher, A. E.**, Fisher, S., Tyler, K., & Campbell, J. M. Educator expectancy bias and student identity: A factorial experiment.

BOOK CHAPTERS

- **Fisher, A. E.**, & Fisher, B. W. (2022). School discipline at the intersection of race and ability: Examining the role of school resource officers. In P. Fenning & M. Johnson (Eds.), *Exploring and Addressing Discipline Disparities among Students with Disabilities*. Teachers College Press.

RESEARCH EXPERIENCE

Wisconsin Center for Education Research, University of Wisconsin, Madison Aug. 2023 – present
Research Scientist I; School Mental Health Collaborative

- Develop and write grant applications and proposals to secure funding
- Support center projects related to research interests
- Collect and analyze data, conduct experiments and focus groups
- Disseminate research findings to stakeholders involved in educational policy and practice

Schubert Center for Child Studies, Case Western Reserve University, Cleveland, OH 2021-June 2023
Postdoctoral Scholar

- Led a team of graduate/undergraduate researchers to conduct a program evaluation of an after-school 21st Century Community Learning Centers program at 10 sites across the greater Cleveland area.
- Collaborated with local K-12 educators, community, policy agencies and state school board members on issues of education equity

- Consulted with Cleveland's Universal Pre-K programs in collecting and managing educator data to detect reduction in racially biased interactions with students after participation in implicit bias year-long training
- Mentored undergraduate student with a diversity fellowship across disciplines
- Developed research and training skills in community-based research and policy
- Participated in organizing and collaborating center related research, policy, and community events
- Led interdisciplinary research projects
- Participated in four-week policy and research fellowship
- Prepared 'Anti-racist guide for researchers' for the center's website

Evaluation Center, Lexington, KY

2018-2019

Research Assistant, Supervisor: Shannon Sampson, Ph.D.

- Conducted program evaluations using both qualitative and quantitative methods
- Developed evaluation methods and materials with other research assistants based on project needs
- Used center-developed questionnaires to interview student perceptions
- Analyzed and evaluated data to answer project-specific success
- Transcribed interview data and used axial coding methods
- Wrote and submitted manuscripts for publication
- Developed quality assurance assessment measures and conducted validity study for the UKY College of Education to follow accreditation standards in education (e.g. CAEP)
- Documented accreditation validation methods and results by developing a college-wide handbook

PRISMS Lab, Lexington, KY

2016-2019

Prevention Research in Substance Use and Minority Health in Schools, Member

- Coordinated a research project as first author
- Participated in grant-funded research projects and peer review opportunities
- Analyzed data from a large, longitudinal data set using Hayes' PROCESS models of mediation and moderation

Applied Psychometrics Lab, Lexington KY

2019

Member

- Participated in IRT, multi-level modeling, and Rausch lab presentations
- Analyzed data in Mplus using multi-level SEM
- Engaged in peer review processes

Elementary Education Graduate Assistantship, Millersville, PA

2009 – 2011

Research Assistant

- Identified and summarized peer-reviewed journal articles about aging for a literature review
- Transcribed qualitative interviews from elderly participants in the study
- Developed materials for undergraduate classes including worksheets, activities, and study guides
- Graded lesson plans created by Early Elementary Education undergraduate students

GRANTS AND FELLOWSHIPS

Grants

- **Fisher, A. E.** (not funded). *School and district level effects on special education identification disparities*. \$5,000. Strategic Goal Grant. National Association for School Psychologists. Principal investigator.
- **Fisher, A. E.** (not funded). *District and school characteristics as predictors of racial disparities in the identification of autism*. \$15,050. Program for Autism Education and Research. Case Western Reserve University. Principal Investigator.

- Fisher, B. W., & **Fisher, A. E.** (not funded). *Police-free schools: Safety and discipline outcomes associated with removing police from schools*. \$49,951. Spencer Foundation. Co-Principal Investigator.
- Curran, F. C., Espelage, D., Fisher, B. W., **Fisher, A. E.**, & Poekert, P. (not funded). *Educators effectively implementing school safety: Training to develop capacity for equitable and supportive school environments*. \$1,988,837. Researcher.

Fellowship

- Research to Policy Fellowship (Summer 2021). Schubert Center for Child Studies. Case Western Reserve University, Cleveland, OH.

TECHNICAL REPORTS

- **Fisher, A. E.**, Johnson, L. R., Nanda, S., Murgel, J. L., Dimitropoulos, A. & Minnes, S. (2023, September). 21st CCLC youth development program evaluation: Open Doors Academy: FY22 Summative Report. [Evaluation Report] Schubert Center for Child Studies, Case Western Reserve University, Cleveland, OH.
- **Fisher, A. E.**, Johnson, L. R., Dimitropoulos, A., & Minnes, S. (2022, August). 21st CCLC youth development program evaluation: Open Doors Academy: FY22 Summative Report. [Evaluation Report] Schubert Center for Child Studies, Case Western Reserve University, Cleveland, OH.
- **Fisher, A. E.**, Miller, E. K., Riccardi, J. S., Dimitropoulos, A., & Minnes, S. (2021, August). CCLC Open Doors Academy: Summative Outcomes for an after-school program. [Evaluation Report] Schubert Center for Child Studies, Case Western Reserve University, Cleveland, OH.
- **Fisher, A. E.**, Sampson, S. O., & Parsons, J. (2018, November). Center for veteran student success ECTC final project report: Summative outcomes evaluation report. University of Kentucky Evaluation Center, Lexington KY.
- **Fisher, A. E.**, Sampson, S. O., & Parsons, J. (2018, May). Project place: Midyear PD teacher survey key findings [Evaluation report]. University of Kentucky Evaluation Center, Lexington, KY.

CONFERENCE PRESENTATIONS

- **Fisher, A. E.**, Price, J., Frierson, K., Blakey, J. M., Rohrman, S., Foradori, M., & Joseph, M. (2023, October 12-13). *Results from a piloted racial identity processing intervention for early childhood educators and administrators: Does it reduce racial bias?* [Conference paper]. An Antiracist Research Agenda to Advance Restorative Practices in PreK-12 Schools Working Conference, San Francisco, CA, United States.
- Fenning, P. A., Raines, T. C., Briesch, A. M., Pearson, K. E., Chafouleas, S. M., Fallon, L. M., **Fisher, A. E.**, & Lane, K. L. (2022, February). *Changing understandings of racialized and ableist school pushout through Discrit*. National Association of School Psychologists Annual Convention: Boston, MA.
- **Fisher, A. E.** (2021, October). *White racial identity development and discipline data*. An AERA Research Conference. Improving Data for School Discipline Research: Reducing Exclusionary Discipline to Improve Equity. University of Florida, Education Policy Research Center.
- Fisher, B. W., & **Fisher, A. E.** (2019, June). *Exclusionary discipline for students by race, gender, and ability when police are present*. Working Conference funded by the Spencer Foundation. Reducing Suspensions and Expulsions of Students with Disabilities: Linking Research, Law, Policy, and Practice. Loyola University of Chicago School of Education and School of Law, Chicago, IL.
- **Fisher, A. E.** (2019, February). *The protective role of ethnic identity on the relationship between school climate and self-esteem for African American adolescents*. National Association for School Psychologists Annual Convention, Atlanta, GA.
- **Fisher, A. E.** (2018, March). *Exceptionality labels as predictors of educator bias*. Paper presented at the Spring Research Conference, University of Louisville, KY.

- Ickes, M., Mundy, M. E., Parsons, J., Sampson, S., **Fisher, A.E.**, & Miley, S. (2019, August). *Training youth tobacco policy advocates in rural communities*. National Conference on Tobacco or Health, Minneapolis, MN.

TEACHING EXPERIENCE

Instructor, University of Kentucky, Lexington, KY 2017-2018

- Primary instructor of record for four sections EDP 203 Teaching Exceptionalities in Regular Education
- Developed comprehensive syllabus
- Incorporated labeling bias training and practice
- Created assignment to enhance understanding of Individualized Education Plans
- Used critical education theoretical orientation and encouraged critical discussion
- Brought in real-world examples of evaluations and psychoeducational plans for discussion

Invited Talks

- Department of Teacher Education, Michigan State University
Using Critical Race and Disability Study Theories in current and future research. March 22, 2021
- Community Health Research and Practice Seminar. Case Western Reserve University
The inequitable impact of K-12 policy and practice on students at the intersection of racism and ableism, November 9, 2021

SERVICE

Peer Reviewer

- Invited to review *American Educational Research Journal*

Student Mentor

- Schubert Research Fellows Mentor, Case Western Reserve University, Cleveland, OH. 2019-2023
Mentored racially underrepresented undergraduate students in research and academic development.
- Program Evaluation Research Mentor, Case Western Reserve University, Cleveland, OH. 2019-2023
Mentored team of undergraduate and graduate students in program evaluation of 13, 21st Century youth development program

Committee Member

- Honesty for Ohio Education Coalition Member, Cleveland, OH 2019-2022
Participated in frequent strategic planning meetings with policy makers and practitioners to promote education equity practices in Ohio. Gave expert testimony at Ohio School Board meeting
- Elected Student Senate Representative, University of Kentucky, Lexington, KY 2018-2019

Leadership

- Social Justice Ally Training, University of Kentucky, Lexington, KY
Fall 2018
Nominated to develop and lead an all-day training in allyship for incoming graduate students
- Social Justice Scholarship Series, University of Kentucky, Lexington, KY
Led critical discussion to departmental faculty, students, and community members on K-12 educational justice

PROFESSIONAL AND CLINICAL POSITIONS

Seven Counties of Kentucky (formerly known as Centerstone), Louisville, KY 2019-2020

Uspiritus Psychiatric Residential Treatment Facility

Doctoral Internship (Supervised Doctoral Training, APA-Approved)

- Provided individual, group, and family therapy to residents ages 6-17
- Used racial trauma therapy and equitable justice education to address system-level contextual influences
- Participated in didactic trainings
- Served on the Centerstone/Seven Counties IRB board
- Collaborated and connected families to community agencies and resources
- Conducted psychological and psychoeducational assessments for personality, learning, and developmental disorders.
- Maintained frequent contact with governmental agencies and families regarding treatment and progress.
- Developed and implemented treatment and crisis management plans.

Adolescent Medicine Clinic, University of Kentucky, Lexington, KY 2017-2018

Advanced Clinical Practicum student, (Supervised Doctoral Training)

- Served children, adolescents, and young adults of diverse racial/ethnic, sex/gender, and socio-economic status identities.
- Worked with individuals experiencing trauma, anxiety, depression, inattention/hyperactivity, mood disorders, personality disorders, PKU, OCD, sexual assault survivors, family issues, encopresis, autism, suicidal ideation and phobias
- Conducted structured and semi-structured intake interviews with children, adolescents and adults seeking assessment or treatment, including multicultural interviews and risk assessments
- Collaborated and consulted as part of an interdisciplinary medical team including pediatricians, psychiatrists, social workers, nurses, interpreters and physicians
- Referred clients to other professionals as needed
- Used evidence-based therapies targeted to individual needs, like Cognitive-Behavioral Therapy (including Trauma-Focused CBT and Coping Cat), Solution-Focused Therapy, Acceptance and Commitment Therapy, and Play Therapy
- Implemented the manualized Functional Family Therapy and tracked progress
- Administered evidence-based treatment assessments for progress monitoring and outcome evaluations
- Conducted psychological and psychoeducational diagnostic evidence-based assessments
- Consulted and collaborated with medical professionals and school personnel
- Developed and submitted an IRB for a project targeted towards analyzing the effectiveness of therapy on adolescent anxiety and depression within a local high school setting

Therapy Trainings During Advanced Practicum

Cognitive Behavioral Intervention for Trauma in Schools

Trauma-Focused Cognitive Behavioral Therapy

Support for Students Exposed to Trauma

Parent-Child Interaction Therapy

Solution-Focused Therapy

Acceptance and Commitment Therapy

Functional Family Therapy

Hours: 420, Intervention: 137, averaged 12 hours weekly, Supervision: 90

School Psychologist, Dickson County Schools, Dickson, TN

2013-2016

- Created district-wide manual for the implementation of Response to Intervention and Instruction (RTI²)
- Trained general and special education teachers district-wide on implementation of RTI²
- Represented the school psychologists in district team meetings
- Consulted with relevant school personnel on appropriate evidenced based intervention and instruction
- Screened and completed comprehensive psychoeducational evaluations incorporating strengths and weaknesses of students with suspected disabilities ages pre-k through grade 12
- Conducted monthly data team meetings; recommended intervention changes, interpreted data by calculating rate of improvement and performed gap analyses
- Led school psychologists collaboration meetings and trained staff in new and updated psychoeducational assessments
- Collaborated with parents and local service agencies in creating positive environments in and out of school

School Psychologist, Currey Ingram Academy, Brentwood, TN 2012-2013

- Completed comprehensive psychoeducational assessments in an independent school for students with unique learning styles
- Gathered a thorough child histories through parent interviews, questionnaires, and review of prior evaluations
- Assessed areas of intelligence, academics, social/emotional and behavioral functioning, memory, perceptual and visual-motor abilities, executive functioning, learning styles and attention
- Systematically observed students as part of developing an instructionally appropriate comprehensive learning plan
- Analyzed data and developed evidence-based recommendations that targeted individuals' unique learning needs
- Diagnosed a variety of educational disabilities and psychological disorders using the IDEA and DSM-IV-TR criteria

School Psychology Intern, Dickson, TN 2011 – 2012

- Utilized NASP recommended best practices in completing comprehensive psychoeducational evaluations for students grades K-12
- Developed an observation checklist for developmental delay screenings
- Implemented classroom-wide, small group, and individualized interventions in multiple classroom settings
- Collaborated with non-native English language speaking families and interpreters
- Created a state-approved RTI plan in collaboration with administrators and other school psychologists
- Conducted Functional Behavioral Assessments for a variety of behavioral needs
- Counseled students from pre-K through 12th grade using a cognitive-behavioral technique

Clinical Training and Certifications

- National Certification for School Psychologists
- Tennessee School Psychology License
- Kentucky School Psychology License
- Certified in Autism Diagnostic Observation Schedule, Second Edition (ADOS-2)
- Attended Tennessee state School Psychology conferences and state education conferences
- Ethics in Psychology training
- Positive Behavioral Support training
- Social Role Valorization training

PROFESSIONAL MEMBERSHIPS

- National Association of School Psychologists
- Council of Exceptional Children