

FRANCIS J. DEMATTEO, ED.D.

Nationally Certified School Psychologist
Francis.DeMatteo@humboldt.edu

Education

- Indiana University of Pennsylvania
Doctorate of Education
Major: School Psychology
Concentration: Family-School Relations
July 1998 - May 2005
- Post-Master's Certification
Major: School Psychology
August 1997 - June 1999
- Master's of Education
Major: Educational Psychology
August 1996 - August 1997
- University of Scranton
Bachelors of Science
Major: Psychology
August 1992 - May 1996

Professional Experience

Humboldt State University

- Professor
August 2021 - present
- Associate Professor
August 2017 – August 2021
- School Psychology Program Director
 - Graduate Instruction
 - PSYC 345 Tests and Measurement-(Dual level course)
 - PSYC 616 Cognitive Assessment-I
 - PSYC 651 PSYC 651 Assessment & Intervention for Children 1: Scholastic & Academic Difficulties
 - PSYC 652 Diagnosis and Assessment of Social and Emotional Difficulties for the School Psychologist II
 - PSYC 669 Legal & Ethical Foundations in School Psychology
 - PSYC 690 School Psychology Professional Portfolio
 - PSYC 693 School Psychology Comprehensive Exam
 - PSYC 783 School Psychology Practicum
 - PSYC 784 School Psychology Internship
- GEAR Curriculum & Assessment Committee
August 2018- May 2021
 - College of Professional Studies Faculty Representative
- HSU-CFA
 - Executive Board Member – Secretary
August 2018 – February 2021
 - Interim Faculty Rights Chairperson
June 2019-December 2019
 - Faculty Rights Committee Member
January 2020 – February 2021

- SDRC Psychoeducational Evaluation Clinic August 2018 – present
 - Founder & Primary Supervisor

- Department of Psychology August 2017 – present
 - School Psychology Faculty Search Committee-Chairperson November 2021 - present
 - ASC Search Committee Member January 2018 – March 2018
 - School Psychology Graduate Committee Chairperson August 2017- present
 - Undergraduate Scholarship Review Committee Member August 2018 – May 2021
 - Diversity, Equity, & Inclusion Committee Member January 2019 – May 2021
 - Department Assessment Committee Member January 2019 – May 2021
 - Department RTP Standards Revision January 2019 – February 2021
 - Committee Chairperson

- Professional Service
 - Manuscript Reviewer
 - Psychology in the Schools August 2017 – present
 - School Psychology International August 2018 – present

 - National Association of School Psychologist
 - Annual Conference Presentation Proposal Reviewer (2012-2016)
 - Professional Accreditation Board-Program Reviewer January 2019 – present

 - Rowan & Littlefield Publishers April 2022 – present
 - Text Proposal Reviewer

Marywood University

August 2009 – May 2017

- School Psychology Program-Director
- Tenured/Associate Professor
 - Graduate Instruction
 - PSY 562 Cognitive Assessment
 - PSY 563 Assessment of Learning
 - PSY 549a School Psychology Practicum I
 - PSY 549b School Psychology Practicum II
 - PSY 551a School Psychology Law and Ethics
 - PSY 523 Contemporary Learning Theories
 - PSY 585 Family School Intervention
 - PSY 850 Educational Assessment Practicum (Doctoral Level)

- Students On-Campus Achieving Results Program (SOAR) January 2010 – May 2017
 - Co-director
 - Advisory Board Member

- NASP Accreditation Application May 2012 – February 2013
 - Sole author of Marywood University's school psychology program's NASP accreditation report

- Higher Education for the Sisters of Africa December 2013 – June 2014
 - Primary Investigator

- Nursing Department Assessment Committee October 2013 – February 2015
- Graduate Curriculum Council August 2012 – May 2017
RCEHD Representative
- Co-Chair of RCEHD NCATE Standard August 2012 – March 2014
II Assessment Committee
- Co-chair of Standards 7 & 14 December 2012 – August 2015
Institutional Assessment: Assessment
Of Student Learning Middle States
Work-group
- Faculty Senate August 2011 – May 2015
 - RCEHD senator
- Executive Council August 2011 – August 2014
- Academic Grievance Committee November 2011-January 2012
 - Committee Chairperson
- Outcomes Assessment Committee January 2011 – August 2014
- Teacher Education Committee August 2009 – May 2017
- Periodic Review and Report Committee May 2010 – November 2011
for Middle States Re-accreditation

Director of Student Services, Tuscarora School District

July 2007 – August 2009

- Primary author of the district’s plan to align with the state academic standards (SAS)
 - Submitted to Pennsylvania Department of Education
- Co-reviewer of the district’s “Getting Results” plans via Pennsylvania Department of Education to improve PSSA performance in elementary and secondary buildings
 - Analysis and synthesis of PVAAS and E-Metric data
 - Application of PVAAS and E-Metric Data to instructional practices

- Co-author of the district's Self Facilitated Assessment (SFA) in preparation for December 2008 Special Education Audit
- Co-author of the district's Chapter 12 Student Services Plan
 - Submitted to Pennsylvania Department of Education
- Co-producer of district's Truancy Prevention Program at the middle and high school levels
 - Analysis of truancy data
 - Coordinating building level administration, social worker, student resource officer, attendance office, and alternative education program
- Administrative compliance monitor for paraprofessional certification and staff development according to NCLB and Chapter 14 Regulations.
- Development of a district-wide service delivery model emphasizing problem-solving via consultation, collaboration, data-collection, and parent involvement
 - Psychological
 - Social Work
 - Occupational Therapy
 - Physical Therapy
 - Gifted Support
 - Audiology
- IST Program enhancement
 - Implemented research based interventions via the RTI framework
- Program development, implementation, and supervision
 - Home-School Visitor Program
 - K-12
 - Alternative Education for Disruptive Youth
 - Middle and High School Level
 - K-Primer
 - Transition to kindergarten
 - Parent Information Project
 - Elementary Title 1
- School Psychologist
 - Conducted psycho-educational assessments for referred children, grades K-12
 - Monitored district compliance with IDEA regulations and special education processes
 - Multi-disciplinary Team (MDT) member
 - Coordinated individualized educational plans via the (IEP) team
 - Facilitated family and student access to community resources and agencies

Assistant Professor, Indiana University of Pennsylvania

August 2006 –August 2007

- Department of Educational and School Psychology
- Graduate and undergraduate instruction-*Fall*
 - Introduction to School Psychology (2-graduate)
 - Assessment and Measurement in Teaching (2-undergraduate)

- Graduate and undergraduate instruction-*Spring*
 - Psychology of Adolescents (1-undergraduate)
 - Learning and Instruction (2-graduate)
 - Practicum-II/Clinic (1-graduate)
- Graduate instruction-*Summer*
 - Educational Research (1-graduate)
 - Family-School/Clinic (1-doctoral)
- Supervision of graduate assistants (2)
- Curriculum committee member
 - Development of Learning & Instruction course (graduate)
 - Development and implementation of clinical training model
 - Directed case vignettes and drama students

Consultant, Tuscarora School District (Pro-Bono) June 2006 – August 2007

Adjunct Professor, Wilkes University

June 2004 – June 2006

- Graduate Instruction
 - Educational Psychology

Doctoral Intern, Fulton County Medical Center

July 2004 – January 2005

- Provided therapeutic services to children, adolescents, and families
- Utilized a brief, solutions-focused, problem-solving approach
- Fostered effective communication between families and schools
- Provided direct crises intervention services to children and adolescents
- Collaborated with physicians and community agencies to develop treatment plans
- Developed home-school behavior plans for youth with significant emotional needs

School Psychologist & Second Level Evaluator, Lincoln Intermediate Unit

Tuscarora & Greencastle School Districts,

Franklin Learning Center

August 2003-August 2006

Shippensburg & Tuscarora School Districts

August 2000 - June 2003

West York School District

August 1999 - June 2000

- Conducted psycho-educational assessments for referred children, grades K-12
- Conducted second-level psychological evaluations for students with emotional needs
- Consulted with administration and staff regarding IDEA regulations and special education processes
- Multi-disciplinary Team (MDT) member
 - Assisted in program planning and consultant to the Individual Education Plan (IEP) program
 - Created Functional Behavior Assessment plans (FBA) as part of MDT process
- Consulted with the Instructional Support Team
- Facilitated family and student access to community resources and agencies
- Support psychologist for emotional support and life skills classrooms
 - Individual counseling with students
 - Provided psychological services to students with emotional disturbance educated outside the public school setting
 - Facilitated family-school problem-solving meetings
 - Designed behavioral interventions for aggressive adolescents
 - Implemented nonviolent crises intervention procedures

- Consulted with the Franklin County's District Attorney's office for juvenile offenders
- Information resource for instructors, staff, and parents

School Psychology Intern, Board of Education

August 1998 - June 1999

Washington County, Maryland

- Provided psychoeducational services to children and youth at elementary and secondary levels (K-12).
- ARD (Admission, Review or Dismissal)/ IEP (Individual Education Plan) Team member
- Conducted initial and triennial psychoeducational assessments
- Participated in program planning and placement for students meeting special education criteria
- Completed functional analyses of primary and secondary students' behaviors
- Consulted with teachers and administrators
- Designed, implemented, and monitored behavioral management programs for students in general and special education environments
- Facilitated the development of a behavior resource room for elementary students
- Established specific entrance and exit criteria and adaptive curriculum
- Collaborated with middle school guidance counselors
- Provided social skills training to eighth grade students
- Provided individual counseling to a seventh grade student with ADHD
- Consulted with emotional support teachers
- Provided individual counseling services to students at the high school level with identified emotional difficulties
- Student Support Team member (elementary level)
- Developed 504 plans and interventions to remediate poor school attendance and student difficulties within the educational environment
- Attended and conducted teacher in-service programs
- Member of the test review committee
- Reviewed and documented the technical adequacy and applicability of individually administered standardized norm-referenced assessment instruments administered in Washington County

Consultation with Blairsville, Pennsylvania Middle School

January 1998 - May 1998

- Provided instructional consultation
- Interviewed, counseled, and observed children and teachers
- Participated in Instructional Support Team
- Planned and implemented interventions

Child Study Center Clinician, IUP

January 1998 - July 1998

- Provided psychological services for referred children and families
- Tested, consulted, interviewed, and observed children and youth in a clinical setting

Graduate Assistant

August 1996 - July 1998

Administrative Associate to the Doctoral Program

- Assisted the Director of the Doctoral Program in School Psychology
- Developed norms for the Family School Achievement Rating Form
- Edited the annual departmental newsletter, *The Consultant*
- Filed, prepared, and sent correspondence, scheduled interviews and appointments

Research Assistant for Edward M. Levinson, Ed.D.

- Developed CBM Reading Norms for second grade at Blairsville-Saltsburg Elementary School District (Data collection and statistical analysis)
- Facilitated undergraduate Educational Psychology courses during professor's absence

Supervision (excluding Marywood University & Humboldt State)

- Tuscarora School District *July 2007-July 2009*
 - Social workers (2)
 - Alternative Education Program Coordinator
- Philadelphia College of Osteopathic Medicine *January 2006 – June 2006*
 - Doctoral Internship field supervisor- School Psychology

Student Research

Professional Contributions

Anderson, Rebecca. (2015, May). *Parent involvement during transition planning and outcomes for young adults with autism: Self determination as a mediator*. Marywood University.

Balmer, Cheri. (2011, August). *Alternatives to zero-tolerance policy in public education*. Marywood University.

Beck, Jocelyn. (2017, May). *The impact of anxiety on academic achievement in the school age population*. Marywood University.

Brandt, Sarah. (2011, May) *Home-school collaboration and interviewing at risk populations: A research assistant's experience*. Marywood University.

Bedwick, Meghan. (2012, May). *Self-regulated learning and students of low ses*. Marywood University.

Cilento, Santana. (2017, May). *Transitioning transgender students: A building level support model*. Marywood University.

Connors, Christina. (2017, May). *Agress-less: A tertiary response to social maladjustment*. Marywood University.

Conway, Courtney. (2015, May). *Social skills training for adolescents with autism spectrum disorder*. Marywood University.

Donath, Laura. (2013, May). *A school based cyber-bullying prevention program*. Marywood University.

Dougherty, Sharon. *Motivation to learn: Environmental and instructional factors*. (Discontinued).

Dvorshock, Nichole. (2010, August). *Social skills training with students with autism spectrum disorder: Research and personal experience*. Marywood University.

Fasciana, Michael. (2011, August). *Social skills training and students with autism: A focus on nonverbal behavior*. Marywood University.

Finn, Mary. (2011, March). *A family-based model to decrease bullying behavior*. Marywood University.

- Francis, Justine. (2011, May). *Young adults with autism spectrum disorder: Transition to adult life and the family*. Marywood University.
- Froio, Samantha. (2017, May). *The school as a community: Supporting students coping with cancer*. Marywood University.
- Gazoo, Corey. (2016, May). *A bullying prevention at the high school level*. Marywood University.
- Giacometti, Melissa. (2010, May). *Effects of parent involvement on students' academic motivation, attitude toward school, and parent-child relationship*. Marywood University.
- Gilpin, Simone. (2014, May) *Student and teacher perceptions of education: Academic success and barriers*. Marywood University.
- Grant, Jule. (2011, May). *Mindreading and young adults with autism spectrum disorder: A research assistant's experience*. Marywood University.
- Hahn, Felicity. (2012, May). *Externalizing disorders: Environment, treatment options, and suggestions for effective programming*. Marywood University.
- Hricko, Kristin. (2010, June). *Overcoming teacher resistance to school-wide positive behavior support programs*. Marywood University.
- Jones, Amanda. (2011, August). *Aligning classroom instruction with cognitive load theory: A focus on students with disabilities*. Marywood University.
- Jones, Molly. (2017, May). *School age students with chronic illnesses: Offering support in a school setting*. Marywood University.
- Kester, Rachel. (2017, May). *Home school relationships with early intervention families*. Marywood University.
- Kirkpatrick, Kelly. (2010, August). *Excessive video game usage and attentional problems in adolescents*. Marywood University.
- Kozemko, Jessica. (2010, May). *Job coaching a high school student with autism spectrum disorder*. Marywood University.
- Kresge, Allison. (2010, June). *Role of paraprofessionals in mediating student friendships*. Marywood University.
- Littleford, Samantha. (2016, May). *Educational technology: A tool to support teaching and learning in the 21st century*. Marywood University.
- Maldonado, Celeste. (2012, December). *Resource versus service model to support transition needs of families with autism spectrum disorder*.
- McGuire, Caitlin. *Social skills training and students with autism spectrum disorder: Communication*. (Discontinued).

- Milz, William. (2012, May). *Adapting parent child interaction therapy to the classroom environment*. Marywood University.
- Murray, Katelyn, (2016, May). *Early mindful interventions: Using self-regulation strategies of attention and emotion to improve academic success in elementary school students with attention difficulties and behavioral needs*. Marywood University.
- Muto, Erica. (2011, August). *Students with emotional and behavioral difficulties in a partial hospitalization program: A family approach*. Marywood University.
- Pautz, Emily. (2015, May). *Bullying prevention through collaboration*. Marywood University.
- Paulhamus, Marci. (2012, May). *Social skills training and students with autism: Inclusion considerations*. Marywood University.
- Reese, Amanda. (2012, May). *Social skills training and students with autism: A dining etiquette program*. Marywood University.
- Ritts, James. (2012, May). *A school based family program to address parent-child interactions*.
- Roberts, Nichole. (2010, May). *De-mystifying mindfulness for educators*. Marywood University.
- Royer, Andrew. (2016, May). *School based trauma therapy for students emotionally at risk students*. Marywood University.
- Rozelle, Cassandra. (2012, May). *Predictors of parent involvement in an after-school program for at-risk youth*. Marywood University.
- Rupp, Katrina. (2014, May). *Specific school based intervention strategies for students diagnosed with post-traumatic stress disorder: The use of canine support within schools*. Marywood University.
- Uppling, Kelsey. (2014, May). *Young adults with autism spectrum disorder: Video portfolios and Transition* Marywood University.
- Vennero, Jessica. (2012, May). *Cyberbullying prevention*. Marywood University.
- Williams, Trina. (2014, May). *Teacher characteristics that influence student motivation*. Marywood University.

Thesis-Committee Member

- Bagonis, Jessye (September 2012). *Children's perceptions of the sibling subsystem: Comparing the kinetic family drawing to the sibling relationship questionnaire*. Marywood University. [Art Therapy Department]
- Esenbock, Baby Vivian (in process). *Comparisons of spatial reasoning abilities of string and non-string professional musicians*. Humboldt State University. (Department of Psychology). Master's Thesis.
- Feeney, Leanne (March 2014). *Components of effective secondary transition programs for special needs students*. Marywood University. [Education Department] Undergraduate Honors Thesis.

- Gonzales-Herrera, I (December 2019). *Bully victimization, depression, and school connectedness in early adolescent students*. Humboldt State University. [Department of Psychology] Master's Thesis.
- Harney, Sarah (2005). *Use of child occupational self-assessment to write child centered IEP goals*. (Belmont University).
- Neri-Luchanski, Amanda. (November 2011) *Positive illusionary bias and students with ADHD*. Marywood University. [Psychology Department]
- O'Brien, Sarah. (May 2011). *Predictors of socially accepting students with autism spectrum disorder*. Marywood University. [Education Department]
- Surace, Amanda (September 2013). *Defining mindfulness: A comparison of two prominent definitions of mindfulness in current literature using the linguistic and word count software (LIWC)*. Marywood University. [Psychology Department]
- Szilagyi, Vanessa (May 2014). *Working memory and the relationship to memory for unpredictable words of a text*. Marywood University. [Psychology Department]
- White, Whitney. (September 2011). *Lexical selection by competition in the picture-word interference paradigm*. Marywood University. [Psychology Department]

Dissertation-Reader

- Boyle, Ricky (March 29, 2012). *Adult to student bullying in secondary school settings*. Marywood University.
- Ivey, Benjamin (March 21, 2014). *Priming for improved attention to auditory social stimuli in children with autism spectrum disorders*. Marywood University.
- Montoro- Edwards, Maria (March 30, 2010). *Predictors of funded scholarly activity at 4-year non-doctoral colleges and universities*. Marywood University.
- Provinzano, Kathleen. (June 25, 2010). *Northeastern Pennsylvania principals knowledge of the constitutional rights of students as determined by select united states supreme court decisions*. Marywood University.

Dissertation Committee Member

- Brandt, Sarah (April 2021). *The Intersection of Law, Policy, and Practice: School Psychologists' Perspective on Special Education in the Virtual School Setting*. Wilkes-University.
- Daniels-Acevedo, Christine. *The effectiveness of school bullying programs on the reporting of cyberbullying*. Marywood University (Discontinued May 2017).
- Sanders, Nadine. (2009). *Effects of implementing school-wide positive behavior support on office referrals and academic performance*. Duquesne University.
- Shemanski, Katie. (2016). *Behavior speak: Does use of behavior jargon affect teacher acceptability of positive behavior interventions?* Philadelphia College of Osteopathic Medicine.

Shey, Jason. (2015). *The effects of e-books on reading fluency, comprehension, and prosody*. Marywood University.

Dissertation-Chair

Gruber, Mary. (December 15, 2010). *Combining individual and group therapy for students with aggression: A case analysis and review*. Marywood University.

LaRosa, Cynthia. (August 2016- May 2017). *Examining issues surrounding the mental health of secondary students: Perceptions of public school administrators*. Marywood University.

Murphy Fox, Mary (March 23, 2012). *Theory of mind and young adults with autism spectrum disorder: The influence of mindreading and instructional peer coaches*. Marywood University.

McGill, Elizabeth. (March 17, 2015). *Predictors of bullying on a university campus*. Marywood University.

PhD Qualifying Paper-Reader & Defense

Carroll, Kelly (April 2015). *Motivating at-risk disruptive youth in public schools through intervention practices*. Marywood University.

Lemoncelli, Mark (May 7, 2014). *Crises plans in schools: Are we ready to deal with crisis?* Marywood University.

Lichtenwalner, John (December 11, 2012). *What is the impact of asynchronous computer mediated communication on the delivery of professional services?* Marywood University.

McGill, Elizabeth (April 18, 2013). *What are the effects of bullying on secondary students examined through education, psychology, and health?* Marywood University.

Maheen Mirza, Annina. (April 29, 2010). *Why is wellness important for college students*. Marywood University.

Shipman, Sue (May 2015). *Beyond not receiving a diploma: What are further implications associated with the decision to drop-out of high school*.

Shumacher, Lisa. (November 25, 2013). *Considerations for a comprehensive teacher evaluation*. Marywood University.

Publications

Books

DeMatteo, F. J. (2020). *Delivering psychoeducational evaluation results to parents: A practitioner's guide*. Routledge Publishers. <https://doi.org/10.4324/9780429>

Peer Reviewed

Arter, P.S., DeMatteo, F.J., Gonzalez, M., & Brown, T. (2016). Technology enhanced mentorship to improve instruction and reflection for teacher candidates. *Proceedings of Society for Information Technology & Teacher Education International Conference 2016* (pp. 1622-1625). Chesapeake,

VA: Association for the Advancement of Computing in Education.

- Arter, P. S., DeMatteo, F. J., & Brown, T. (Fall 2015). Additional preparation in meeting diverse needs: Does it make a difference? *National Teacher Education Journal*, 8, 3, 29-36.
- Arter, P., DeMatteo, F. J., Paulhamus, M., & Reese, A. (2012). Bridging the gap: An interdisciplinary experiential model between school psychology and special education. *Pennsylvania Teacher Educator*, 11, 51-56.
- DeMatteo, F.J. (2006). Crisis prevention and intervention in the classroom: What teachers should know. [Review of the book *Crisis prevention and intervention in the classroom: What teachers should know*]. *Communique*, 35(2). National Association of School Psychologists.
- DeMatteo, F. J. (2011). A review of V.B. Damiani's *Crisis prevention and intervention in the classroom: What teachers should know-second edition*. Rowan & Littlefield Education.
- DeMatteo, F. J. (2014). Mentoring student research: An overview of statistical power. *The Journal of the Pennsylvania Counseling Association*, 13, 1, 77-80.
- DeMatteo, F. J. & Arter, P. S. (2015). When job skills are not enough: Transitioning young adults with autism spectrum disorder. *Electronic Journal for Inclusive Education*, 3, (3).
- DeMatteo, F. J., Arter, P, Sworen-Parise, C, Fasciana, M. & Paulhamus, M. (2012). Social skills training for young adults with autism spectrum disorder: Overview and implications for practice. *National Teacher Education Journal*, 5, 4, 57-66.
- DeMatteo, F. J. & Brown, T. H. (2014). Teacher perceptions of new literacies. *National Teacher Education Journal*, 7, 3, 31-44.
- DeMatteo, F. J., Levinson, E. M., & Hoellein, R. H. (2000). A review of the attention deficit disorders evaluation scales. *Journal of Psychoeducational Assessment*, 18, 177-184.
- Levinson, E. M., McKee, L. & DeMatteo, F. J. (1999). The Exceptional Child Grows Up: Transition From School to Adult Life. In M. Fine's (Ed.), *Collaboration with parents of exceptional children*. (2nd ed). Austin, TX: PRO-ED.
- Roberts, N. & DeMatteo, F. J. (2012). Demystifying mindfulness for educators. *Teacher Education and Practice*, 25(2), 173-183.
- Shemanski, K, DeMatteo, F. J., & Fruehan, A. (2018). Behavior jargon and teacher acceptability of positive behavior interventions. *School Psychology International*.
<https://doi.org/10.1177/0143034318794747>
- Snyder, E. P., Quirk, K., & DeMatteo, F.J. (2010). *Consulting with families, schools, and communities*. In T.M. Lionetti, E.P. Snyder, & R. W. Christner (Eds), *A practical guide to building professional competencies in school psychology*. (pp 69-82). Springer Publishing.

Non-peer reviewed

- Anderson, R. H., Littleford, S. & DeMatteo, F. J. (February 2015). Mindful parenting: Promoting positive and present parent-child relationships. *Family Focus*. Hildebrandt Learning Center, LLC.

- Anderson, R. H., Littleford, S. & DeMatteo, F. J. (February 2015). Temper Tantrums: Tips to Tackle “Terrible” Toddlerhood. *Family Focus*. Hildebrandt Learning Center, LLC.
- DeMatteo, F. J. (August 2013). Building reading skills in young children: Phonological awareness. *Family Focus*. Hildebrandt Learning Center, LLC.
- DeMatteo, F. J., Christner, R. W. & Erdlen, R. (Spring 2003). Explaining evaluation results to parents. *InSight*. Association of School Psychologists of Pennsylvania.
- DeMatteo, F. J. & Johnston, J. (May 2009). Sparking student achievement: Programs that produce success. *Pennsylvania Elementary and Secondary School Administrator*.
- DeMatteo, F. J., Ohler, D., & Levinson, E. M. (Spring 1998). Job dissatisfaction, stress, & burnout among school psychologists. *InSight*. Association of School Psychologists of Pennsylvania.
- Littleford, S. & DeMatteo, F. J. (December 2015). iPreschool: Apps, mobile learning, and preschoolers. *Family Focus*. Hildebrandt Learning Center, LLC.
- Littleford, S. & DeMatteo, F. J. (August 2014). Meet the new teacher, Mr. television. *Family Focus*. Hildebrandt Learning Center, LLC.
- Littleford, S., Major, S., Murray, K. (August 2015) Parental involvement: Positives and pointers. *Family Focus*. Hildebrandt Learning Center, LLC.
- Littleford, S. & DeMatteo, F. J. (October 2014). Physical activity for preschoolers: Tips for parents, caregivers, and educators. *Family Focus*. Hildebrandt Learning Center, LLC.
- Szilagyi, V. & DeMatteo, F. J. (October 2013). Developing early literacy skills through parent-child reading. *Family Focus*. Hildebrandt Learning Center, LLC.
- Szilagyi, V. & DeMatteo, F. J. (May 2014). School readiness: Separating fact from fiction. *Family Focus*. Hildebrandt Learning Center, LLC.
- Uppling, K. & DeMatteo, F. J. (December 2013). Positive attitudes toward school and preschoolers: Tips for parents. *Family Focus*. Hildebrandt Learning Center, LLC.
- Williams, T., Uppling, K., Szilagyi, V., & DeMatteo, F. J. (February 2014). Bullying defined: An overview of characteristics and steps to prevention. *Family Focus*. Hildebrandt Learning Center, LLC.

Presentations

Recent National Presentations

- Arter, P. & DeMatteo, F. J. (June 2012). *Creating a community of practice between community agencies, secondary, and post secondary institutions*. Lilly Conference on College and University Teaching. Washington, D.C.
- Arter, P.S. & DeMatteo, F. J. (April 2016). *Where are they now? Successes and challenges of students with autism spectrum disorder*. Council for Exceptional Children 2016 Annual Conference St. Louis, Missouri.
- Arter, P.S. & DeMatteo, F.J. (October 2016). *Where are the now? Successes and challenges of students*

with autism spectrum disorder post graduation. Council for Exceptional Children's Division of Career Development and Transition, Myrtle Beach, SC.

- Arter, P.S. & DeMatteo, F. J. (April 2017). *Who works? We do! Students' voices on successful transition from school to work.* Council for Exceptional Children 2016 Annual Conference 2017 Annual Conference Boston, Massachusetts.
- Arter, P. & DeMatteo, F. J., Uppling, K., & Williams, T. (November 2013). *Bridging the gap: An interdisciplinary, experiential model between school psychology and special education.* Teacher Education Division of the Council for Exceptional Children Annual 2013 National Conference. Ft. Lauderdale, Florida.
- Arter, P. & DeMatteo, F.J., Uppling, K., & Williams, T. (February 2014). *Transition: It takes a village.* Council for Exceptional Children 2014 Annual Conference. Philadelphia, PA. (Poster-Session)
- Arter, P. & DeMatteo, F.J., Williams, T., & Uppling, K. (November 2013). *Transition: It takes a village.* Teacher Education Division of the Council for Exceptional Children 2013 National Conference. Ft. Lauderdale, Florida.
- Arter, P.S., DeMatteo, F.J., Gonzalez, M., & Brown, T. (March 2016). *Technology enhanced mentorship to improve instruction and reflection for teacher candidates.* Roundtable presentation at Society for Information Technology and Teacher Education Conference, Savannah, GA.
- Brown, T. & DeMatteo, F. J. (December 2012). *Building capacity to utilize digital texts and tools in a blended learning environment.* Literacy Research Association 2012 Annual Conference: San Diego, California.
- Brown, T. & DeMatteo, F. J. (October 2015). *Developmental relationships: The key to success in an academic mentoring program.* University of New Mexico Mentoring Institute's 8th Annual Mentoring Conference: Albuquerque, NM.
- Brown, T. & DeMatteo, F. J. (December 2013). *Exploring Changes in Reader Self-Perceptions Following Culturally Responsive Literacy Instruction.* Literacy Research Association's Annual 2013 Conference: Dallas, Texas.
- Brown, T. & DeMatteo, F. J. (December 2013). *New models for new texts: Professionally developing teachers and technology embedded instruction.* Literacy Research Association's Annual 2013 Conference: Dallas, Texas.
- Brown, T. & DeMatteo, F.J. (February 2013). *New literacies for new technologies: The teacher's view.* Association of Teacher Educators 2013 Annual Conference: Atlanta, Georgia.
- DeMatteo, F. J., Arter, P. S., Brown, T. (October 2014). *Teacher candidates' knowledge, skills, and professional dispositions in meeting the needs of diverse learners.* Council for Learning Disabilities Annual Conference. Philadelphia, Pennsylvania.
- DeMatteo, F. J., Arter, P, Campenni, E., & Brown, T. (April 2014). *Cooperative teacher and university supervisor ratings: Comparing teacher candidates' knowledge, skills and professional dispositions.* The American Educational Research Association 2014 Annual Conference. Philadelphia, PA.

- DeMatteo, F. J., Arter, P. S., Campenni, E. & Brown, T. H. (April 2015). *Supervisor ratings: Comparing teacher candidates' knowledge, skills, and dispositions related to exceptional learners*. Council for Exceptional Children Annual 2015 National Conference: San Diego, California.
- DeMatteo, F. J., Arter, P. S., Fruehan, A., & Davis, J. (August 2018). *Increasing emotional intelligence in students with autism spectrum disorder*. American Psychological Association 2018 Annual Conference: San Francisco, CA.
- DeMatteo, F. J. & Brandt, S, Rozell, C. (February 2012). *Parent involvement in an afterschool program for underserved and underrepresented populations: A barometer for home-school relationships*. National Association of School Psychologists 2012 National Conference: Philadelphia, Pennsylvania.
- DeMatteo, F. J., Maldonado, C., & Bedwick, M. (February 2013). *Families of students with autism: A resource based transition program*. National Association of School Psychologists 2013 Annual Conference: Seattle, Washington.
- DeMatteo, F. J. & Mistler, B. (August 2018). *Post-secondary hidden disability support: Eligibility documentation and training model*. American Psychological Association 2018 Annual Conference: San Francisco, CA.
- DeMatteo, F. J. & Ruthkoski, K. (December 2014). *Bringing faculty on-board with the assessment of student learning outcomes*. Middle States Commission on Higher Education 2014 Annual Conference. Washington, DC. [Paper Presentation; National; Invited]
- Pack, C. & DeMatteo, F. J. (February 2020). *A community initiative to address trauma in rural youth*. Paper presentation at the National Association of School Psychologists 2020 Annual Conference. Baltimore, Maryland.
- Pack, C, Franceschini, C., Richmond, K., & DeMatteo, F. J. (February 2019). *Trauma informed practice: The canvas of school psychological service delivery*. Mini-skills workshop presented at the National Association of School Psychologists 2019 Annual Conference. Atlanta, Georgia
- Roberts, N. & DeMatteo, F. J. (February 2011). *Demystifying mindfulness for educators*. Association of Teacher Educators 2011 Annual National Conference. Orlando, Florida.
- Szilagyi, V. E., DeMatteo, F.J., & Brown, T. (February 2014). *Understanding reading comprehension: Memory for unpredictable words of a text*. National Association of School Psychologists 2014 Annual Conference. Washington, DC.

State Presentations

- Arter, P. & DeMatteo, F. J. (November 2011). *Creating a community of practice between community agencies, secondary, and post secondary institutions*. Pennsylvania Council for Exceptional Children 2011 State Conference: Harrisburg, Pennsylvania.
- Arter, P., DeMatteo, F. J., Paulhamus, M., Reese, A. (October 2012). *Bridging the gap: An interdisciplinary, experiential model between school psychology and special education*. Pennsylvania Association of Colleges and Teacher Educators-Teacher Education Assembly. Harrisburg, Pennsylvania.
- Arter, P. & DeMatteo, F.J., Paulhamus, M., & Reese, A. (November 2012). *Transition: It takes a village*. Pennsylvania Counsel for Exceptional Children 2012 State Conference: Harrisburg, Pennsylvania.

Arter, P. & DeMatteo, F. J., & Reese, A., Paulhamus, M. (November 2011). *Do as I do, do as I say: Using peer coaching to teach social skills to young adults with autism spectrum disorder*. Pennsylvania Council for Exceptional Children 2011 State Conference: Harrisburg, Pennsylvania.

Cabral, G, DeMatteo, F. J., & Mirabito, M. (June 2011). *Cyberbullying*. Pennsylvania Psychological Association Annual Conference-2011. Harrisburg, Pennsylvania.

Cabral, G, DeMatteo, F. J., & Mirabito, M. (June 2012). *Bullying and cyberbullying-considerations for interventions*. Pennsylvania Psychological Association Annual Conference-2012. Harrisburg, Pennsylvania.

DeMatteo, F. J., Arter, P. S. (October 2014). *Supervisor ratings: Comparing teacher candidate' knowledge, skills, and dispositions*. Pennsylvania Association of Colleges and Teacher Educators-Teacher Education Assembly. Harrisburg, Pennsylvania.

Littleford, S., & DeMatteo, F. J. (October 2015). *Co-teaching and instructional technology integration: Perceived resistance to technology use*. The Pennsylvania Association of Colleges and Teacher Educators 2015 Annual Conference: Harrisburg, Pennsylvania.

Local Presentations

Arter, P, DeMatteo, F.J., Murphy-Fox, M., & O'Brien, S. (April 2011) . *Students on-campus achieving results: A community of practice*. Voices of Advocacy Autism Conference. LaSalle University, Philadelphia.

DeMatteo, F. J. (February 2022). *Delivering psychoeducational educational evaluation results to parents: A practitioner's model*. Professional Learning Community. Humboldt County Office of Education.

DeMatteo, F. J. (May 2010). *Learning, outcomes, and assessment*. Presentation to Marywood University's "Greater Expectations Program".

DeMatteo, F. J. (November 2009). *Learning outcomes: Our roadmap to instruction and assessment*. Presentation to Marywood University's College of Arts and Sciences Faculty.

DeMatteo, F. J., Barna, J. Paulhamus, M., Milz (May-June 2011). *Working together: Families united against bullying: A three part workshop series*. First Presbyterian Church: Clarks Summit.

DeMatteo, F. J. & Finn, M. K. (May 25, 2010). *Bullying prevention*. Presentation made to a substance abuse awareness parent group. Our Lady of the Snows Church, Clarks-Summit.

DeMatteo, F. J. & Mirabito, M. (June 2013). *Enhancing instruction: The cognitive processing model and technology*. The Commonwealth Medical College. Scranton, Pennsylvania.

DeMatteo, F. J. & Ruthkosky, K. (September 2010). *Line of inquiry: Identifying and reviewing key assessments*. Marywood University Faculty Forum.

DeMatteo, F. J. & Ruthkosky, K. (August 2010). *Middle states accreditation preparation workshop*. Marywood Universty Faculty Development Day.

Lemoncelli, J. L. & DeMatteo, F. J. (May 2011). *You've been served! Navigating ethical and legal*

responsibilities-Keynote address. School Counselor Professional Development Day: Marywood University.

Ruthkosky, K & DeMatteo, F. J. (September 2011). *Middle states accreditation self study results*. Marywood University Faculty Forum.

Shemanski, K. & DeMatteo, F. J. (August 28, 2012). *Typical or Troubled?* Dunmore School District August In-service.

Grants

Arter, P., DeMatteo, F. J., & Montoro-Edwards, M. (May 2011). Autism Services Education Resources and Training (ASERT) Grant Application. This proposal was written as part of a collaborative project with the University of Pennsylvania. The proposal's focus was to finance a three year transition coordinator for the SOAR program. [Requested Amount \$113,000; Not awarded]

Arter, P., DeMatteo, F. J., & Montoro-Edwards, M. (May 2012). *STEP: Student Transition and Empowerment Program*. Submitted to: Autism Speaks. Our proposal sought funds to support a transition program for students currently enrolled in the SOAR program. [Requested Amount \$24,775; Not awarded]

Arter, P., DeMatteo, F. J., & Montoro-Edwards, M. (September 2013). *STEP: Student Transition and Empowerment Program*. Submitted to: Procter & Gamble. Our proposal sought funds to support a transition program for students currently enrolled in the SOAR program. [Requested Amount \$10,000; Awarded: \$10,000]

Arter, P., DeMatteo, F. J., & Montoro-Edwards, M. (April 2013). *STEP: Student Transition and Empowerment Program*. Submitted to: Autism Services Education Resources and Training (ASERT). Our proposal sought funds to support a transition program for students currently enrolled in the SOAR program. [Requested Amount \$77,000; Not Awarded]

Arter, P., DeMatteo, F. J., & Montoro-Edwards, M. (May 2011). Autism Speaks Grant Application. Our proposal is seeking funds to support a Transition Coordinator for the SOAR program. [Not awarded]

Cabral, G., DeMatteo, F. J., Mirabito, M., & O'Brien, E. (December 2013). *Psychology at Marywood: From the beginning, school psychology*. Submitted to Marywood University. This project compiles information from graduates of Marywood's school psychology program to demonstrate its breadth and depth of the influence on the broader community. The final format will include an informative, historical video document. [Amount Requested \$2500; Awarded \$2500]

DeMatteo, F. J. (May 2010). *Excellence in writing pedagogy across the curriculum*. Submitted to Marywood University English Department [Not awarded]

DeMatteo, F. J. (April 2010). *Predictors of parent involvement in an enrichment program for students from underserved and underrepresented populations*. Student Academic Success and Inspiring Excellence (SASIE). Submitted to the McGowan Foundation [Awarded: course release, research assistant]

DeMatteo, F. J., Arter, P., & Montoro-Edwards, M. (May 2012). *Roots and Wings: Empowering families of*

individuals with autism during transition to adulthood. Submitted to: Autism Speaks. Our proposal sought funds to support development of a family resource program for students who recently graduated from the SOAR program. The proposal emphasized a collaborative effort among community resources, SOAR program advisors, and the IHM Sisters. [Requested Amount \$13,360. Not awarded]

Sworen-Parise, C., DeMatteo, F. J. & Montoro-Edwards, M. (January 2011) York Children's Fund. In partnering with Friendship House, the proposal seeks funding to support a study that investigates attrition rates of families who receive PCIT therapy. [Requested Amount \$5000; Awarded: \$750]

Awards

Indiana University of Pennsylvania College of Education and Information Technology 2014 Alumni Scholar Award

Past Publications and Presentations

DeMatteo, F. J. (2009, Spring). *Tuscarora school district alternative education program.* Shippensburg University School Study Program: 2008-2009 exemplary programs. Shippensburg University.

DeMatteo, F. J. (2008, Fall). *Effective classroom management at the middle and high school levels.* Franklin County Teacher Induction Program, Chambersburg Area Middle School.

DeMatteo, F.J.. (2007, Fall). *The information processing model, reading, and Bloom.* Tuscarora In-service Program, Mercersburg, PA.

DeMatteo, F.J. (2007, Spring). *Nonviolent crisis prevention and intervention.* Tuscarora In-service Program, Mercersburg, PA.

DeMatteo, F.J., (2005). *Predictors of parent satisfaction following multi-disciplinary evaluation for special education eligibility.* (Doctoral dissertation, Indiana University of Pennsylvania, 2005).

DeMatteo, F.J., & Buchner, M.L. (2003, Fall). *Foundations to functional-behavior assessment.* Tuscarora In-service Program, Mercersburg, PA.

DeMatteo, F. J., Christner, R. W., & Erdlen, R. (2003, March). *Explaining evaluation results to parents.* Association of School Psychologists of Pennsylvania, Harrisburg, PA.

DeMatteo, F. J. (2002, Summer). *Social skills deficits: A focus on intervention.* Lincoln Intermediate Unit In-service Program, New Oxford, PA.

DeMatteo, F. J. (2002, Summer). *Stress management.* Lincoln Intermediate Unit In-service Program, New Oxford, PA.

DeMatteo, F. J. (2002, Spring). *Social skills deficits: A focus on intervention,* Lincoln Intermediate Unit In-service Program, New Oxford, PA.

DeMatteo, F. J., & Murphy, J. P. (1999, Spring). *The Internships of Pennsylvania School Psychology Graduate Students: Current Demographic Trends and Satisfaction,* Association of School Psychologists of Pennsylvania, Harrisburg, PA.

Levinson, E. M., Ohler, D. & DeMatteo, F. J. (1998, March). *Stress and Burnout Among School Psychologists*, Association of School Psychologists of Pennsylvania, Harrisburg, PA.

Stewart, D. & DeMatteo, F.J. (2006, Spring). *Nonviolent crisis prevention and intervention*. Lincoln Intermediate Unit Training & PALS Programs, Chambersburg, PA.

Professional Organizations

American Association of University Professors
Member November 2014-Present

American Educational Research Association
Annual Conference Presentation Proposal Reviewer (2014) January 2014 – August 2016

Association of Teacher Educators
Member January 2011- August 2017
Annual Conference Presentation Proposal Reviewer (2012)

American Psychological Association
Member January 2018 – December 2021

Crisis Prevention Institute
Member October 2005 – October 2009
Certified Associate Instructor in Nonviolent Crisis Intervention

Marywood University Chapter of the American Association of University Professors
At-large Executive Committee Member
Secretary/Treasurer December 2014
December 2014-August 2015
August 2015-May 2017

National Association of School Psychologists
Member July 1999 - present
Program Accreditation Board Reviewer (2019 - present)

Plural Publishing Reviewer
• *Autism: Attacking social interaction skills.* February 2014- August 2015

The Teacher Educator
Manuscript Reviewer July 2014-August 2017

