

Curriculum Vitae
“Sia” Sipsas-Herrmann
Licensed Psychologist
Certified School Psychologist
10210 N. 32nd Street, Building C / Suite # 213, Phoenix, AZ 85028
(602) 824-8804

Education:

Ph. D.	(2000)	Arizona State University (APA & NASP Accredited) Tempe, Arizona (Main Campus) Educational Psychology Major Specialization in School Psychology GPA: 4.0 / 4.0
M .Ed.	(1996)	Arizona State University (APA & NASP Accredited) Tempe, Arizona (Main Campus) Educational Psychology Major GPA: 3.9 / 4.0
Bachelor of Arts	(1992)	University of California Los Angeles (UCLA) Los Angeles, California Psychology Major GPA: 3.4 / 4.0

University Appointments:

2001-2002	University of British Columbia Vancouver, Canada Adjunct Professor
-----------	---

Specialized Training & Credentials:

ADOS (Autism) Clinical Assessment Training	(2007)	Autism Diagnostic Observation Schedule (ADOS) training Western Psychological Services - WPS Dallas, Texas
TEACCH (Autism) Clinical Training	(2004)	Treatment & Education of Autistic & related Communication handicapped Children (TEACCH) training University of North Carolina Dept. of Psychiatry
Autism “Discrete Trial / ABA” Intervention Training	(1991-92)	University of California Los Angeles Los Angeles, CA

Licensure / Certification:

Licensed Psychologist Arizona # 3754	(2005)	Arizona Board of Psychologist Examiners 1400 West Washington #235 Phoenix, AZ 85007
Certified School Psychologist Certificate # XXX-XX-8993	(2000)	State of Arizona Department of Education 1535 W. Jefferson St. Phoenix, AZ 85007

Professional Experience:

- 2007-present **Arizona Child Psychology, PLLC**
10211 N. 32nd Street, Suite F3, Phoenix, AZ 85028
Licensed psychologist specializing in childhood assessment, psychological testing and home/school based interventions.
- 2002-present **Washington Elementary School District #6**, Phoenix, Arizona
School Psychologist- Provide psychological services to preschool and elementary aged children and their families, with emphasis on children with autism spectrum disorders. Duties primarily include assessment and evaluation, behavioral consultation, managing multidisciplinary team meetings, coordinating special education services for eligible children, functional behavior assessment and implementation of behavior intervention plans, teacher in-service training, and supervision of Arizona State University doctoral practicum students.
Supervisor: Craig T. Carter, Ph.D.
- 2001 **Delta Association for Child Development**, Delta/Vancouver, BC Canada
Psychologist for the Early Intensive Behavioral Intervention (EIBI) program for young children with autism. Duties are multifaceted but primarily included: psychological assessment, providing psychological services and support to families, conducting functional behavior assessments and behavior intervention plans, participating in staff training and supervision, and participating in individual program development for identified children.
- 2001 **University of British Columbia**, Vancouver, BC Canada
Adjunct Professor for the Department of Educational and Counselling Psychology, and Special Education.
- 2001 **Fraser Valley Child Development Centre**, Abbotsford, BC Canada
Consulting Psychologist for Kindergarten Transition Project for young children with autism. Program provides direct intervention to children with autism from ages 4 – 6, and their families. Consultant services included providing behavioral consultation and individual program development as part of each child's intervention team.
- 2000-2001 **Washington Elementary School District #6**, Phoenix, Arizona
School Psychologist- Provided psychological services to preschool and elementary aged children and their families. Multifaceted duties and responsibilities as described above.
Supervisor: Craig T. Carter, Ph.D.
- 1999-2000 **Southwest Head Start**, Phoenix, Arizona
Psychology Intern- Provided psychological services to a diverse population of Head Start preschool children and their families. Duties primarily included assessment/evaluation of children with a variety of special needs, child and/or family counseling, behavioral consultation to classroom staff and/or parents, functional behavior assessment and implementation of behavior intervention plans, parenting skills training, and Head Start staff training. Contract work as part of the internship experience included consultation to Colorado River Indian Tribes Head Start and Coolidge Unified School District. Evaluations were also conducted for the Wilson Elementary School District.
Supervisor: Cindy Hoard, Ed.D.

- 1998-1999 **Southwest Human Development, Inc.** Phoenix, AZ.
Family Services Manager- Supervised and managed Family Reunification Services, a program which is contracted by the Arizona Department of Economic Security - Administration for Children, Youth, and Families (A.C.Y.F./Child Protective Services). The program strives to place children that are dependents of the Court due to child abuse or neglect, back with their parent(s). Duties included supervision and training of Master's Degree level counseling staff, program coordination, community relations, and regular interface with A.C.Y.F. administration and directors.
 Supervisor: Heidi Baldwin, M.A.- Department Director
- 1997-1998 **Southwest Human Development, Inc.** Phoenix, AZ.
Family Support Specialist- provided courtesy case management services to children who were wards of state. Services included home studies determining appropriateness of placement , advocacy, courtesy supervision, and assistance with access to services.
 Supervisor: Sharon Swett
- 1998 **Department of Economic Security/Division of Developmental Disabilities**, Phoenix, AZ
Independent contractor -- certified by the Division of Developmental Disabilities to provide behavioral intervention services for children and families. Services provided were applied behavior analysis treatment strategies for children with Autism Spectrum Disorders as well as family support and home programming.
- 1993-97 **Southwest Human Development, Inc.** Phoenix, AZ.
 Employed as *Personal Living Skills Therapist* to children with a variety of developmental disabilities and their families. Specialized in working with children with autism and use of "Lovaas therapy." Provided case management services and supervised program implementation, as well as individual therapy. Other duties included conducting adaptive/behavioral assessments, constructing interventions, implementing therapeutic strategies, and coordinating social service support networks. Personal contacts maintained with children's' teachers, speech and occupational therapists, case managers and psychologists.
 Supervisor: Jan Wenning, M.A.
- 1992-93 **Behavior Research Institute / Tobinworld Non-public School:** Glendale, CA .
Special Education Teacher for cross-categorical classroom (e.g., autism, MR, SED). Duties included creating and implementing individualized education programs (IEP'S), token economies, reinforcement contingencies, behavioral contracts, daily lesson plans, recording and graphing student behaviors, and preparing weekly and semi-annual grade reports. Duties also included supervising and training classroom aides.
 Supervisor: David Bristow, Principal.
- 1992-93 **Feinerman Non-Public Agency:** Hawthorne, CA.
Behavior Specialist- Conducted behavioral therapy for approximately 10 hours per week with a young autistic child. Therapy conducted both at child's home and at school.
 Supervisor: Ely H. Feinerman, Executive Director.
- 1992-93 **Brentwood Center for Educational Therapy:** Inglewood, CA.
Instructor/Behavior Therapist in classroom setting for developmentally disabled adults. Duties included the creating and implementing clients' IPP's (Individual Program Plans), behavioral interventions, and preparation of quarterly reports pertaining to the progress of each client.
 Supervisor: John Kelly, Ph.D.
- 1991-92 **UCLA Young Autism Project:** Los Angeles, CA.
 Conducted home-based behavioral therapy with clinically diagnosed children with autism. Additional responsibilities included participation in weekly clinics at UCLA and training of new project therapists.
 Supervisor: O. Ivar Lovaas, Ph.D.

- 1990-91 **Braille Institute Youth Center:** W. Los Angeles, CA.
Assisted in various community-based programs designed for facilitating socialization opportunities for visually impaired children.
Supervisor: Gary Jimenez
- 1990 **UCLA Neuropsychiatric Institute:** Los Angeles, CA.
Assisted in the Occupational Therapy department for emotionally disturbed children and adolescents (ages 10-17). Developed weekly art therapy programs and administered direct contact supervision.
Supervisor: Lee Pezutti
- 1988 **College View School:** Glendale, CA.
Assisted teachers in a school for severe and profoundly disabled children.

Research/Academic Activities:

- 1996 **Phoenix Children's Hospital,** Phoenix, AZ
Graduate Research Assistant for joint research project between Arizona State University and Phoenix Children's Hospital. Using curriculum based assessment procedures in the measurement of academic achievement and differential doses of methylphenidate upon children with ADHD.
Supervisor: Maura L. Roberts, Ph.D.
- 1995-96 **San Marcos Elementary School,** Chandler, AZ
Graduate Research Assistant for a partnership research/tutoring project with Arizona State University and San Marcos Elementary School. Utilizing variations of Curriculum Based Assessment procedures to enhance ESL children's reading skills and language acquisition.
Supervisor: Maura L. Roberts, Ph.D.
- 1995 **San Marcos Elementary School,** Chandler, AZ
Graduate Research Assistant for a partnership research/tutoring project with Arizona State University and San Marcos Elementary School. Utilizing variations of Curriculum Based Assessment procedures to enhance low achieving children's math skills.
Supervisor: Maura L. Roberts, Ph.D.
- 1994 - 1995 **San Marcos Elementary School,** Chandler, AZ
Graduate Research Assistant for a partnership research/tutoring project with Arizona State University and San Marcos Elementary School. Utilizing variations of Curriculum Based Assessment procedures to enhance ESL children's reading skills and language acquisition.
Supervisor: Maura L. Roberts, Ph.D.
- 1989-92 **Simple Phobia:** University of California, Los Angeles
Ran subjects through a battery of scientific research procedures designed to measure physiological and subjective responses associated with various phobic stimuli, including: arachnids, snakes, a claustrophobic chamber, and hyperventilation activities. Conducted all phases of processing subject(s) through a battery of scientific research procedures, including: informed consent procedures, operating physiological and subjective monitoring instruments, and data input.
Supervisor: Michelle G. Craske, Ph.D.
- 1991 **California Self-Help Center:** University of California, Los Angeles
Assisted in developing survey methods for the Self-Help population.
Supervisor: Gerald Goodman, Ph.D.
- 1990 **Analogical Reminding:** University of California, Los Angeles
Ran subjects through a battery of scientific research methods, conducted data analysis, and performed data input.
Supervisor: Charles Wharton, Ph.D.

Thesis & Dissertation:

Sipsas-Herrmann, A. (2000). The Student Created Aggression Replacement Education Program: A Cross Generational Application. Doctoral dissertation, Arizona State University.

Sipsas-Herrmann, A. (1996). Fostering positive attitudes toward children with disabilities by their nondisabled peers, using bibliotherapy interventions. Master's equivalency project, Arizona State University.

Publications & Formal Presentations:

Herrmann, D. S., **Sipsas-Herrmann, A.**, Stafford, M., & Herrmann, N. (2005). Benefits and risks of intergenerational program participation by senior citizens. Educational Gerontology, 31 (2), 123-138.

“Cross-generational violence prevention programs”. Formal presentation at the 2000 California Park & Recreation Society and National Recreation & Park Association’s Annual Conference (March 17, 2000, Ontario, California).

Herrmann, D. S., McWhirter, J. J., & **Sipsas-Herrmann, A.** (1997). The relationship between dimensional self-concept and juvenile gang involvement: Implications for prevention, intervention, and court referred diversion programs. Behavioral Sciences and the Law, 15 (2) 181-194.

Sipsas-Herrmann, A., & McWhirter, J. J. (1996). Review of Gregg, N., Hoy, C., & Gay, A. (Eds.). "Adults with learning disabilities: Theoretical and practical perspectives". Contemporary Psychology, 41 (11), 1146.

Herrmann, D. S., McWhirter, J. J., & **Sipsas-Herrmann, A.** (August, 1996). The relationship between dimensional self-concept and juvenile gang involvement. Paper presented at the 104th annual convention of the American Psychological Association, Toronto, Canada.

Pyburn, C. S., Roberts, M. L., **Sipsas-Herrmann, A.**, Reidel, W., Eppinger, J. & Strychasz, G. (August, 1996). The differential effects of presentations and conversion rates on the long term retention of ESL student’s reading performance. Paper presented at the 104th annual convention of The American Psychological Association, Toronto, Canada.

Roberts, M. L., **Sipsas-Herrmann, A.**, & Pyburn, C. S. (August, 1996). Using CBA procedures to enhance ESL children’s language acquisition. Paper presented at the 104th annual convention of The American Psychological Association, Toronto, Canada.

Sipsas-Herrmann, A., Roberts, M. L., Pyburn, C. S., Herrmann, D. S., Dugan, T. H., & Eppinger, J. (July, 1996). The long term maintenance of attitude change toward children with disabilities following a bibliotherapy intervention. Paper presented at the 8th annual convention of The American Psychological Society, San Francisco, CA.

Sipsas-Herrmann, A., Roberts, M. L., Pyburn, C. S., Herrmann, D. S., Dugan, T. H., & Eppinger, J. (March, 1996). The differential effects of fiction and nonfiction literature: Increasing acceptance of children with disabilities. (ERIC Document Reproduction Service No. ED 394 219)

Sipsas-Herrmann, A., Roberts, M. L., Pyburn, C. S., Herrmann, D. S., Dugan, T. H., & Eppinger, J. (March, 1996). The differential effects of fiction and nonfiction literature: Increasing acceptance of children with disabilities. Presented at the 28th annual convention of The National Association of School Psychologists, Atlanta, GA.

Craske, M. G. & **Sipsas, A.** (1992). Animal phobias versus claustrophobias: exteroceptive versus interoceptive cues. Journal of Behaviour Research and Therapy, 30, 569-581.

Formal Workshops / Trainings Administered

- 2002-present **Teacher In-service – John Jacobs School.** “Positive Behavior Intervention.”
- 2000 **Parenting Class - Southwest Head Start.** “Positive Discipline for parents.”
- 1999 **Workshop - 1999 Early Childhood Institute** (October 28, 1999, Phoenix, Arizona).
“Medications and methods for addressing challenging behaviors.”
- 1999 **In-service.** “Functional Behavior Assessment and Behavior Intervention Plans”.
Conducted in-service to approximately 50 Head Start teachers and staff at the Colorado
River Indian Tribes Head Start.
- 1999 **Parenting Class - Southwest Head Start.** “Communicating with your preschool child.”

Teaching Experience (Courses Taught):

- 2001 **EPSE 306: Education of Adolescents**
Instructor: University of British Columbia, Vancouver, BC Canada.
Designed and taught undergraduate level course focusing on educational strategies for adolescent
populations. Responsible for all phases of instruction, including curriculum development,
lecturing and student assessment.
- 2001 **EPSE 311: Teaching Exceptional Children in the Regular Classroom**
Instructor: University of British Columbia, Vancouver, BC Canada.
Designed and taught undergraduate level course focusing on adaptive teaching methods for special
education students. Responsible for all phases of instruction, including curriculum development,
lecturing and student assessment.
- 1992-93 **Special Education**
Special Education Teacher: Behavior Research Institute / Tobinworld, Los Angeles, CA.
Worked as special education teacher for a developmentally disabled population of children and
adolescents. Responsible for all phases of classroom instruction and intervention.

Professional Affiliations (past and / or present):

American Psychological Association

Autism Society of America

National Association of School Psychologists

Awards & Honors:

- 1991 Psi Chi National Honor Society in Psychology
(Lifetime member).
- 1988-89 Alpha Gamma Sigma State Honor Society
(Lifetime member)
- 1987-92 Dean's Honor List

Research/Professional Interests:

- Autism assessment / early intervention
- Special education assessment / early intervention
- Psychological testing and assessment methods
- School / home-based intervention and consultation
- Functional behavior analysis

Revised: November, 2017