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*Implementation Specialist, FPG Child Development Institute*

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**Education**

- Ph.D. University of South Florida, Tampa, Florida** **2012**  
*School Psychology* (APA Accredited & NASP Approved)
- Dissertation Title: "A preliminary investigation of family engagement practices in schools implementing Problem-Solving/Response to Intervention (PS/RtI)"
  - Area of Emphasis: Family-School Collaboration & Systems Change: Facilitating Large-Scale Reform
- Ed.S. University of South Florida, Tampa, Florida** **August 2011**  
*School Psychology* (NASP Approved)
- Thesis Title: "Interrelationships among personality, perceived classmate support, and life satisfaction in adolescents"
- M.A. University of South Florida, Tampa, Florida** **August 2007**  
*School Psychology*, (NASP Approved)
- B.S. Illinois State University, Bloomington, Illinois** **May 2006**  
*Psychology*
- Cumulative GPA: 4.0, Summa Cum Laude, Psychology Department Honors
  - Honors Thesis Title: "Perceptions of dating violence in predicting violent dating behavior"

**Honors and Awards**

- 2018-2023** National Technical Assistance Center on Positive Behavioral Interventions and Supports, Office of Special Education and Rehabilitative Services, U.S. Department of Education. Family-School-Community Alliance Allocation = \$25,000/year, My Role: Co-Chair of the Alliance (with Co-Chairs: S. Garbacz, M. Weist). Center Co-Directors: Kent McIntosh, Brandi Simonsen, Tim Lewis, Heather George, with advisors, including George Sugai and Rob Horner.
- 2018** Co-Principal Investigator (with Andy Garbacz and Mark Weist) on Family-School-Community Alliance, Wisconsin Center for Education Research, University of Wisconsin-Madison, \$6,000.
- 2006** University of South Florida Fellowship Recipient, \$12,000
- 2006** Graduated Summa Cum Laude
- 2002-2006** Dean's List/Honor Roll
- 2003-2004** ROTC Scholarship award recipient
- 2003** Deere Harvester Credit Union Scholar, \$1,000

## Professional Experience

***September 2020- present***

**Impact Center**

**Frank Porter Graham Child Development Institute**

*University of North Carolina at Chapel Hill, Chapel Hill, NC*

Implementation Specialist

Partnering with communities, coalitions, and state agencies to optimize the outcomes and sustainability of population level evidence-based interventions using implementation science.

***September 2017-present***

**Family-School-Community Alliance (FSCA), OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports**

*University of South Florida, Tampa, FL*

Co-Leader

Co-lead the [Family-School-Community Alliance](https://fscalliance.org/) with Andy Garbacz. Initiated from the *Aligning and Integrating Family Engagement in Positive Behavioral Interventions and Supports (PBIS): Concepts and Strategies for Families and Schools in Key Contexts* 2017 e-book published by the Center on PBIS, the FSCA works to develop and advance family-school collaboration within research, practice and policy for the improvement of youth outcomes. The international organization consists of professionals, researchers, practitioners and family representatives working to advance family, school and community partnerships within tiered systems of support towards improved student outcomes. Responsibilities include the development of research-based tools and resources to support implementation of family-school collaboration efforts within states, districts and schools and the organizing of an annual conferences.

<https://fscalliance.org/>

***August 2011-August 2020***

**Florida's Positive Behavior Support: Multi-Tiered Systems of Support Project (FLPBIS: MTSS)**

*University of South Florida, Tampa, FL*

Technical Assistance Specialist

Supported school district capacity for implementing PBIS through strategic, data-based implementation planning, development of resources and through the provision of direct support services including training and professional development. Maintained an average caseload of 6 districts, conducted over 50 3-day team-based tier 1 trainings and over 15 1-day team-based tier 2 trainings. Supported 7 district-level staff through the train-the-trainer process to become fully qualified PBIS trained trainers. Supported the 6th largest school district in the country, Broward County Schools, to increase district capacity for PBIS growing the district from 0 to 72 schools trained in Tier 1 PBIS, 5 trained trainers and integrated district policy that supports PBIS practices between 2015-2019. Additional areas of district support included integrated MTSS coaching supports, redesigned Tier 3 systems of support and targeted supports specific to equitable disciplinary practices. Additional responsibilities beyond district supports included lead of the FLPBIS Model School process, lead of the Classroom Coaching Workgroup and development and dissemination of related materials, and lead of the Family and Community Engagement

Workgroup. Served as member of the Evaluation Workgroup managing the PBIS evaluation system and process and state performance plan monitoring efforts.

***August 2011-August 2015***

**Florida's Problem-Solving/Response to Intervention Project**

*University of South Florida, Tampa, FL*

Lead the development of two survey instruments designed to measure educator and family perceptions of family engagement in Response to Intervention (RtI) including item development, content validity, pilot studies including 900 educators and 400 families, and analyses of psychometric properties (i.e., Multi-level Exploratory Factor Analyses [MEFA] and Cronbach Alpha coefficients.).

***August 2010-August 2011***

**Florida's Positive Behavior Support: Multi-Tiered Systems of Support Project**

*University of South Florida, Tampa, FL*

School Psychology Doctoral Intern

Collaborated with a local school district on the implementation of Positive Behavioral Interventions and Supports (PBIS), supported tier 1 training for over 100 school teams, developed resources and provided technical assistance to support PBIS implementation at the district and school levels.

***August 2010-June 2011***

**Pinellas County School Board**

*Pinellas County, FL*

School Psychology School-based Doctoral Intern

Facilitated data-based problem-solving teams to support the implementation of Response to Intervention (RtI) at the district and school levels. Worked with school-based problem-solving teams on three different elementary campuses to ensure student supports are matched with student need. Administered comprehensive psychological evaluations, authentic assessments of student skills and administered interventions targeting identified areas of need. Provided small group interventions (tier 2) and individualized interventions (tier 3) focusing on academic and behavioral skills.

***August 2008-August 2009***

**Florida's Positive Behavior Support: Multi-Tiered Systems of Support Project**

*University of South Florida, Tampa, FL*

Advanced School Psychology Practicum Field Experience

Collaborated with staff to obtain skills with grant writing, large-scale systems change initiatives, professional development, home-school collaboration, and preservice educator preparation. Additionally, assisted Dr. Curtis and colleagues with developing a proposal for National Council for Accreditation of Teacher Education (NCATE) to integrate PS/RtI skills as a standard for preservice educator programs.

***August 2006-August 2008***

### **School-Based Practicum Experiences**

*Bloomington High School, August 2008-December 2008, Northwest Elementary School August 2007-May 2008, Leto High School, May 2007-August 2007, Sheehy Elementary School, August 2006-May 2007*

Experiences included low-income elementary schools and diverse high schools. Used the problem-solving model and a cognitive-behavioral theoretical approach to guide case conceptualization. Conducted record reviews, teacher, parent and child clinical interviews. Conducted authentic academic and behavior assessments, consulted with teachers and school personnel to implement academic and behavior interventions, monitored progress using student data to guide decision-making, provided comprehensive reports including recommendations. Implemented a class-wide behavioral intervention program with a kindergarten class, lead elementary girls' counseling groups and an anger management groups and facilitated small group therapeutic groups with high school students. Administered Dynamic Indicators of Basic Early Literacy Skills, Adaptive Behavior Assessment System, Second Edition, and the Woodcock Johnson III Tests of Cognitive Ability, Conners' Rating Scales-Revised, Adolescent Psychopathology Scale, Behavior Rating Inventory of Executive Function, Minnesota Multiphasic Personality Inventory, and Behavioral Assessment for System for Children-2<sup>nd</sup> Edition.

### ***June 2005-May 2006***

#### **Providing Access to Help (PATH)**

*Bloomington, IL*

Crisis Hotline Counselor

Completed thorough, intense training in crisis prevention for a 24-hour crisis hotline in McLean County. Managed incoming calls and made appropriate referrals regarding various situations including suicide, depression, and drug abuse. Also, expected to provide thorough training for incoming volunteers.

### **Direct Training and Technical Assistance to Districts & Schools**

Schoolwide/Tier 1 Team PBIS training(s):

- 2011-2012: 4 trainings; 200 participants
- 2012-2013: 4 trainings; 260 participants
- 2013-2014: 8 trainings; 325 participants
- 2014-2015: 12 trainings; 365 participants
- 2015-2016: 4 trainings; 145 participants
- 2016-2017: 2 trainings; 50 participants
- 2017-2018: 3 trainings; 50 participants
- 2018-2019: 3 trainings; 53 participants
- 2019-2020: 4 trainings; 100 participants

Tier 2/Supplemental PBIS trainings:

- 2011-2012: 2 trainings; 35 participants
- 2012-2013: 1 trainings; 15 participants
- 2013-2014: 2 trainings; 35 participants
- 2015-2016: 1 trainings; 35 participants
- 2016-2017: 1 training; 30 participants

2017-2018: 3 trainings; 60 participants  
 Classroom Coaching PBIS training:  
 2012-2013: 1 trainings; 15 participants  
 2013-2014: 1 trainings; 20 participants  
 2014-2015: 3 trainings; 42 participants  
 2015-2016: 2 trainings; 80 participants  
 2016-2017: 1 training; 50 participants  
 2017-2018: 4 trainings; 70 participants  
 2018-2019: 1 training; 25 participants  
 2019-2020: 1 training; 15 participants

### Training & Certifications

#### **2017- 2019, Youth Mental Health First Aid Certified Trainer**

Provided up to 3 trainings per year to adults who regularly interact with youth regarding risk factors and warning signs of mental health problems in youth, early intervention and strategies for supporting youth experiencing mental health challenges.

#### **2012-2018, Nationally Certified School Psychologist, # 41789, expired 10/31/2018**

### Research Experience

#### **2016-2019, Florida's Positive Behavior Support: Multi-Tiered Systems of Support Project**

*University of South Florida, Tampa, FL*

Evaluation Team Member

Collaborated with FLPBIS Project staff to analyze school-level implementation and outcome data in preparation for annual reports. Evaluated practices associated with district capacity for implementing and supporting SWPBIS.

#### **2006-2010, Florida's Problem-Solving/Response to Intervention Project**

*University of South Florida*

*Tampa, FL*

Graduate Research Assistant

Research assistant for a statewide project focusing on implementation of the problem-solving model and Response to Intervention in school districts throughout Florida. Responsibilities included conducting literature reviews, organizing, inputting, and analyzing data, creating graphical depictions of school and district data used for trainings and meetings, reviewing technological resources for school personnel trainings, attending school trainings on Response to Intervention/Problem-Solving, and collaborating with graduate assistants and professors.

#### **2006-2010, University of South Florida School Psychology Program Positive Psychology & Mental Wellness Research Groups**

Graduate Research Assistant

Research assistant for a group investigating various components of positive psychology including students' life satisfaction, subjective well-being, and students' perceptions of supportive teacher behaviors, mental well-being of high school students enrolled in rigorous academic programs,

and school psychologists' enablers and barriers to providing mental health services to students in schools. Responsibilities included literature reviews, data collection and entry including facilitating focus groups, creation of databases, entering and analyzing quantitative and qualitative data (i.e., AtlasTi software), developing and delivering conference presentations and journal publications.

#### **2004-2006, Illinois State University Undergraduate Research Assistant**

Dating and Sibling Violence Research Group

Assisted a group investigating the relationships among sibling and dating violence.

Responsibilities included collaborating with a team of nine research assistants, conducting psychology experiments using surveys and visual stimuli, reading relevant journal articles on dating and sibling violence, collecting and entering data into SPSS on high school and college students, and interacting with research participants.

#### **Instruments, Technical Briefs, Training Curricula**

Garbacz, S. A., **Minch, D.**, Cook, S. (under development). *Family-School Collaboration: Tiered Fidelity Inventory*. Family School Community Alliance and the Center on Positive Behavioral Interventions and Supports.

Baton, E., **Minch, D.**, Kern, L., & George, H.P. (Manuscript in review). *Helping families prepare for an individualized education program (IEP) meeting*. Center on PBIS, University of Oregon. [www.pbis.org](http://www.pbis.org).

**Minch, D.**, Garbacz, S. A., & Weist, M. D. (2020). [Advancing family-school collaboration in positive behavior interventions and supports through the family-school- community alliance](#). *2019 National PBIS Forum Roundtable/Discussion/Question- Answer (RDQ) Practice Brief*. Center on Positive Behavioral Interventions and Supports (funded by the Office of Special Education Programs, U.S. Department of Education).

**Minch, D.** (2019, March). [Video: Family Engagement in VTSS](#). Virginia Tiered Systems of Support, Richmond, VA.

**Minch, D.** (2019, March). [Engaging Families in VTSS: Moving Forward to Meaningful Partnerships](#). Virginia Tiered Systems of Support, Richmond, VA.

**Minch, D.** & Martinez, S. (2018, January). *Classroom Assistance Tool: Strengthening Classroom PBIS*. Texas Region 4 Service Center.

**Minch, D.**, Vatland, C., Winneker, A., Gaunt, B., Williams, H. (2015). [School-level Family and Community Engagement in MTSS Innovation Configuration](#). Florida's Positive Behavior Support Project, University of South Florida.

Florida Positive Behavior Interventions and Support: Multi-Tiered System of Support Project (2017). [Classroom PBIS Application](#). University of South Florida.

**Minch, D.**, George, H.P., & Elfner, K.E. (2017). [Revised- Tier 1 PBIS walkthrough](#). Florida Positive Behavior Support Project, University of South Florida.

**Minch, D.** & Martinez, S. (2017, October). *Classroom Assistance Tool: Strengthening Classroom PBIS*. Texas Region 4 Service Center.

**Minch, D.** (2016, September). [Family and Community Engagement in PBIS](#). Midwest PBIS. Lisle, IL.

**Minch, D.**, (2016, March). *Classroom PBIS Professional Development Module*. Florida Diagnostic Learning and Resource System, Palatka, FL.

Castillo, J.M., Batsche, G.M., Curtis, M.J., Stockslager, K., March, A., **Minch, D.**, & Hines, C. (2016). [Problem Solving/Response to Intervention evaluation tool technical assistance manual - revised 2016](#). University of South Florida.

Castillo, J.M., Batsche, G.M., Curtis, M.J., Stockslager, K., March, A., **Minch, D.**, and Hines, C. (2012). [Problem Solving/Response to Intervention Evaluation Tool Technical Assistance Manual](#). University of South Florida.

**Minch, D.** (2012). Family Engagement in RtI/MTSS Survey: Educator Version (FERS:E). In Castillo, J.M., Batsche, G.M., Curtis, M.J., Stockslager, K., March, A., Minch, D., and Hines, C. (May, 2016). [Problem Solving/Response to Intervention evaluation tool technical assistance manual - revised 2016](#). University of South Florida.

**Minch, D.** (2012). Family Engagement in RtI/MTSS Survey: Family Version (FERS:F). In Castillo, J.M., Batsche, G.M., Curtis, M.J., Stockslager, K., March, A., Minch, D., and Hines, C. (May, 2016). [Problem Solving/Response to Intervention evaluation tool technical assistance manual - revised 2016](#). University of South Florida.

**Minch, D.**, Diamond, H., Davidson, G. (2011). [Multi-Tiered System of Supports: Introductory video for parents](#). Florida's Multi-Tiered System of Support Project, University of South Florida.

**Minch, D.**, Diamond, H., Davidson, G. (2011). [Multi-Tiered System of Supports: Myths and truths for parents](#). Florida's Multi-Tiered System of Support Project, University of South Florida.

## Publications and Research

### Publications In Press, Under Review or Preparation

Sandomierski, T., Martinez, S., Webster, R., Winneker, A., & **Minch, D.** (in press). From “quick fix” to lasting commitment: Using root cause analysis to address disproportionate discipline outcomes. *Preventing School Failure*.

Garbacz, S. A., **Minch, D.**, Splett, J., Zaheer, I., Sandomierski, T., & Weist, M. (in preparation). Advancing an international movement on family-school-community collaboration to promote youth mental health. *School Psychology Review*.

Garbacz, S. A., **Minch, D. R.**, Weist, M. (in preparation). *Family-School Collaboration in Multi-Tiered Systems of Support*. Guilford Practical Intervention in the School Series.

**Minch, D. R.**, Garbacz, S. A., Kern, L., Baton, E. (in preparation). Building effective measurement systems for family engagement and leadership in schools. In S. Evans, J. Owens, C. Bradshaw & M.D. Weist (Eds), *Handbook of School Mental Health - Innovations in Science and Practice, Third Edition*.

Garbacz, S. A., **Minch, D. R.**, Flack, C., Lawlor, K. (in preparation). Advancing research to improve the practice of family engagement and leadership in schools. In S. Evans, J. Owens, C. Bradshaw & M.D. Weist (Eds), *Handbook of School Mental Health - Innovations in Science and Practice, Third Edition*.

### Peer-Reviewed Publications

Garbacz, S. A., **Minch, D.**, Jordan, P., Young, K., & Weist, M. D. (2020). Moving towards meaningful and significant family partnerships in education. *Adolescent Psychiatry, 10*, 92-104.

George, H., Cox, K., **Minch, D.**, Sandomierski, T. (2018). District practices associated with successful SWPBIS implementation. *Behavioral Disorders, 43*(3), 393-406.

Garbacz, S. A., McIntosh, K., Vatland, C., **Minch, D.**, & Eagle, J. W. (2018). Identifying and examining school approaches to family engagement within schoolwide positive behavioral interventions and supports. *Journal of Positive Behavior Interventions, 20*, 127–137.

Garbacz, S. A., Hirano, K. A., McIntosh, K., Eagle, J. W., **Minch, D.**, & Vatland, C. (2018). Family engagement in schoolwide positive behavioral interventions and supports: Barriers and facilitators to implementation. *School Psychology Quarterly, 33*, 448–459.

Suldo, M.A., **Minch, D. R.**, Hearon, B. V. (2015). Adolescent life satisfaction and personality characteristics: Investigating relationships using a five factor model. *Journal of Happiness Studies, 16* (4) , 965-983.

Suldo, S. M., Friedrich, A. A., White, T., Farmer, J., **Minch, D.**, & Michalowski, J. (2009). Teacher support and adolescents' life satisfaction: A mixed-methods investigation. *School Psychology Review, 38*, 67-85.

Curtis, M., Lopez, A., Castillo, J., Batsche, G., **Minch, D.**, & Smith, J. (2008). The status of school psychology: Demographic characteristics, employment conditions, professional practices, and continuing professional development. *Communiqué, 36*, (5), 1-6.



Suldo, S. M., Michalowski, J., **Minch, D.** & Thalji, A. (2008). Best practices in evaluating student-teacher relations and students' functioning. *Communiqué*, 37 (2), 16 – 17.

### Book Chapters

Garbacz, S. A., Vatland, C., Kern, L., von der Embse, N., Novotnak, T., & **Minch, D.**, & Weist, M. (2020). Family-school partnerships within tiered systems of support to increase access, improve equity, and promote positive outcomes for all children and families. In C. Clauss-Ehlers, A. B. Sood, & M. D. Weist (Eds.), *Social justice for children and young people: International perspectives*. (pp. 194-210).

**Minch, D.**, Kincaid, D., Dominguez, V., Thomas, R. (2017). [Translating family engagement strategies to practice in local sites implementing PBIS](#). In M. Weist, A. Garbacz, K. Lane, & D. Kincaid (Eds.). *Aligning and integrating family engagement in schools implementing PBIS: Concepts and strategies for families and schools in key contexts*. Center for Positive Behavioral Interventions and Supports, Eugene, Oregon: University of Oregon Press.

Gaunt, B. T., March, A. L., & **Minch, D. R.** (2014). Response to Intervention (RtI) and School-Wide Positive Behavior Support (SWPBS). In C. R. Reynolds, K. J. Vannest, & E. Fletcher-Janzen (Eds.), *Encyclopedia of special education: A reference for the education of children, adolescents, and adults with disabilities and other exceptional individuals* (4th ed.). Hoboken, New Jersey: Wiley.

### Thesis and Dissertation

**Minch, D. R.** (2012). [A preliminary investigation of family engagement practices in schools implementing Problem-Solving/Response to Intervention \(PS/RtI\)](#). [Doctoral dissertation, University of South Florida]. Graduate Theses and Dissertations.

**Minch, D. R.** (2008). [Interrelationships among personality, perceived classmate support, and life satisfaction in adolescents](#). Graduate Theses and Dissertations.

## Presentations

### Invited National, State & Local Presentations, Trainings & Workshops

**Minch, D.**, & Garbacz, A. (2020, May). *Family-School collaboration within Positive Behavior Interventions & Supports (PBIS)*. Webinar for Washington State MTSS Leaders. Hosted by the Washington Office of Superintendent Public Instruction (OSPI).[Invited].

**Minch, D.**, & Garbacz, A. (2020, April). *Assessing and integrating family-school collaboration practices within tiered systems of support*. Presentation at the 7th Annual Southeastern School Behavioral Health Conference, Myrtle Beach, SC (Conference cancelled). [Invited].

Garbacz, S. A., & **Minch, D.** (2020, April). *Teachers and Parents as Partners (TAPP): An evidence-based intervention to promote students' behavioral and social-emotional competencies*. Presentation at the 7th Annual Southeastern School Behavioral Health Conference, Myrtle Beach, SC (Conference cancelled). [Invited].

**Minch, D.**, McDermott, B., Kern, L. (2020, March). [\*Five PBIS Essentials for Families\*](#). Webinar hosted by Florida's Positive Behavior Interventions and Support (FLPBIS) Project, Florida Center for Inclusive Communities, University of South Florida, Tampa, FL. [Invited].

Garbacz, S. A., **Minch, D.**, Strickland-Cohen, K., Holmes, S., Smith, T., & Perales, K. (2020, March 11-14). [\*Advancing systems and practices to enhance family-school collaboration and promote social-emotional behavior competencies\*](#). Presentation at the Association for Positive Behavior Support (APBS) Conference, Miami, FL. (Conference cancelled). [Invited].

**Minch, D.** (2020, March). *PBIS Model Schools*. Presentation at the Annual District Coordinator Meeting, Miami, FL. [Invited].

**Minch, D.** & Elfner, K. (2020, March). *Family, youth and community engagement*. Presentation at the Annual District Coordinator Meeting, Miami, FL. [Invited].

**Minch, D.**, Garbacz, S. A., & Weist, M. (2019, October). [\*Implementing and assessing family-school partnerships in PBIS\*](#). Presentation at the 2019 Positive Behavioral Interventions and Supports National Leadership Forum, Chicago, IL. [Invited].

**Minch, D.**, Garbacz, S. A., & Weist, M. D. (2019, October). [\*Advancing family-school partnerships in PBIS through the family-school-community alliance: Roundtable/Dialogue/Q&A\*](#). Invited dialogue at the 2019 Positive Behavioral Interventions and Supports National Leadership Forum, Chicago, IL. [Invited].

**Minch, D.** (2019, September). *Family-School-Community Alliance: Past, present and future*. Presentation at the national Family-School-Community-Alliance (FSCA) Annual Meeting, Tampa, FL [Invited].

**Minch, D.** (2019, March). [\*Moving forward to meaningful partnerships\*](#). Virginia Tiered Systems of Support, Richmond, VA. [Invited Keynote].

Martinez, S., **Minch, D.**, & Christiansen, K. (2019, February). *Taking a walk through a classroom coaching guide*. Invited workshop at the Presentation at the 16th International Conference on Positive Behavior Support, Washington, DC. [Invited].

**Minch, D.**, Eagle, J., Lastra, M., & Sanders, S. (2018, September). [\*Research, tools, and resources for engaging families in PBIS: Multi-tiered Systems of Support\*](#). Presentation at the 2018 Positive Behavioral Interventions and Supports National Leadership Forum, Chicago, IL. [Invited].

**Minch, D.,** Webster, R., Jackson, C. (2018, September). [Using family and student voice to inform equitable PBIS implementation.](#) Presentation at the 2018 Positive Behavioral Interventions and Supports National Leadership Forum, Chicago, IL. [Invited].

**Minch, D.** (2018, June). [Beyond the building: Creating diverse opportunities for family engagement in PBIS.](#) Presentation at the Annual Texas PBIS Conference. Texas Region 4 Service Center. Houston, TX. [Invited].

**Minch, D.** (2018, June). [Growing the green: Supporting your staff to improve fidelity of Tier 1 PBIS implementation.](#) Presentation at the Annual Texas PBIS Conference. Texas Region 4 Service Center, Houston, TX. [Invited].

Weist, M. D., Garbacz, S. A., & **Minch, D.** (2018, February). *Developing the family school-community alliance (FSCA)*. Invited panel presentation at the 2018 Council for Exceptional Children Convention, Tampa, FL. [Invited].

**Minch, D.** & Martinez, S. (2018, January). *Classroom Assistance Tool: Strengthening Classroom PBIS*. Texas Region 4 Service Center. [Invited].

**Minch, D.,** Luecking, S., & Sanders, A. (2017, September). *Building Capacity for Family Engagement in PBIS*. Presentation at the 2017 Positive Behavioral Interventions and Supports National Leadership Forum, Chicago, IL. [Invited].

Sandomierski, T., **Minch, D.,** Winneker, A., & Hall, R. (2017, September). *Moving Beyond Your Bias: Engaging African American Family Members in the Quest for Equitable Discipline Outcomes*. Presentation at the 2017 Positive Behavioral Interventions and Supports National Leadership Forum, Chicago, IL. [Invited].

**Minch, D.,** & Winneker, A. (2017, September). *Student, Family & Community Voice: Strengthening PBIS in High Schools. Roundtable/Dialogue/Q&A*. Invited dialogue at the 2017 Positive Behavioral Interventions and Supports National Leadership Forum, Chicago, IL. [Invited].

**Minch, D.** & Martinez, S. (October, 2017). *Classroom Assistance Tool: Strengthening Classroom PBIS*. Texas Region 4 Service Center. [Invited].

**Minch, D.** & George, H.P. (2017, June). [Family and Community Engagement in Tiered Systems of Support.](#) 2-hour webinar for School Climate Transformation Grant - SEA recipients. Hosted by the OSEP TA Center on PBIS and the USDOE Office of Safe and Healthy Students. [Invited].

**Minch, D.,** & Gaunt, B. (June 2017). *Implementing a Tiered System of Supports to Improve Student Academic and Behavior Outcomes*. Keynote Speaker at the Texas Region 4 Access to General Curriculum Institute (AGCI). [Invited Keynote].

**Minch, D.** & Martinez, S. (June 2017). [Classroom Assistance Tool: Strengthening Classroom PBIS](#). 2017 Texas Positive Behavior Support Conference. [Invited].

**Minch, D.** (June, 2017). [Aligning and Integrating Family Engagement in a Tiered System](#). Keynote Speaker at the St. Louis Special School District Ci3T Summer Institute: All Systems Go Integration to Support Youth and Families. [Invited Keynote].

**Minch, D.,** Winneker, A., Martinez, S. (2017, March). *Classroom coaching: Tools for effective problem-solving*. Presentation at the 14<sup>th</sup> International Conference on Positive Behavior Support, Denver, CO. [Invited].

Martinez, S., **Minch, D.,** Winneker, A. (2017, March). *Taking a walk through the classroom coaching guide*. Workshop at the 14<sup>th</sup> International Conference on Positive Behavior Support, Denver, CO. [Invited].

**Minch, D.,** MacSuga-Gage, A.S., & Abshier, D. (2016, December). *Implementing effective classroom practices*. Presentation at the Blue Ribbon Schools of Excellence 16th Annual Conference, Orlando, FL. [Invited].

**Minch, D.,** MacSuga-Gage, A., Abshier, D. (2016, October). *Implementation of a problem solving coaching model for classroom PBIS*. Paper presented at the National Positive Behavior Intervention Support Leadership Forum, Rosemont, IL. [Invited].

**Minch, D.,** Winneker, A., Gaunt, B. (2016, October). *Defining tier 1 family and community engagement in MTSS*. Paper presented at the National Positive Behavior Intervention Support Leadership Forum, Rosemont, IL. [Invited].

**Minch, D.** (September, 2016). [Family and Community Engagement in PBIS](#). Midwest PBIS. Lisle, IL. [Invited].

Gaunt, B., & **Minch, D.** (2016, March). *Analyzing data for integrated academic-behavior support planning in SWPBS classroom settings*. Presentation at the International Conference on Positive Behavior Support, San Francisco, CA. [Invited].

Martinez, S., **Minch, D.,** Christiansen, K., Winneker, A., MacSuga-Gage, A. (2016, March). *Taking a walk through a classroom coaching guide*. Workshop presented at the International Conference on Positive Behavior Support, San Francisco, CA. [Invited].

George, H.P. & **Minch, D.** (2016, February). *PBIS Tier 1. 2-day advanced training for school-based teams leading the PBIS/MTSS efforts in Bermuda*. Hosted by the Ministry of Education [Invited].

Martinez, S., Christiansen, K., **Minch, D.**, Winneker, A. (2015, March). *Taking a walk through a classroom coaching guide*. Workshop presented at the International Conference on Positive Behavior Support, Boston, MA. [Invited].

Gaunt, B., & **Minch, D.** (2014, October). *Unpacking common core standards: A place for PBIS in the instructional environment*. Paper presented at the National Positive Behavior Intervention Support Leadership Forum, Chicago, IL. [Invited].

Martinez, S., Christenson, K., **Minch, D.**, & Winneker, A. (2014, March). *Taking a walk through a classroom coaching guide*. Workshop presented at the 11<sup>th</sup> International Conference on Positive Behavior Support, Chicago, IL. [Invited].

Childs, K., & **Minch, D.** (2012, October). *Family engagement in Multi-tiered Systems of Support (MTSS)*. Paper presented at the National Positive Behavior Intervention Support Leadership Forum, Chicago, IL. [Invited].

#### **Peer-Reviewed National, State & Local Presentations:**

**Minch, D.**, Garbacz, S. A., & Cook, S. (2020, March 11-14). *Promoting evidence-based family-school-community collaboration within PBIS: The family-school-community alliance in action*. Presentation at the Association for Positive Behavior Support (APBS) Conference, Miami, FL. (Conference cancelled).

Abshier, D., **Minch, D.**, Raulerson, C. (2020, February). *Utilizing coaching supports to increase fidelity of classroom PBIS systems*. Mini-skills presented at the National Association of School Psychologists Annual Conference, Baltimore, MD.

Garbacz, S. A., **Minch, D. R.**, Eagle, J., & Weist, M. (2020, February). *Advancing family-school-community collaboration to promote youth mental health*. Poster presented at the National Association of School Psychologists Annual Conference, Baltimore, MD.

Garbacz, S. A., **Minch, D. R.**, & Weist, M. D. (2019, November). *Enhancing family-school collaboration to promote youth mental health*. Paper presented at the annual conference on Advancing School Mental Health, Austin, TX.

**Minch, D.**, Martinez, S., Winneker, A., MacSuga-Gage, A. (2017, February). *Using coaching supports to increase fidelity of classroom PBIS systems*. Presentation at the National Association of School Psychology Conference, San Antonio, TX.

**Minch, D.** (2017, February). *Defining Tier 1 family and community engagement*. Presentation at the National Association of School Psychology Conference, San Antonio, TX.

**Minch, D.**, Winneker, A., Gaunt, B. (2016, November). *Defining tier 1 family and community engagement in MTSS*. Paper presented at the Florida Association of School Psychologists, Tampa, FL.

**Minch, D.**, Winneker, A., Martinez, S. (2016, November). *Utilizing coaching supports to increase fidelity of classroom PBIS systems*. Paper presented at the Florida Association of School Psychologists, Tampa, FL.

**Minch, D.**, & Martinez, S. (2016, September). *Classroom coaching: Utilizing a systematic approach to supporting classroom positive behavior interventions and supports*. Paper presented at the Educational Strategies and Student Engagement Conference, Orlando, FL.

Martinez, S., **Minch, D.**, Christiansen, K., & Winneker, A. (2016, March). *Classroom coaching: Setting up a systemic approach to supporting classroom PBIS*. Paper presentation at the International Conference on Positive Behavior Support, San Francisco, CA.

**Minch, D.** (2016, February). *Utilizing coaching and data-based problem-solving to implement classroom PBIS plans*. Workshop presented at the National Association of School Psychologists, New Orleans, LA.

March, A., Dixon, A., Justice, K., **Minch, D.**, (2016, February). *Facilitating district-wide MTSS: Building problem-solving capacity through systems coaching*. Workshop presented at the National Association of School Psychologists, New Orleans, LA.

Garbacz, S. A., Boulahanis, K., Cohenour, J., Hirano, K., Rush, K., Kornelis, J., **Minch, D.** (2016, February). *Family engagement within schools implementing schoolwide positive behavioral interventions and supports (PBIS): Current practices, barriers, and implications*. Poster presented at the annual meeting of the National Association of School Psychologists, New Orleans, LA.

March, A., Dixon, A., **Minch, D.**, Justice, K. (2015, October). *Building MTSS capacity: Facilitating problem-solving competence through systems coaching*. Paper presented at the Florida Association of School Psychologists, Orlando, FL.

**Minch, D.** (2015, September). *Family and community engagement in multi-tiered systems of support*. Paper presented at the Educational Strategies and Student Success Institute, Orlando, FL.

Childs, K., & **Minch, D.** (2015, March). *What we learned from identifying model SWPBIS districts*. Paper presented at the International Conference on Positive Behavior Support, Boston, MA.

Eagle, J., Garbacz, S.A., McIntosh, K., **Minch, D.**, & Vatland, C. (2015, March). *Assessing family engagement practices in school-wide PBIS: What are schools doing?* Poster presented at the International Conference on Positive Behavior Support, Boston, MA.

Gaunt, B., & **Minch, D.** (2015, May). *Best practices in inclusion of students who are behaviorally challenged*. Paper presented at the Florida Professional Association of Staffing Specialists Annual Conference.

**Minch, D.**, Martinez, S., Christianson, K., Winneker, A. (2015, February). *Using coaching supports to increase fidelity of classroom positive behavior supports*. Workshop presented at the National Association of School Psychology Conference, Orlando, FL.

Gaunt, B., & **Minch, D.** (2014, March). *Systems perspective on implementation fidelity: It does take a village*. Paper presented at the 11<sup>th</sup> International Conference on Positive Behavior Support, Chicago, IL.

Gaunt, B., & **Minch, D.** (2014, February). *Fidelity: Sync-ing your system or sinking your system*. Paper presentation at the National Association of School Psychology Conference, Washington, DC.

March, A., Batsche, G., Brundage, A., Dorman, C., Gaunt, B., Hardcastle, B., Justice, K., Kincaid, D., **Minch, D.**, et al. (2014, February). *Merging PBS and RtI: Florida Multi-Tiered System of Supports Project*. Paper presentation at the National Association of School Psychology Conference, Washington, DC.

**Minch, D.**, & Childs, K. (2013, March). *Family and community engagement in Multi-tiered Systems of Support (MTSS)*. Paper presented at the International Conference on Positive Behavior Support, San Diego, CA.

**Minch, D.** (2013, February). *Family engagement in Response to Intervention (RtI): A preliminary investigation*. Paper presented at the National Association of School Psychologists Annual Conference, Seattle, WA.

Sandomierski, T., & **Minch, D.** (2012, October). *Ensuring student outcomes through integrated problem-solving: Completing the picture with MTSS for behavior*. Paper presented at the Annual Florida Council for Exceptional Children Conference, Jupiter, FL.

**Minch, D.** (2012, June). *Engaging and participating in Multi-Tiered Systems of Support (MTSS)*. Paper presented at the 14<sup>th</sup> Annual Family Café Conference, Orlando, FL.

March, A., & **Minch, D.** (2012, March). *Small-group problem-solving: A practical model to address barriers to implementation and sustainability*. Paper presentation at the International Conference on Positive Behavior Support, Atlanta, GA.

Gaunt, B., & **Minch, D.** (2012, March). *Fidelity: Sync'ing your system or sinking your system*. Paper presentation at the International Conference on Positive Behavior Support, Atlanta, GA.

**Minch, D.**, & Murray, M. (2012, March). *We're in This Together: Effective School-Family Partnerships within Multi-Tiered Systems of Supports*. Paper presented at the International Conference on Positive Behavior Support, Atlanta, GA.

**Minch, D.** (2011, November). *Engaging Families and Community Members in Multi-Tiered Systems of Supports (MTSS)*. Paper presented at the 2011 Educational Strategies & Student Engagement Institute, St. Petersburg, FL.

**Minch, D.**, Childs, K., Diamond, H., Gaunt, B. (2011, October). *Developing family and community engagement within Multi-Tiered Systems of Supports*. Poster presented at the National Positive Behavior Intervention Support Leadership Forum, Chicago, IL.

Sandomierski, T., **Minch, D. R.**, & Peshak-George, H. (2011, March). *Flexibly rigid: Using Train-the-Trainer to meet unique district needs with fidelity*. Paper presented at the Association for Positive Behavior Supports Conference, Denver, CO.

**Minch, D. R.**, Montesino, M., Bateman, L., & Duong, C. (2011, February). *Developing family-school partnerships within Response to Intervention models*. Paper presented at the National Association of School Psychologists Annual Conference, San Francisco, CA.

White, T., March, A., **Minch, D.**, McMahan, M., Kuzia, K., & Suldo, S. (2010, March). *Promoting gratitude in students: Assessment methods, intervention strategies, and implications*. Paper presented at the National Association of School Psychologists Annual Conference, Chicago, IL.

Castillo, J., Batsche, G., March, A., **Minch, D.**, & Stockslager, K. (2010, March). *Problem-Solving/Response to Intervention systems change skills for school psychologists: Building consensus*. Workshop presented at the National Association of School Psychologists Annual Conference, Chicago, IL.

Castillo, J., Batsche, G., March, A., **Minch, D.**, & Stockslager, K. (2010, March). *Problem-Solving/Response to Intervention systems change skills for school psychologists: Building infrastructure*. Workshop presented at the National Association of School Psychologists Annual Conference, Chicago, IL.

March, A., **Minch, D.**, McMahan, M., Kuzia, K., White, T., & Suldo, S. (2009, October). *Enhancing student gratitude: Skills, techniques, interventions, and implications*. Workshop presented at the Florida Association of School Psychologists Annual Conference, St. Petersburg, FL.

March, A., **Minch, D.**, Stockslager, K., & Batsche, G. (2009, October). *Systems change skills for problem-solving/response to intervention (PS/RtI)*. Workshop presented at the Florida Association of School Psychologists Annual Conference, St. Petersburg, FL.



**Minch, D.**, & Suldo, S. (2009, February). *Interrelationships among personality, peer support, and life satisfaction in adolescence*. Poster presented at National Association of School Psychologists Annual Conference, Boston MA.

Stockslager, K., **Minch, D.**, & Dixon, D. (2008, October). *Implementing and sustaining problem-solving/Rtl: Are Florida schools ready?* Paper presentation at Florida Association of School Psychologists Annual Conference, Orlando FL.

Friedrich, A., Suldo, S. M., Shaffer, E., Michalowski, J., & **Minch, D.** (2008, August). *Providing school-based mental health services: Overcoming barriers*. American Psychological Association Annual Convention, Boston, MA.

Stewart, T., Friedrich, A., **Minch, D.**, Michalowski, J., Farmer, J., & Suldo, S. M. (2008, August). *Students' subjective well-being: The critical influence of teachers' social support*. American Psychological Association Annual Convention, Boston, MA.

Suldo, S. M., Michalowski, J., **Minch, D.**, & Stewart, T. (2008, February). *Students' subjective well-being and teachers' social support: A mixed-methods investigation*. Paper presentation at the National Association of School Psychologists Annual Conference, New Orleans LA.

Shaffer, E., Michalowski, J., Friedrich, A., **Minch, D.**, & Suldo, S. M. (2008, February). *Incorporating positive psychology into school psychology practice*. Paper presentation at the National Association of School Psychologists Annual Conference, New Orleans LA.

Snodgrass, H., **Minch, D.**, & Harbor, R. (2008, February). *The impact of social support with high school substance use*. Paper presented at the National Association of School Psychologists Annual Conference, New Orleans, LA.

Curtis, M. J., Lopez, A. D., Batsche, G. M., **Minch D. R.**, Abshier, D. (2007, March). *School Psychology, 2004-2005: National and regional demographic characteristics, professional practices, employment conditions, & continuing professional development*. Paper presentation at the National Association of School Psychologists Annual Conference, New York, NY.

Farmer, J., Suldo, S. M., Rodgers, D., Friedrich, A., Michalowski, J., **Minch, D.**, & Stewart, T. (2007, December). *Relationship between teachers' social support and gifted students' happiness*. Annual Convention of the National Association of Gifted Children, Minneapolis, MN.

Michalowski, J., Friedrich, A., Stewart, T., **Minch, D.**, Suldo, S. M., & Farmer, J. (2007, November). *Student happiness and teacher support: Gender differences in perceptions*. Florida Association of School Psychologists Annual Conference, Daytona Beach, FL.

Snodgrass, H., **Minch, D.**, & Harbor, R. (2007, November). *The impact of social support with high school substance use*. Paper presented at the Florida Association of School Psychologists Annual Conference, Daytona Beach, FL.

Suldo, S.M., Friedrich, A., Mihalas, S. M., Shaffer, E., Michalowski, J., & **Minch, D.** (2007, October). *A qualitative examination of school psychologists' provision of school-based mental health services: Implications for training*. Annual Conference on Advancing School Mental Health, Orlando, FL.

Farmer, J. L., Suldo, S. M., Rodgers, D., Friedrich, A., Michalowski, J., **Minch, D.**, & Stewart, T. (2007). *An exploration of the relationship between teachers' social support and gifted students' happiness*. Florida Association for the Gifted Annual Conference, Tampa, FL.

Suldo, S.M., Shaffer, E., Michalowski, J., Friedrich, A. Riley K., & **Minch, D.** (2006). *Positive psychology in school psychology practice: Promoting children's happiness*. Florida Association of School Psychologists Annual Conference, Orlando, FL.

Reese-Weber, M., Murphy, M., Glaser, T., Hammond, J., Jesse, J., Malczyk, T., **Minch, D.** Stagg, J., & Sweas, L. (2006). *Attitudes of sibling and dating violence in adolescence*. The Biennial Meeting of the Society for Research on Adolescence, San Francisco.

Reese-Weber, M., Stagg, J., Sweas, L., Murphy, M., **Minch, D.**, Malczyk, T., Jesse, J., Hammond, J., & Glaser, T. (2006). *Attitudes of dating violence as a function of gender and dating experience*. The Biennial Meeting of the Society for Research on Adolescence, San Francisco.

<b>Service</b>
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### Society Memberships

National Association of School Psychologists (NASP)  
Association for Positive Behavior Supports (APBS)

### Committees

Family-School-Community Alliance (2017–Present)  
*Co-Chair and Co-Founder*  
Florida Department of Education, Bureau of Exceptional Education and Student Services  
*Founding Member*, Family and Community Engagement Workgroup, 2011 – 2015  
College of Education, School Psychology Program  
*Student Member*, School Psychology Student Association

### Editorial and Reviewing Activities

*Ad Hoc Peer Reviewer* Journal for Positive Behavioral Interventions (2010-Present)  
*Ad Hoc Peer Reviewer* School Psychology Review (2012-Present)  
*Abstract Reviewer* National Association for Positive Behavior Support (APBS; 2010-2019)  
*Abstract Reviewer* National Association for School Psychologists (NASP; 2010-2018)

### Professional Consultations

Virginia Common Wealth – VA (2019)  
 Region 4 Educational Services Center – Houston, TX (2017-2018)  
 Bermuda Ministry of Education – Hamilton, Bermuda (subcontract for 2016)  
 St. Louis Special School District – St. Louis, MO (2017)  
 Midwest PBIS - Lisle, IL (2006)  
 Florida Diagnostic Learning and Resource System - Palatka, FL (2016)

### Assessment Experience

#### Cognitive

Wechsler Intelligence Scale for Children - 4<sup>th</sup> Edition (WISC-IV)  
 Woodcock Johnson 3<sup>rd</sup> Edition Tests of Cognitive Ability  
 Reynolds Intellectual Assessment Scale (RIAS)  
 Kaufman Assessment Battery for Children – 2<sup>nd</sup> Edition (KABC-II)

#### Achievement

Wechsler Individual Achievement Test - 2<sup>nd</sup> Edition (WIAT-II)  
 Woodcock Johnson 3<sup>rd</sup> Edition Tests of Academic Achievement  
 Curriculum Based Measurement (CBM)  
 Dynamic Indicators of Basic Early Literacy Skills (DIBELS)  
 Individual Growth and Development Indicators for Infants and Toddler

#### Social/Emotional & Behavior

Behavioral Observation for Students in Schools (B.O.S.S.)  
 Achenbach System of Empirically Based Assessment (ASEBA)  
 Behavioral Assessment System for Children – 2<sup>nd</sup> Edition (BASC-II)  
 Adolescent Psychopathology Scale (APS)  
 Children's Depression Inventory (CDI)  
 Conners' Rating Scales-Revised (CRS-R)  
 Behavioral Rating Inventory of Executive Function (BRIEF)  
 Adaptive Behavior Assessment System, Second Edition (ABAS II)  
 Minnesota Multiphasic Personality Inventory (MMPI)

### Teaching Experience

#### Guest Lecture *Spring 2020*

School Psychology, University of South Florida  
 Course: Advanced Behavior Interventions (SPS 7700)  
 Lecture: Family-school collaboration within Positive Behavior Interventions and Supports

#### Co-Instructor *Fall 2018*

Department of Child and Family Studies, College of Behavioral & Community Sciences,  
 University of South Florida.  
 Course: Behavior Consultation and Collaborative Systems Change (MHS 6607)  
 Co-Instructor: Heather George

Scored weekly student discussion posts, responded to questions, facilitated group discussion. Responded to student questions and provided feedback on assignments throughout the semester.

Co-Instructor *Fall 2017*

Department of Child and Family Studies, College of Behavioral & Community Sciences, University of South Florida.

*Course:* Behavior Consultation and Collaborative Systems Change (MHS 6607)

*Co-Instructor:* Heather George

Scored weekly student discussion posts, responded to questions, facilitated group discussion. Responded to student questions and provided feedback on assignments throughout the semester.

Co-Instructor *Spring 2013*

School Psychology, University of South Florida

*Course:* Advanced Behavior Interventions (SPS 7700)

*Co-Instructor:* Rose Iovannone

Lectured and facilitated group discussion during weekly class meetings. Responded to student questions and provided feedback on assignments throughout the semester.

Guest Lecturer *Fall 2009*

Elementary Education, Special Education, University of South Florida

*Courses:* Learning and the Developing Child

Educational Assessment of Exceptional Students

*Lecture:* Problem-Solving/Response to Intervention, Curriculum Based Measurement (CBM), Progress Monitoring

Teaching Assistant *Fall 2005-Fall 2006*

Psychology Department, Illinois State University

*Course:* Adolescent Psychology

*Instructor:* Professor, Daniel Graybill, Ph.D.

Lectured to an upper level, adolescent psychology class, held one-hour study sessions, created mock exam questions, and served as a resource to aid in student difficulties