

EDUCATION

University of Connecticut, Storrs, CT
Ph.D, School Psychology, August 2020 Projected
Dissertation: “Virtual Reality Self-Modeling as an Intervention for Stuttering”
Advisor: Melissa Bray, Ph.D
Committee Members: Sandra Chafouleas, Ph.D; James Kaufman, Ph.D

University of Connecticut, Storrs, CT
MA, School Psychology, May 2017
Advisor: Melissa Bray, Ph.D

Sacred Heart University, Fairfield, CT
MS, Applied Community Psychology, August 2015
Thesis: “Perceptions of Similarly Aged and Age Discrepant Heterosexual Couples”
Advisor: Christina Taylor, Ph.D

Sacred Heart University, Fairfield, CT
BS, Psychology, May 2014
Thesis: “Behaviors Associated with Preschoolers’ Mental State Understanding”
Advisor: Dawn Melzer, Ph.D

**LANGUAGES
SPOKEN**

English
American Sign Language

**GRANTS &
AWARDS**

J. Raymond and Augusta H. Gerberich Fellowship, 2019
National Fellowships Incentive Program Graduate Student Research Grant, 2018
Psi Chi Graduate Inductee, August, 2015

**TEACHING
EXPERIENCE**

Adjunct Professor, Manchester, CT, Fall 2019- Current
Manchester Community College Social Science, Business and Professional Careers
Division
PSYC 111 General Psychology I
Supervisor: Francine Rosselli-Navarra, Ph.D

- Instructed an introductory psychology course to a classroom comprised of mostly first-generation college students and developed specialized course materials to meet the learning needs of this growing population of students

Adjunct Professor, Storrs, CT, Summer 2018, Summer 2019
University of Connecticut, Educational Psychology Department
EPSY 1450W Mind-Body Health

- Instructed and developed course materials for two online summer courses teaching the theory, history, current research, and application of mind-body health interventions, and how to develop academic writing

Teaching Assistant, Storrs, CT, Spring 2019-Present
University of Connecticut Educational Psychology Department
EPSY 1460 Creativity and Critical Thinking in Film

Supervisor: James Kaufman, Ph.D

- Developed syllabus, course materials, and online platform for an undergraduate for a new course exploring the role of critical thinking and the creative process through academic work and film

Visiting Lecturer, Fairfield, CT, Fall 2017-Present

Sacred Heart University, Psychology Department

- Instructed undergraduate psychometrics courses in the use and analysis of psychoeducational assessment materials, and development of comprehensive reports

Teaching Assistant, Storrs, CT, Summer 2018- Summer 2019

University of Connecticut Office of Student Activities, Leadership Learning Community
UNIV 1810 Leadership Seminar

Supervisor: Joseph Briody, Ph.D

- Instructed introductory leadership courses, developed syllabi, managed student mentors and residential assistants, and organized community events for a specialized underclassmen living-learning community

PUBLICATIONS

- Bushman, R., Caminiti, N., Gwilliam, L., Novis, M., & **Tiarks, J.M.** (2014). Compliance, a film about a real-life Milgram experiment. *Academic Exchange Quarterly*, 19(3), 43-52.
- Maykel, C., **deLeyer-Tiarks, J. M.**, & Bray, M.A. (2018). Academic stress: What is the problem and what can educators & parents do to help? In S. Deb (Ed.), *Positive schooling: A holistic approach for healthy child development*. New York, NY: Springer.
- Bray, M.A., Maykel, C., & **deLeyer-Tiarks, J.M.** (2019). Stuttering. In George Bear (Ed.), *Helping children at home and school: Handouts for families and educators*. Bethesda, MD: National Association of School Psychologists.
- Yoshikawa, K., **deLeyer-Tiarks, J.M.**, Kehle, T.J., & Bray, M.A. (2019). Japanese educational reforms and initiatives as they relate to school psychological practice. *International Journal of School and Educational Psychology*, 7(2), 83-93.
- Kwolek, H., Bray, M., **deLeyer-Tiarks, J.M.**, Gammie, L., & Root, M. (2019). Video self-modeling: Research to practice for school psychologists. *Communique, June Issue*, 47(8), 4-8.
- deLeyer-Tiarks, J.M.**, Gammie, L.E., Bray, M., & Moriarty, S. (in press). Relaxation and Guided Imagery. In M.A. Bray & C. Maykel (Eds.) *Mind Body Health*. Washington, DC: American Psychological Association.
- deLeyer-Tiarks, J.M.** & Gammie, L.E. (in press). Digestive Disorders Overview. In M. Bray & M. Perfect (Eds.), *Health related disorders in children and adolescents: A guidebook for understanding and educating*. Washington, DC. American Psychological Association.

Margiano, S. & **deLeyer-Tiarks, J.M.** (in press). Noonans Disorder, In M. Bray & M. Perfect (Eds.), *Health related disorders in children and adolescents: A guidebook for understanding and educating*. Washington, DC. American Psychological Association.

Bray, M.A., Maykel, C., Theodore, L., Petrullo, J. & **deLeyer-Tiarks, J.M.** (in press). Respiratory Overview, In M. Bray & M. Perfect (Eds.), *Health related disorders in children and adolescents: A guidebook for understanding and educating*. Washington, DC. American Psychological Association.

Yoshikawa, K., Kehle, T., del Campo, M., Bray, M., & **deLeyer-Tiarks, J.M.** (in review). Self-Distancing to reduce anger in high school students. *Journal of Applied School Psychology*.

PRESENTATIONS **Tiarks, J.M.** & Bushman, R. (March, 2014). *Compliance, A Film about a Real-Life Milgram Experiment*. Poster presented at the Hunter College Undergraduate Research Conference, New York, NY.

Melzer, D. & **Tiarks, J.M.** (April, 2014). *Behaviors Associated with Preschoolers' Mental State Understanding*. Poster presented at the Sacred Heart University Academic Poster Fair, Fairfield, CT.

Taylor, C., Bushman, R. Caminiti, N., Gwilliam, L., Novis, M., & **Tiarks, J.M.** (April, 2014). *Compliance, A Film about a Real-Life Milgram Experiment*. Poster presented at the Sacred Heart University Academic Poster Fair, Fairfield, CT.

Tiarks, J.M. (April, 2015). *Perceptions of Similarly Aged and Age Discrepant Heterosexual Couples*. Poster presented at the Sacred Heart University Academic Poster Fair. Sacred Heart University, Fairfield, CT.

deLeyer-Tiarks, J.M. (March, 2017). *UConn Service Learning in a Collaborative City Context*. Poster presented at the Eastern Region Campus Compact Conference. New York University, New York, NY.

deLeyer-Tiarks, J.M. & Luh, H.J. (May, 2017). *Discrepancies in the High School to College Transition Experience between LGBTQ and Heterosexual Students: A Meta- Analysis*. Poster presented at the annual Center for Behavioral Education & Research Conference. University of Connecticut, Storrs, CT.

deLeyer-Tiarks, J.M. & Luh, H.J. (February, 2018). *Discrepancies in the High School to College Transition Experience between LGBTQ and Heterosexual Students: Intervention and Future Direction*. Poster presented at the annual meeting of the National Association of School Psychology, Chicago, IL.

Avitia, M., Bray, M.A, **deLeyer-Tiarks, J.M.**, Maykel, C., & Nagy, A. (February, 2018)

Video Self-Modeling for Individuals who Stutter and Experience Concomitant Anxiety. Poster presented at the annual meeting of the National Association of School Psychology, Chicago, IL.

deLeyer-Tiarks, J.M., Gammie, L.E., Bray, M.A., & Maykel, C. (August, 2018). *Video Self-Modeling in the Schools.* Symposium presented at the annual meeting of the American Psychological Association, San Francisco, CA.

deLeyer-Tiarks, J.M., Gammie, L.E., Bray, M.A., Root, M., Kovac, L., Andrade, B., & Margiano, S. (November, 2019). *Language and Learning in School Aged Individuals.* Symposium presented at the annual meeting of the American Speech-Language-Hearing Association Annual Convention, Boston, MA.

deLeyer-Tiarks, J.M., Gammie, L.E., Cross, K., Avitia, M., & Bray, M.A. (February, 2019). *Mind Body Health in the School Setting.* Mini Skills Session presented at the annual meeting of the National Association of School Psychologists, Atlanta, GA.

Bray, M., Margiano, S., Levine, S., & **deLeyer-Tiarks, J.M.** (August, 2019). *Using Video Self-Modeling to Support Social-Emotional Learning.* Poster presented at the annual meeting of the American Psychological Association, Chicago, IL.

deLeyer-Tiarks, J.M., Gammie, L.E., Root, M., Nelson, K., Ottone-Cross, K., & Bray, M.A. (June, 2019). *Video Self-Modeling for Academic, Communication, and Behavioral Difficulties.* Symposium accepted to the 41st Meeting of the International School Psychology Association, Basel, Switzerland.

deLeyer-Tiarks, J.M., Gammie, L.E., Nelson, K., Ottone-Cross, K. & Bray, M.A. (June, 2019). *Utilizing Mind-Body Health Interventions to Facilitate Self-Regulation.* Symposium accepted to the 41st Meeting of the International School Psychology Association, Basel, Switzerland.

deLeyer-Tiarks, J.M. (June, 2019). *Fostering Positive Outcomes in the High School to College Transition for LGBTQ Students.* Paper accepted to the 41st Meeting of the International School Psychology Association, Basel, Switzerland.

deLeyer-Tiarks, J.M. (November, 2019). *Virtual Reality Self-Modeling.* Poster accepted to the Selective Mutism Association Annual Conference, Las Vegas, NV.

Charbeneau, S., Cascio, A., **deLeyer-Tiarks, J.M.** & Hagermoser-Sanetti, L. (February, 2020) *Questioning the Evidence-Base of Grief Interventions in Schools.* Symposium accepted to the annual meeting of the National Association of School Psychologists, Baltimore, MD.

Minkos, M., Bray, M., Levine, M., Cross, K., **deLeyer-Tiarks, J.M.** & Gammie, L. (February 2020). *Classwide Implementation of a Mindful Breathing Intervention to Improve Student Behavior.* Poster accepted to the annual meeting of the National Association of School Psychologists, Baltimore, MD.

**RESEARCH
EXPERIENCE**

University of Connecticut Mind-Body Health Research Interest Group, University of Connecticut, Storrs, CT

Graduate Research Assistant, February 2019- Present

Investigating Mind Body Health Interventions on College Student Health Outcomes

Department of School Psychology, University of Connecticut, Storrs, CT

Graduate Research Assistant, April 2019- Present

Relaxation and Guided Imagery for Asthma

Department of School Psychology, University of Connecticut, Storrs, CT

Doctoral Dissertation Research, December 2017-Present

Virtual Reality Self Modeling as an Intervention for Stuttering

Office of Public Engagement, University of Connecticut, Storrs, CT

Graduate Research Assistant UConn Cities Collaborative, October 2016- August 2018

Summer Melt: Investigating a Summer Bridge Program for First Generation Students

Department of School Psychology, University of Connecticut, Storrs, CT

Graduate Research Assistant, October 2016-Present

Video Self Modeling as a Treatment for Stuttering: A Replication

Department of School Psychology, University of Connecticut, Storrs, CT

Graduate Researcher, September 2016-December 2016

Discrepancies in the High School to College Transition Experience between LGBTQ and Heterosexual Students.

Department of Graduate Psychology, Sacred Heart University, Fairfield, CT

Graduate Research Thesis, January 2015-August 2015

Perceptions of Similarly Aged and Age Discrepant Heterosexual Couples.

Department of Psychology, Sacred Heart University, Fairfield, CT

Undergraduate Research Thesis, January 2014-May 2014

Behaviors Associated with Preschoolers' Mental State Understanding.

Department of Psychology, Sacred Heart University, Fairfield, CT

Research Assistant, January 2014-May 2014

Compliance, A Film about a Real-Life Milgram Experiment.

Department of Psychology, Sacred Heart University, Fairfield, CT

Research Assistant, January 2013-May 2013

A Mental Health Promotion Study: Teaching Evidence Based Coping Strategies to School-Aged Children.

**PROFESSIONAL
EXPERIENCE**

Assistant Director, Bray Lab, Storrs, CT, Fall 2016- Present

University of Connecticut Department of Educational Psychology

Supervisor: Melissa Bray, Ph.D

- Managed and served as project lead on multiple ongoing research projects, presentations, and publications in the area of educational psychology

Practicum Student, Ashford, CT, Fall 2016-Spring 2017

Ashford School

Supervisor: Danielle Romano, NCSP

- Engaged in direct and indirect student observations of student testing and assessment, parent engagement, and teacher and administrator meetings

Graduate Assistant, Storrs, CT, Fall 2016-Summer 2018

University of Connecticut Office of Public Engagement, UConn Cities Collaborative

Supervisor: E. Carol Polifroni, Ph.D

- Facilitated community-university partnerships by connecting community and city government leaders with university faculty and students to create service learning and research projects

Practicum Student, Manchester, CT, Fall 2017-Summer 2018

Manchester High School; Manchester Regional Academy

Supervisors: Dr. David Moyer, Ph.d, NCSP, Licensed Psychologist

Cathleen Williamson, NCSP; Scott Goldsmith, NCSP

- Provided direct individual and group counseling, intellectual assessment, achievement testing, and developed and implemented behavior interventions

Mind-Body Health Group Research Assistant, Storrs, CT Fall 2017- Present

University of Connecticut, Institute for Collaboration on Health, Intervention, and Policy

Supervisors: Melissa Bray, Ph.D; Mary P. Guerrero, M.D; Sandra Bushmich, DVM

- Developed grant materials, coordinated lecture series, attended trainings, and researched the usefulness of Mind Body Health interventions with an interdisciplinary research team consisting of individuals from area hospitals, disease control centers, holistic health centers, technology research labs, and varying academic departments

Practicum Student, Enfield, CT, Fall 2018-Summer 2019

Prudence Crandall Elementary, Hazardville Memorial Elementary

Supervisor: Jess Edelstein, Ph.D, NCSP, Licensed Psychologist

- Conducted psychoeducational evaluations, consultation services, and counseling services at two public elementary schools

School Psychology Intern, Glastonbury, CT, Fall 2019- June 2020

Glastonbury High School

Supervisors: Emily DeBiase, Ph.D, NCSP, Licensed Psychologist;

Elisa Fabiszak, NCSP

- Provided behavioral consultation services with parents, and school and community professionals; administration, analysis, and reporting of cross-battery psychoeducational evaluations; conducted risk assessment; implemented social, behavioral, and academic intervention

deLeyer-Tiarks

PROFESSIONAL MEMBERSHIPS & AFFILIATIONS Psi Chi, 2015-Present
Student Association of School Psychologists (SASP), 2016-Present
National Association of School Psychology (NASP), 2017-Present
American Psychological Association (APA), 2017-Present

- Division 16: School Psychology
- Division 44: Society for the Psychology of Sexual Orientation and Gender Diversity
- American Psychological Association of Graduate Students (APAGS)

Institute for Collaboration on Health, Intervention, and Policy (InCHIP), 2017-Present
University of Connecticut Mind-Body Health Research Interest Group, 2017-Present
Collaboratory for School and Child Health (CSCH), 2017-Present
International School Psychology Association (ISPA), 2018-Present

TRAININGS & NOTABLE EXPERIENCES **Naloxone Trained:** Opioid overdose prevention drug.
True Colors Conference: Professional development in responsive counseling techniques for LGBTQ students.
PREPaRE Certified: NASP approved school crisis and prevention and response training.

SERVICE & PROFESSIONAL ACTIVITIES **International School Psychology Association**
Student Representative, Summer 2019-Present.
American Psychological Association Division 44/American Psychological Association of Graduate Students LGBT Graduate Student Mentoring Program
Graduate Student/Early Career Professional Mentor, Summer 2019-Present.
Student Association of School Psychologists
President, 2017; Member 2016-Present.
American Sign Language (ASL) Club
Member, 2017- Present.
Comfort Zone Camp
Volunteer Mentor for Bereaved Children, 2014- Present.