

Michael D. Buchsbaum

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EDUCATION

Northern Arizona University	Flagstaff, Arizona	2013
Ph.D. in Educational Psychology- School Psychology Emphasis		
Dissertation Topic: Longitudinal Growth of Academic Achievement Among Subgroups Using NWEA's MAP		
Chair: Dr. Mary McLellan		
Northern Arizona University	Flagstaff, Arizona	2006
M.A. in School Psychology		
University at Albany, State University of New York	Albany, New York	2003
B.A. in Interdisciplinary Studies (Psychology, and Sociology)		

RELATED WORK EXPERIENCE

Adjunct Assistant Professor of Practice		
The University of Arizona	Chandler, Arizona	2016-Current

Adjunct Assistant Professor of Practice for two courses within The University of Arizona School Psychology Ed.S. program in Chandler, Arizona. SERP 696C- Professional Standards, Ethics, and Issues in School Psychology examines the professional standards and issues related to the delivery of school psychological services and the training of school psychologists. The ethical principles and codes of conduct of the American Psychological Association and National Association of School Psychologists and the implications of these codes for practice are also covered. In addition, students are taught to calculate and minimize risk in their professional practice as well as ethical practices for conducting research and scholarship. SERP 517- Behavior Modification and Theory in the Schools teaches students basic as well as advanced principles of behavior modification, with a particular focus on the application of these principles in school settings. Specifically, students learn how to assess problematic behaviors, understand the function of these behaviors, propose targeted interventions to rectify them, implement a particular intervention, and then to collect data to determine the efficacy of an intervention. In addition, students learn historical concepts related to behavior modification as well as how these concepts apply to current practice. Lastly, students learn how to apply their knowledge to clinical practice in school settings that involve youth who display a range of behavioral problems.

**School Psychologist,
 Tempe Elementary School District No. 3 Tempe, Arizona 2009-Current**

Serving as Chair of the School Psychology Department from 2016-2019 (Co-Chair 2015). Involved facilitating regular meetings with psychologists of the district, participating in recruiting, screening and interviewing applicants, providing leadership in the area of in-service and staff professional development for psychologists, advising the Director and/or Coordinator of Special Needs with assignment/schedules for psychologists, reviewing needs and assisting in preparation of purchase requests for materials used by district psychologists, representing the psychologists in district wide discussions that directly impact the provision of psychological services to the Tempe School District #3 community, providing support for implementing IDEA and Section 504, developing and fostering a positive collegial relationship with local institutions of higher learning, ensuring uniformity of special provision through consultation with site personnel, and performing other duties as assigned.

School Psychologist for the Special Needs department in the Tempe Elementary School District No. 3. Responsibilities include evaluating students for purposes of diagnosis of disabilities, educational planning, and compliance with assessment plans; the development and modification of behavior plans; providing school-based collaboration and consulting to eliminate or reduce student learning and behavioral problems and to increase skill levels of teachers, parents, administrators and other key staff; providing primary, secondary and tertiary mental health services; critically examining, delimiting, and communicating findings of medical and psychoeducational research literature and implications for children's learning, education environments, and behavioral processes to teachers, parents and administrators; determining how rights of parents and children effect decision making at critical junctures; coordinating school problem solving teams; These occurred in school-based settings for sixth through eighth grade students.

**School Psychologist Intern
 Kyrene School District No. 28 Tempe, Arizona 2008-2009**

School Psychologist Intern for the Exceptional Student Services department in the Kyrene School District No. 28. Responsibilities included evaluating students for purposes of diagnosis of disabilities, educational planning, and compliance with assessment plans; the development and modification of behavior plans; providing school-based collaboration and consulting to eliminate or reduce student learning and behavioral problems and to increase skill levels of teachers, parents, administrators and other key staff; providing primary, secondary and tertiary mental health services; critically examining, delimiting, and communicating findings of medical and psychoeducational research literature and implications for children's learning, education environments, and behavioral processes to teachers, parents and administrators; determining how rights of parents and children effect decision making at critical junctures; coordinating school problem solving teams; These occurred in school-based settings for preschool-aged students through eighth grade students.

Graduate Assistant, College of Education
Northern Arizona University **Flagstaff, Arizona** **2005-2008**

Graduate Teaching Assistant for the Educational Psychology department. Responsibilities included reviewing first years Master's level students' administration and protocols to ensure the use of proper standardization techniques in a Psychoeducational Assessment course and a Psychodiagnostics course (EPS 673/EPS 674), and conducting weekly lab sessions.

Graduate Teaching Assistant consisted of an introductory course for at-risk undergraduate freshmen (EPS 101), informing undergraduate freshmen of campus resources and study skills to get off of academic probation (UC 198).

Graduate Research Assistant for Dr. Thomas Destefano in the areas of stress factors influencing burnout for individuals in helping professions and the experiences of American students who have studied abroad. Acted as a research assistant for Dr. Ashli Tyre in the areas of Whole-School/School-Wide Positive Behavior Support.

Graduate Service Assistant included working in Northern Arizona University's test lab, where a variety of psychological tests are checked out to undergraduate as well as graduate students in the College of Education and students in the Counseling Psychology Graduate program conducting their practicum-level counseling sessions.

Teaching Assistant
Farnsworth Middle School **Guilderland, New York** **2003-2004**

Teaching Assistant for the Special Education department. Responsibilities included the supervision of ten students from a low-incidence population during the academic school year and summer. Served as a one-on-one assistant to a low-incidence student with special needs, and a substitute teacher for the same classroom. Followed through with IEP objectives including math, reading, speech and developing independent skills. Supervised and assisted students when included into general education classes. Aided in the supervision of students during recess and lunch periods and accompanied students on community experiences.

PRACTICUM EXPERIENCES**Northern Arizona University****Flagstaff, Arizona****2007-2008****2005-2006**

Provided support to the school districts of Camp Verde, Cottonwood-Oak Creek, and Flagstaff

- Classroom behavioral observations
- Functional Behavioral Assessments and School-Wide Positive Behavioral Support
- Facilitated and attended several meetings concerning special needs and services
- Provided in-service training for teachers, and administrators. Topics included DIBELS, Spalding Reading, Oppositional Defiant Disorder, Functional Behavior Assessments and School-Wide Positive Behavioral Support.
- Familiar with the following assessments: WISC-V, WAIS-IV, WPPSI-IV, WJ-IV Cognitive and Achievement, DAS-II, WIAT-III, UNIT-2, LEITER-3, CTONI-2, KABC-II NU, KTEA-III, Stanford Binet-V, Functional Behavioral Assessments, Positive Behavior Intervention Plans, Curriculum Based Assessment (DIBELS/CTOPP), BASC-III, Conners 3, EDDT, BRIEF-II, RCMAS-II, CARS-2, GARS-3, ADOS-2, Vineland Classroom and Interview Editions-III, Adaptive Behavior Assessment Scale-III, The Battelle Developmental Inventory-II NU, The Brigance Diagnostic Inventory of Early Development-III, Bayley Scales of Infant Development-III, Merrill Palmer-Revised Scales of Development, Peabody Picture Vocabulary Test-V, Bracken III, DIAL-IV, DAP:SPED, House-Tree-Person, Beery VMI-VI, Bender Gestalt-II, Kinetic Family Drawing, Behavior-Rating-Profile-II, Reynold's Adolescent Depression Scale-II, Piers-Harris 2, and Tennessee Self-Concept Scale.

Multicultural Experiences:

- Native American tribes surrounding Northern Arizona: Hopi, Navajo, and Havasupai.
- Participated in visits to Hopi Head Start, conducting behavioral observations, in-service training for teachers, and instructional activities in the classroom (Fall of 2004, 2005, 2006, 2007).

PROFESSIONAL PRESENTATIONS

National Conferences

Buchsbaum, M. & Spencer, M. (2018, May). *Ethical decision making for school psychologists*. Continuing education session for the Arizona Association of School Psychologists (AASP) in Flagstaff, AZ.

Buchsbaum, M. & Spencer, M. (2017, April). *Let me get back to you on that: Legal, ethical, and professional practice*. Continuing education session for the University of Arizona (UofA) in Chandler, AZ.

Buchsbaum, M. (2015, October). *Training school staff to effectively create and implement functional behavioral assessment plans*. Continuing education session for the University of Arizona in Chandler, AZ.

Buchsbaum, M. & McLellan, M. (2013, February). *Longitudinal Growth of Academic Achievement Among Subgroups Using NWEA's MAP*. Presentation provided for the annual conference entitled National Association of School Psychologists (NASP) in Seattle, WA.

Bohan, K., Horn, R., Buchsbaum, M., & Tyre, A. (2008, February). *Building Capacity: Lessons Learned from a State-level RTI Project*. Presentation provided for the annual conference entitled National Association of School Psychologists (NASP) in New Orleans, LA.

Sealander, K., Bohan, K., Buchsbaum, M., Mehr, S., Prosser, A., & Timmerman, J. (2007, November). *Using Response to Intervention (RTI) Tenets to Drive Pre-service Practicum Experiences*. Presentation provided for the annual conference entitled Teacher Educators of Children with Behavior Disorders (TECBD) in Tempe, AZ.

CONFERENCES and WORKSHOPS ATTENDED

- Arizona Association of School Psychologists – 2004, 2005, 2006, 2007, 2008, 2009, 2010, 2011, 2012, 2013, 2014, 2015, 2016, 2017
- Arizona Department of Education Autism Spectrum Disorder Training series – 2005, 2006
- National Association of School Psychologists National Conference – 2006, 2007, 2008, 2009, 2011, 2012, 2013, 2018
- Teacher Educators for Children with Behavioral Disorders Conference- 2007, 2008, 2009, 2010, 2011, 2012
- PREPARE: Crisis Intervention and Recovery: The Roles of School-Based Mental Health Professionals- 2008, 2009, 2010, 2011, 2012, 2013
- Arizona RTI and PBIS State Conference- 2006, 2007
- DIBELS Training – December, 2004
- WISC-IV Integrated Training – April, 2006
- WJ IV Conference Training- 2014

VOLUNTEER and OTHER ACTIVITIES

- The Havasupai Annual Book Fair (November 2004-2007)
 - Helped raise and manage funds to buy books and sports equipment for children of the Havasupai tribe in Arizona. Participated in the organization, running and distribution of reading materials at the annual book fair.
- Arizona State University Panel of Professionals- Working with students who have Autism and Downs Syndrome (2015)
- The University of Arizona- Interview Preparation Even for School Psychology Interns (2015)

LEADERSHIP/MEMBERSHIP ACTIVITIES

1. National Association of School Psychologists (NASP) – Member 2004-Current
2. American Psychological Association (APAGS) – Graduate Student Affiliate 2006-2011
3. Arizona Association of School Psychologists (AASP) – Member 2004-Current
4. Student Association of School Psychologists (SASP) – Vice President 2004-2008

REFERENCES

Marsha Spencer, Ph.D.
Assistant Program Coordinator
University of Arizona
125 E. Commonwealth Avenue
Chandler, Arizona 85225
602-827-2356

Jennifer Ostrom, Ph.D.
Supervising Psychologist
Tempe Elementary School District No. 3
3205 S Rural Road
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Fees College Preparatory Middle School Principal
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