

ANDREW SHANOCK, Ph. D.

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EDUCATION:

Temple University – *Ph.D., School Psychology (2002), Certified School Psychologist (1998)*

University of Pennsylvania - *M.S., Education & Counseling Services (1992)*

State University of New York at Albany – *B.A., Psychology (1991)*

PRIMARY AREAS OF EXPERTISE

Cross Battery Assessment; Multi-Tiered System of Support (MTSS); Curriculum Based Measurement; Academic interventions; Science of Reading; Patterns of Strengths and Weaknesses; Multilingual learners; Collaborative assessment; Supervision of interns; Leadership; Program Development; NASP Accreditation Reviews

SERVICE TO NEW YORK STATE

New York State Department of Education (NYSED) Task Force on Dyslexia and Dysgraphia (2024- 2025) – The task force was assembled to examine appropriate and effective evidence-based dyslexia and dysgraphia screening methods, reading interventions, and other educational supports for students in kindergarten through grade five. All members were chosen based on their respective expertise in fields or disciplines related to the identification of students with learning disabilities including the unique educational needs of students with dyslexia or dysgraphia.

Dignity for All Students Act (DASA) Task Force Member (2017 -2018) – DASA seeks to provide the State’s public elementary and secondary school students with a safe and supportive environment free from bullying, harassment and discrimination on school property, a school bus, and/or at school functions. Task Force charge was to examine the amount of training and content of DASA curriculum and how to include effective strategies to address exclusion, bias, and aggression in educational settings. Recommendations were made to New York State Board of Regents.

New York State Department of Education (NYSED) School Counselor Advisory Council Member (2016-2017) – Practitioners from across New York examined and recommended improvements to school counseling preparation programs and comprehensive school guidance plans. Recommendations implemented in 2018.

PROFESSIONAL COMMITTEES/LEADERSHIP EVENTS:

NASP Leadership Development Committee (2022 to present) – Provides ongoing training in leadership skills for school psychology leaders, orients new and returning Association leaders to their duties and responsibilities, identifies and establishes mentors for emerging leaders, provides technical assistance for boards and committees, compiles leadership resources to support leader development, identifies emerging leaders, and evaluates leadership development initiatives and their effectiveness.

NASP Bilingual Interest Group (2022 to present) –Primary function includes promoting culturally responsive practices, expanding the knowledge base in bilingual school psychology, and advocating for bilingual students and their families. The group that connects school psychologists who are fluent in languages other than English. Serving as Chair during 2025-2026 academic year.

School Psychology Leadership Summit on Advancing Diversity (2020) – A summit of representatives from several school psychology associations to explore, discuss, and reflect on the contemporary context

of diversity, equity, and inclusion. Served as representative of the Trainers of School Psychologists (TSP) association. Baltimore, MD.

TSP School Psychology Shortage and Opportunities Committee Chair (2018 to 2025) – Addressing the national crisis of school psychologist shortages and shortages of school psychology trainers. Have facilitated workshops for both TSP and NASP.

NASP Regional Leadership Meeting/Northeast Regional Leadership Meeting (2012 to 2016) – During NASP Convention, state organization representatives meet to participate in a variety of leadership activities and workshops.

NASP Public Policy Institute (2013) - An intensive learning experience that helps build foundational knowledge of education public policy and grassroots advocacy skills. Presenters include national leaders working in federal education and human service offices, Congressional committees and offices, and research institutions. Opportunity to engage in reflective discussion, interactive activities, and advocating on Capitol Hill. Washington D.C.

PUBLICATIONS:

Caci, K., Garruto, J., Hettrich, E., Hussar Boyle, J., Paff, M., Shanock, A., Storie, M., Thies, L. (2025). Evaluating for dyslexia in the schools: Guidance for screening, intervention, and evaluation. NY Association of School Psychologists.

New York State Dyslexia and Dysgraphia Task Force. (2024). New York State Dyslexia and Dysgraphia Task Force: Report and recommendations. NY: New York State Education Department

Shanock, A., Lewno-Dundle, B., & Kitson, L. (2025). The School Psychologist's Yellow Brick Road to Transformational Leadership. *NASP Communique, Vol 53 (8)*

Peterson, L.S., Ojeda-Beck, A., Oganis, M., Cisneroz, C., Chieh, L. & Shanock, A. (2025). Strengthening Your Practice with Multilingual Students. *NASP Communique, Vol 53 (8)*

Shanock, A. (2024). Shared Office, Separate Tests: Why Collaboration is Key in the Identification and Intervention for Children with Dyslexia. *The Learning Counsel*.

McCullum, C., Perkins, C. & Shanock, A. (2023). Leadership Unpacked: Mentoring Leaders to Support Equity, Diversity, and Inclusion *Communique, Vol 51 (5)*

Ochs, S., Dixon, R., & Shanock, A. (2023). Moving Beyond the Status Quo: Challenges and Solutions to Address Shortages of School Psychologists. *School Psychology Training and Pedagogy, 39 (3)*.

Sussman-Dawson, K., Shanock, A., & Perkins, C. (2022). You are not 'just' an early career school psychologist, you are a leader! *NASP Communique, Vol 50 (8)*

Shanock, A., Flanagan, D., Alfonso, V.C., & McHale-Small, M. (2021) Adopting PSW has a negligible effect on school budgets: Separating fact from fiction. *Journal of Applied School Psychology, 38(4)*.

Guiney, M., Malone, C., Paige, L. Z., Prus, J. Rossen, E., & Shanock, A (2019). Strategies to avoid program closure and promote the vitality of your school psychology program. *Technical Assistance Brief*. Bethesda, MD: National Association of School Psychologists

Schaffer, G.E. (2017). *Nuts and bolts: Multi-tiered systems of support. A basic guide to implementing preventative practice in our schools and community*. Shanock, A. & Kilanowski, L., (Eds.) Albany: New York Association of School Psychologists

Shanock, A. (2011). Assessment of cognitively capable student who is struggling to succeed in college. In Mather, N. & Jaffe, L. E (Eds), *Comprehensive Evaluations: Case reports for psychologists, diagnosticians, and special educators* (pp. 581-599). John Wiley & Sons, Inc.

Flanagan, D. P., Kaufman, A. S., Kaufman, N. L., & Lichtenberger, E. O. (2008) *Agora: The marketplace of ideas. Best practices: Applying response to intervention (RTI) and comprehensive assessment for the identification of specific learning disabilities [6-hour training program/DVD]*. Expert discussant. Bloomington, MN: Pearson

Hyman, I.A., Weiler, E., Dahbany, A., Shanock, A., & Britton, G. (1997). Victims and victimizers: The two faces of school violence. In A. Goldstein & J. Conoly, (Eds.), *The school violence intervention handbook* (pp 426-459). New York: Guildford Press

Hyman, I.A., Weiler, E., Perone, D., Romano, L., Shanock, A. & Britton, G. (1996). Policy and practice in school discipline: Past, present and future. In R. Talley & G. Walz (Eds.), *Safe schools, safe students* (pp. 77-84). Washington, D.C. The National Education Goals Panel and the National Alliance of Pupil Services Organizations

PROFESSIONAL AWARDS:

Trainers of School Psychologists (TSP) Presidential Service Award (2025)- Recognition of outstanding contribution to the association and membership.

New York Association of School Psychologists (NYASP) Legislative Award (2024)- Recognition of outstanding dedication to legislative advocacy on behalf of children, families, and the education community.

Trainers of School Psychologists (TSP) Presidential Service Award (2022) – Recognition of outstanding contribution to higher education and the practice of school psychology training.

New York Association of School Psychologists (NYASP) Presidential Service Award (2016) – Advocacy for mental and behavioral health of children, families, and educational communities.

New York Association of School Psychologists (NYASP) Distinguished Service Award (2016) – Recognition of outstanding contribution to NYASP as President.

PROFESSIONAL CONFERENCE PRESENTATIONS (peer reviewed proposals):

Shanock, A. (2025). *Science of Reading: Specific Interventions, Resources, and Recommendations for English monolinguals and English Learners*. New York Association of School Psychologists, State Conference. Ithaca, NY

Shanock, A. (2025). *Collaborative PSW Assessment within a Science of Reading Framework*. Massachusetts Association of School Psychologists, State Conference. Norwood, MA

Shanock, A. (2025). *Culturally Competent Assessment Within a Science of Reading Framework*. Association of School Psychologists of Pennsylvania. Harrisburg, PA

Shanock, A. (2025). *XBA assessment with SLPs within a Science of Reading framework*. National Association of School Psychologists, National Convention. Seattle, WA.

Shanock, A., Storie, M. & Sotelo-Dynega, M (2025). *Igniting change: Incorporating Science of Reading into your graduate training program*. Trainers of School Psychologists, Annual Conference. Seattle, WA.

Shanock, A. & Oganer, M. (2024). *Monolingual and Multilingual Practitioners: Addressing Literacy Needs for Multilingual Children*. National Association of School Psychologists, National Convention. New Orleans, LA.

Shanock, A. & Oganer, M. (2023). *English Learners: Language assessment consideration and specific interventions for reading*. Florida Association of Speech Language Pathologists, Annual State Convention. Orlando, FL.

Shanock, A. & Lopez, D. (2023). *English Learners: Language assessment consideration and specific interventions for reading*. New York State Speech Listening Hearing Association, Annual State Convention. Saratoga, NY.

Shanock, A. (2023). *Diagnosing and treating dyslexia in collaboration with school psychologists*. South Carolina Speech Language Hearing Association, Annual State Conference. Charleston, SC.

Shanock, A. & Lopez, D. (2023). *Collaborative Assessment with SLPs to Differentiate SLD and SLI*. National Association of School Psychologists Annual Convention. Denver, CO.

Shanock, A. & Lopez, D. (2022). *Assessment Considerations and Specific Interventions for Multilingual Children with Dyslexia*. New York Association of School Psychologists, State Conference. Long Island, NY

Shanock, A. & Beck-Ojeda, A. (2022). *Consideraciones de Identificación de Dyslexia en poblaciones Bilingües y no Bilingües*. California Association of School Psychologists, State Conference. Sonoma, CA

Shanock, A. (2022). *SLPs and School Psychologist Collaboration: Identification and Treatment of Dyslexia*. North Carolina Speech, Hearing, and Language Association Annual Convention. Durham, NC.

Engler, J., Alfonso, V. & Shanock, A. (2022). *Examining the Quantitative Characteristics of Preschool Language Tests: Implications for Practice*. American Educational Research Association, Annual Meeting. San Diego, CA.

Shanock, A. & Lopez, D. (2021). *Consideraciones de Identificación de Dyslexia en poblaciones Bilingües y no Bilingües*. New York Association of School Psychologists, State Conference. Via Remote.

Shanock, A., Dixon, R., & Ochs, S. (2021). *Moving from Challenges to Solutions to Address the Shortages of School Psychologists*. Trainers of School Psychologists National Conference. Via remote.

Shanock, A. (2020). *Using the Simple View of Reading to foster SP and SLP collaboration in the identity of and intervention for children with dyslexia*. California School Psychology Association State Conference: Fall. Via remote.

Shanock, A. (2020). *Collaborating with Public Schools to Better Support Employees who have a Child with Mental Health Needs*. Work & Family Researchers Network, National Conference. New York, NY

Shanock, A., Alfonso, V.C., Flanagan, D., McHale-Small, M. (2020) *PSW: Value Added and Cost Neutral Method of SLD Identification*. American Psychological Association, Nation Convention, Washington D.C. (Poster Session)

Shanock, A. (2020). *Collaborating with SLPs: Understanding how Language Processing Deficits Affect Learning*. National Association of School Psychologists, National Convention. Baltimore, MD

Alfonso, V.C., Engler, J., & Shanock, A. (2019). *Utility of the Cattell-Horn-Carroll Theory of Cognitive Abilities to Interpret Performance on Speech Language Tests*. International Society for Intelligence Research. Minneapolis, MN

Engler, J., Alfonso, V.C. & Shanock, A. (2019). *A Comparison of Parent-Child Relationships Amongst Biological Parents and Treatment Foster Care Providers*. Association for Psychological Science (Poster Session). Washington, D.C.

Shanock, A. & Stahler, M. (2019). *Engaging Businesses Leaders to Support School Based Mental Health Services*. National Association of School Psychologists, National Convention (Poster Session). Atlanta, GA

Paige, L., Guiney, M., Rossen, E., Hobbs, T., Malone, C., Unruh, L. Prus, J. & Shanock, A. (2019) *Strategies and Resources for Preventing the Closure of Graduate Programs*. National Association of School Psychologists, National Convention. Atlanta, GA

Shanock, A. (2018). *Differentiating Speech Language Impairment and Specific Learning Disability*. American Speech Language Hearing Association, National Convention. Boston, MA

Shanock, A., Muldoon, D., Benway, N., & Alfonso, V. (2018). *A Review of the Psychometric Integrity of Preschool Language Tests: Findings and Implications for SLPs*. American Speech Language Hearing Association, National Convention. Boston, MA

Shanock, A. (2018). *Differentiating Speech Language Impairment and Specific Learning Disability*. New York Association of School Psychologists, State Conference. Lake Placid, NY

Shanock, A. & Stahler, M. (2018). *Engaging Businesses Leaders to Support School Based Mental Health Services*. New York Association of School Psychologists, State Conference (Poster Session). Lake Placid, NY

Shanock, A. & Weiner, B. (2018). *Best Practices in Supervision*. New York Association of School Psychologists, State Conference. Lake George, NY

Shanock, A. (2018). *Addressing the School Psychology Shortages. Obstacles and Solutions*. Trainers of School Psychologists, National Conference. Chicago, IL

Shanock, A. & Frauwirth, S. (2018). *Better Together: Using CHC Theory to Collaborate with Occupational Therapists*. National Association of School Psychologists, National Convention. Chicago, IL

Shanock, A., Muldoon, D., Benway, N., & Alfonso, V. (2018). *A Review of the Psychometric Integrity of Preschool Language Tests: Findings and Implications for SLPs*. Association for Psychological Science (Poster Session). Washington, D.C.

Shanock, A. (2017). *Differentiating Speech Language Impairment and Specific Learning Disability*. National Association of School Psychologists, National Conference. San Antonio, TX

Shanock, A. & Frauwirth, S. (2017). *Collaborating with SLPs to Identify Language Processing Deficits*. National Association of School Psychologists, National Conference. San Antonio, TX

Shanock, A. (2017). *Differentiating SLI from SLD through Collaboration with SLPs*. New York Association of School Psychologists, State Conference, White Plains, NY

Shanock, A. & Garruto, J. (2016). *Executive Functioning: The Hidden Learning Disability*. New York Association of School Psychologists, State Conference. Rochester, NY

Shanock, A. (2016). *Collaborative Assessment with SLPs using CHC*. National Association of School Psychologists, National Conference. New Orleans, LA

Shanock, A. (2015). *Speech Language Pathologists & School Psychologists: Collaborative Assessment and Intervention Development*. American Speech Language Hearing Association, School Conference.

Shanock, A. (2015). *Conducting Collaborative Assessments between Speech Pathologists and School Psychologists*. National Association of School Psychologists, National Convention. Orlando, FL

PROFESSIONAL PRESENTATIONS AND MEDIA (Invited Speaker)

Shanock, A. (2025). *Fostering Innovation with Intention through MTSS*. Branching Minds MTSS Summit 2025. Online Conference. Closing Keynote Presentation.

Shanock, A. (2025). *Merging MTSS and PSW within a Science of Reading Framework*. WPS Publishing Online Professional Development Series. Webinar.

Shanock, A. (2025). *Collaborative PSW Assessment Within the Science of Reading Perspective: Reducing Testing Time and Increasing Diagnostic Specificity*. CAI 2025 Conference: State of the Art of SLD Identification. Webinar.

Shanock, A. (2025). *Collaborative Evaluations with School Psychologists: Reduced Testing Time and Increased Diagnostic Specificity. A follow up*. American Speech Hearing Association, Working Together in Schools: Whole Child, Whole Team Online Conference. Webinar.

Shanock, A., Storie, M. & Sotelo-Dynega, M. (2025). *Igniting Change: Incorporating Science of Reading into Your Graduate Training Program*. Trainers of School Psychologists Annual Conference.

Shanock, A. (2024). *Culturally Competent XBA Evaluations within the Science of Reading Framework*. Texas Association of School Psychologists. State Convention. Allen, TX

Shanock, A. (2024). *Report Writing When Using PSW to Identify Dyslexia*. Riverside Insights, Evalu8 Webinar Series. Webinar.

Shanock, A. (2024). *Conducting PSW Assessment within a Science of Reading Perspective*. West Virginia Association of School Psychologists, State Convention. Charleston, WV.

Shanock, A. (2024). *Collaborative PSW Assessment with SLPs within the Science of Reading Framework*. New York Association of School Psychologists, State Convention. Syracuse, NY

Shanock, A. (2024). *Working with SLPs for Better Literacy Evaluations and Interventions Using the Science of Reading Framework*. Connecticut Association of School Psychologists, State Convention. Hartford, CT.

Shanock, A. (2024). *Collaborative Evaluations with School Psychologists: Reduced Testing Time and Increased Diagnostic Specificity*. American Speech Hearing Association, Working Together in Schools: Whole Child, Whole Team Online Conference. Webinar.

Shanock, A. (2024). *Understanding and Using PSW and the Simple View of Reading Framework to Foster Collaboration in the Identification of and Intervention for Dyslexia, SLI, and SLD* (Two-part series). New Jersey Association of School Psychologists, BeWell Initiative. Professional Development Series. Webinar.

Shanock, A. (2024). *Conducting Collaborative PSW Assessment Within the Science of Reading Perspective*. Schoolhouse Educational Services, Inc. Webinar.

- Shanock, A. (2023). *Improving Interventions for Dyslexic and Struggling Learners*. Thought Stretchers Education Podcast. <https://shorturl.at/jB017>
- Shanock, A. (2023). *Organizing a collaborative PSW assessment within the Science of Reading Framework*. NY Association of School Psychologists, State Convention. Saratoga Springs, NY
- Shanock, A. (2023). *Using the Simple View of Reading to Foster SP and SLP Collaboration in the Identification of and Intervention for Children with Dyslexia*. Riverside Insights, Evalu8 Webinar Series. Webinar.
- Shanock, A. (2023). *Collaborative PSW Assessment within the Science of Reading Framework*. Indiana Association of School Psychologists, State Convention. Bloomington, IA
- Shanock, A. (2023). *PSW and RtI Evaluation. The Best of Both Worlds. A Three Part Series and Individual Case Study*. Vermont Special Education Services, State Workshop. Burlington, VT
- Shanock, A. (2022). *Working with School Psychologists to Identify and Develop Interventions for Dyslexia*. Long Island University, Brooklyn – Speech Language Conference. Brooklyn, NY.
- Shanock, A. (2022). *Differentiating Dyslexia from SLI: Collaborative Evaluations between School Psychologists and Speech Language Pathologists*. Tri-Valley SELPA, California. Webinar.
- Shanock, A. (2022). *Strategies for Implementing RtI and MTSS*. Catskill Region Teacher Center. Catskill, NY.
- Shanock, A. (2022). *Referral Overload! Learning difficulties, loss of teaching & learning disabilities: Which is it and now what?* New York Association of School Psychologists, Chapter O Event. Webinar.
- Shanock, A. (2022). *How School Psychologists and SLPs use the Simple View of Reading to Distinguish, Identify, and Address Dyslexia and SLI*. New York State Speech Language Hearing Association Annual Conference. Tarrytown, NY.
- Shanock, A. (2022). *Identification of Dyslexia: Consideracion de Identificacion of Dyslexia en poblaciones Bilingues y no Bilingues*. California Association of School Psychologists. Spring Institute. Sonoma, CA.
- Shanock, A. (2022). *PSW in Action*. Vermont Association of School Psychologists. Castleton, VT.
- Shanock, A. (2021). *Demystifying Dyslexia: Understanding Assessment and the Simple View of Reading*. 22nd Annual New York State Special Education Task Force. Webinar.
- Shanock, A. (2021). *Discussing IQ and Cognitive Assessment in a smarter and understandable way*. Living Resources, Impact ALL. Albany, NY. Webinar.
- Shanock, A. (2021). *The Simple View of Reading: The identification and development of Interventions for children with dyslexia*. QUESTAR III. Albany, NY. Webinar.

- Shanock, A. (2018). *Speech Pathologists and School Psychologists: Supporting Culturally and Linguistically Diverse Students*. New Hampshire School District Consortium.
- Shanock, A. (2018). *Using CHC to Conduct Collaborative Assessments with Other Service Professionals*. National Association of School Psychologists, Summer Conference. Atlantic City, NJ
- Shanock, A. (2018). *Creating Effective and Efficient Pre-referral Teams within an MTSS Framework*. National Association of School Psychologists, Summer Conference. Atlantic City, NJ
- Shanock, A. (2017). *Speech Language Pathologists & School Psychologists Joining Forces: Collaborative Assessment, LD Identification, and Intervention Development*. Alabama Association of School Psychologists, State Conference. Montgomery, AL
- Shanock, A. (2016). *Comprehensive Assessment Using CHC and Patterns of Strengths and Weaknesses*. National Association of School Psychologists, Summer Convention. Bethesda, MD
- Shanock, A. (2016). *Leading Instructional Support Teams to Positively Impact Students*. National Association of School Psychologists, Summer Convention. Bethesda, MD
- Shanock, A. (2016). *Response to Intervention: The Nuts and Bolts That Make Us Nuts and Want to Bolt*. South Carolina Speech Language Hearing Association, State Conference. Columbia, SC
- Shanock, A. (2016). *SLPs and SP's Joining Forces: Collaborative Assessment and Intervention Development*. South Carolina Speech Language Hearing Association, State Conference. Columbia, SC
- Shanock, A. (2016). *Enhancing the Effectiveness of Pre-Referral Teams*. South Carolina Speech Language Hearing Association, State Conference. Columbia, SC
- Shanock, A. (2016). *SLPs and SP's Joining Forces: Collaborative Assessment and Intervention Development*. New York Association of School Psychologists-Chapter J/Saint Rose School Psychology Association. Albany, NY
- Shanock, A. (2016). *Speech Language Pathologists & School Psychologists: Working Together to Enhance Preschool Programming*. Collaboration for Preschool Language & Literacy Online Conference, ASHA.
- Shanock, A. (2016). *Enhancing the Efficiency, Effectiveness, and Perceptions of Pre-referral Teams*. South Carolina Speech Language Hearing Association, State Conference.
- Shanock, A. (2016). *Speech Language Pathologists & School Psychologists Joining Forces: Collaborative Assessment, LD Identification, and Intervention Development*. College of Saint Rose School Psychology Association, Annual Conference, Albany, New York.
- Shanock, A. (2016). *Speech Language Pathologists & School Psychologists Joining Forces: Collaborative Assessment, LD Identification, and Intervention Development*. Georgia Organization of School Based Speech Language Pathologists, Annual Conference.

- Shanock, A. (2016). *Multi-Tiered Systems of Support and Response to Intervention at the Middle School Level*. New York Middle School Association, State Conference. Malta, NY
- Shanock, A. (2016). *Collaborative Cross Battery Assessment: Best Practice in SLD Identification*. Arizona Department of Education: Director's Institute. Phoenix, AZ
- Shanock, A. (2016). *Speech Language Pathologists & School Psychologists Joining Forces: Collaborative Assessment, LD Identification, and Intervention Development*. Indiana Association of School Psychologists, State Conference. Indianapolis, IA
- Shanock, A. (2016). *Speech Language Pathologists & School Psychologists Joining Forces: Collaborative Assessment, LD Identification, and Intervention Development*. Illinois Association of School Psychologists, State Conference. Chicago, IL
- Shanock, A. (2016). *Leading Instructional Support Teams to Positively Impact Students*. Illinois Association of School Psychologists, State Conference. Chicago, IL
- Shanock, A. (2016). *Speech Language Pathologists and School Psychologists: Working Together to Enhance Preschool Programming*. American Speech Language Hearing Association: Collaboration for Preschool Language and Literacy Conference (Live Webinar)
- Shanock, A. (2016). *Speech Language Pathologists & School Psychologists Joining Forces: Collaborative Assessment, LD Identification, and Intervention Development*. Capital Area Speech Language Hearing Association. Albany, NY
- Shanock, A. (2015). *Conducting Collaborative Assessments between Speech Pathologists and School Psychologists*. Florida Association of Speech Language Pathologists and Audiologists, State Conference. Fort Lauderdale, FL
- Shanock, A. (2015). *SLP Leadership in Creating Efficient and Effective Problem Solving Teams*. Florida Association of Speech Language Pathologists and Audiologists, State Conference. Fort Lauderdale, FL
- Shanock, A. (2015). *Collaborative Assessment: School Psychologists and Speech Language Pathologists*. National Association of School Psychologists, Summer Conference. Atlantic City, NJ
- Shanock, A. (2015). *Conducting Collaborative Assessment between Speech Pathologists and School Psychologists (Part I and II)*. South Carolina Speech Language Hearing Association, State Conference. Myrtle Beach, SC
- Shanock, A. (2015). *Better Data is Better Communication (Keynote)*. New York State Special Education Task Force, State Conference. Albany, NY
- Shanock, A. (2015). *Baselines and Benchmarks and Goals, OH MY!* New York State Special Education Task Force, State Conference. Albany, NY
- Shanock A. & Garruto, J. (2015). *Autism and Executive Functioning: The Hidden Learning Disability*. Family Resources Network. Oneonta, NY

Shanock, A. (2015). *Collaborative Assessment: School Psychologists and Speech Language Pathologists*. New York Association of School Psychologists-Chapter D/Marist College. Poughkeepsie, NY

Shanock, A. (2015). *Building Effective School Based Intervention Teams*. New York Association of School Psychologists-Chapter C/Buffalo Public School District. Buffalo, NY

Shanock, A. (2015). *Better Data is Better Communication*. United Federation of Teachers. New York, NY

Shanock, A. (2015). *Collaborative Assessment: School Psychologists and Speech Language Pathologists*. American Speech Language Association, Schools Conference. Phoenix, AZ

Shanock, A. (2015). *Building Effective School Based Intervention Teams*. New York Association of School Psychologists-Chapter D. Malone, NY

CONSULTATION SERVICE TO PUBLIC SCHOOLS:

Hancock Central School District, MA (2025-2026) - Addressing MTSS policies and procedures for a rural prekindergarten through 6th grade district with enrollment of less than 50. Working with faculty and leadership to address data collection, management, and interpretation.

Great Bend Public Schools, Barton County, KS (2023-2024) – Monthly meetings with district school psychologists regarding best practices in identifying specific learning disability using a combination of MTSS and PSW. Discussions through case review and utilizing the XBASS.

Northville Central School District (2023-2024). Reviewing and revising districtwide MTSS policies and procedures. Working with faculty and leadership to address data collection, management, and interpretation. Improving efficiency and effectiveness of academic systems.

Dolgeville Central School District (2021-2023). Reimagining districtwide policies and procedures for Instructional Support Teams (IST). Working with school building level ISTs regarding data collection, management, and interpretation. Growing IST member knowledge of specific academic interventions. Improving efficiency and effectiveness of IST meetings.

Burnt Hills-Ballston Lake Central School District (2021-2022). Member of the district's Multi-Tiered System of Support (MTSS) leadership team. Reviewing and revising districtwide MTSS policies and procedures. Working with faculty leadership to address data collection, management, and interpretation. Improving efficiency and effectiveness of all academic, behavioral, and social emotional systems.

Rondout Valley Central School District (2021-2023). Updated districtwide policies and procedures for the Multi-Tiered System of Support (MTSS). Working with school leadership teams to address data collection, management, and interpretation. Improving efficiency and effectiveness of all academic, behavioral, and social emotional systems. Working with service providers in developing comprehensive evaluation procedures and collaborative report writing.

Lansingburgh Centralized School District (2021-2022). Reimagining districtwide policies and procedures for Instructional Support Teams (IST). Working with school building level ISTs regarding

data collection, management, and interpretation. Growing IST member knowledge of specific academic interventions. Improving efficiency and effectiveness of IST meetings.

District of Columbia Public Schools (2018-2021). Establishing updated districtwide policies and procedures for the Multi-Tiered System of Support (MTSS). Working with school leadership teams to address data collection, management, and interpretation. Improving efficiency and effectiveness of all academic, behavioral, and social emotional systems.

New Hartford Centralized School District (2019-2021). Reimagining districtwide policies and procedures for Instructional Support Teams (IST). Working with school building level ISTs regarding data collection, management, and interpretation. Growing IST member knowledge of specific academic interventions. Improving efficiency and effectiveness of IST meetings. Facilitating book studies, primarily around the work of Dr. David Kilpatrick and Dr. Lyn Stone.

PROFESSIONAL WORKSHOPS for SCHOOL DISTRICTS (since 2015):

Charlotte County Public Schools (November, 2025). Addressing Bilingual Children's needs within the Science of Reading Framework: Assessment, Interventions, and Resource. Half day. Charlotte, FL

Dysart Unified School District (March, 2025). Enhancing MTSS procedures and PSW assessment. Districtwide school psychologists and speech language pathologists. Full day. Dysart, AZ

Great Bend Public Schools (November, 2023). Using Collaborative PSW within a Science of Reading Framework for Comprehensive Evaluations and Intervention Recommendations. Full day. Selina, KS

District of Columbia Public Schools (October, 2023). Assessment and interventions for reading difficulties and disabilities. Districtwide school psychologists and administrators. Full day. Washington, D.C.

Arlington Central School District (September, 2023). Understanding how to use PSW and MTSS to identify learning disabilities. Districtwide school psychologists and administrators. Full day. Arlington, VA.

Wachusett Regional School District (September, 2023) Collaborative assessments to identify and address SLD and SLI. Districtwide school psychologists and speech language pathologists. Full day. Sterling, MA

Desert Sands Unified School District (January, 2021). *Using the Simple View of Reading & XBA to foster SP and SLP Collaboration in the identification of and intervention for dyslexia.* Districtwide school psychologists, speech language pathologists, and administrators. Full day. La Quinta, CA

District of Columbia Public Schools (February, 2021). *Understanding Dyslexia through the Simple View of Reading.* Districtwide speech language pathologists. Half day. Washington, D.C.

West Central Kansas Special Education Cooperative #708 (October, 2020). *Basics of CHC Assessment: Linking to academic interventions and the Simple View of Reading.* Half day. Districtwide school psychologists. Hays, KS

District of Columbia Public Schools (August, 2020). *How COVID-19 impacts data collection and interpretation. Districtwide school psychologists.* Districtwide school psychologists. Half day. Washington, D.C.

PNW BOCES (May, 2020). *Differentiating SLI from Dyslexia using the Simple View of Reading.* Half day. Organizational school psychologists and speech language pathologists. Westchester, NY

District of Columbia Public Schools (November, 2019). *Effective Implementation of MTSS. Understanding the Simple View of Reading.* Full day. Districtwide school psychologists and administrators. Washington, DC

District of Columbia Public Schools (November, 2019). *Evaluation collaboration with school psychologists.* Half Day. Districtwide speech language pathologists and administrators. Washington, DC

Cartwright School District (November, 2019). *Collaborative PSW Assessments between SPs and SLPs.* Full day. Districtwide school psychologists, speech language pathologists, and administrators. Cartwright, AZ.

District of Columbia Public Schools (August, 2019). *Differentiating SLI from SLD: Collaborative PSW Assessment.* Full day. Districtwide school psychologists and administrators. Washington, DC

District of Columbia Public Schools (August, 2019). *Identifying writing disabilities in collaboration with school psychologists.* Half Day. Districtwide occupational therapists. Washington, DC

Amsterdam Central School District (August, 2019). *Collaborative PSW Assessments between SPs and SLPs.* Full day. Districtwide school psychologists, speech language pathologists, and administrators. Amsterdam, NY.

Newburgh Central School District (May, 2019). *Effective Implementation of MTSS. Understanding the Simple View of Reading.* Full day. Districtwide school psychologists and administrators. Newburgh, NY

Mobile County Schools (January, 2018). *Collaborative PSW Assessments and Simple View of Reading.* Two days. Districtwide school psychologists, speech language pathologists, and administrators. Greenville, SC.

Kingston Central School District (January, 2018). *Administration of the WIAT III. Avoiding common errors and improving interpretation.* Districtwide special education staff. Half day. January, 2018. Kingston, NY

Amsterdam Central School District (July, 2018). *What is Data?* Half Day. Districtwide regular education and special education teachers. Amsterdam, NY.

Lexington School District Two (August, 2018). *Collaborative assessments between SLPs and SPs.* Districtwide school psychologists, speech language pathologists, and special education administrators. Lexington, SC.

Amsterdam Central School District (October, 2018). *Instructional Support Teams: Data Collection, Management and Interpretation*. Districtwide school psychologists and speech language pathologists. Amsterdam, NY.

Voorheesville Central School District (October, 2017). RtI at the Secondary Level. Grades 7 through 12 Instructional Support Team members. Voorheesville, NY

Greenville County Schools (August, 2017). *Collaborative PSW Assessments between SPs and SLPs*. Full day. Districtwide school psychologists, speech language pathologists, and administrators. Greenville, SC.

Troup County Schools (October, 2017). *Collaborative PSW Assessments between SPs and SLPs*. Full day. Districtwide school psychologists, speech language pathologists, and administrators. LaGrange, GA.

Schoharie Central School District (July, 2016). *What is Data?* Half Day. Districtwide regular education and special education teachers. Schoharie, NY.

Riverside Unified School District (August, 2016). *Collaborative PSW Assessments between SPs and SLPs. Understanding Dyslexia and SLI*. Two days. Districtwide school psychologists, speech language pathologists, and administrators. Riverside, CA.

Schoharie Central School District (February, 2016). *Collaborative PSW Assessments between SPs and SLPs* Half Day. Districtwide regular education and special education teachers. Schoharie, NY

Saratoga Central School District (January, 2016). *Instructional Support Teams: Data Collection, Management and Interpretation*. Half Day. Districtwide pre-referral team members. Saratoga, NY.

Albany Central School District (January, 2016). *Curriculum Based Measurement: Data Collection, Management and Interpretation*. Half Day. Districtwide school psychologists. Albany, NY

Aiken County School District (August, 2015). *Cross Battery Assessment: SLPs and SPs Working Together*. Districtwide special education faculty, school psychologists, speech language pathologists. Full Day. Aiken, NC

PANEL DISCUSSIONS:

“To the Land of Plenty: Getting Strategic About Shortages in School Psychology” (2024) – Panelist. National Association of School Psychologists, Annual Convention. New Orleans, LA

“Mental Health of School Psychology Faculty” (2024)- Panelist. Trainers of School Psychologists Annual Conference. New Orleans, LA.

“Collaborating for More Effective IEPs” (2019) – Panelist. College of Saint Rose School of Education, National Student Speech Language Hearing Association, Chapter Event. Albany, NY

“Keeping Our Kids Safe: Life After Parkland FL” (2018) - Panelist. Albany County Executive Office School Safety Commission. Albany, NY

“Multidisciplinary Case Conference” (2016) - Panelist. College of Saint Rose School of Education Fall Conference. Albany, NY

“Let’s Talk About Child Abuse” (2015) – Moderator. New York Association of School Psychologists-Chapter J. Albany, NY

“A View From the Field: Teachers, Psychologists, and Principals Weigh-In About SLP Roles” (2015) – Panelist. American Speech Language Association, Schools Conference. Phoenix, AZ

FINANCIAL AWARDS & GRANTS:

Shanock, A. (2021). Identifying dyslexia in children who are English Language Learners. Professional Development Grant, College of Saint Rose. \$600

Shanock, A. (2020). Understanding and differentiating dyslexia and speech language disabilities. Professional Development Grant, College of Saint Rose. \$600

Shanock, A. (2019). Improving children’s mental health can increase profits for businesses. Professional Development Grant, College of Saint Rose. \$600

Shanock, A. (2018). Differentiating SLI from SLD through Collaboration with Speech Language Pathologists. Professional Development Grant, College of Saint Rose. \$600

Shanock, A. (2016). Woodcock-Johnson Psycho-Educational Battery- Fourth Edition, Tests of Cognitive Ability Materials Grant. Woodcock-Munoz Foundation. \$15,000

PREVIOUS PROFESSIONAL EXPERIENCE:

Schalmont School District, Rotterdam, NY October 2004 – June 2005
School Psychologist (1.0) - Performing psychoeducational assessments for high school students. Introducing research-oriented intervention strategies. Updating staff on new IDEA laws. Assisting in the design, modification, and enhancement of 504 plans and special education programming.

Taconic Hills School District, Craryville, NY September 2003 – October 2004
School Psychologist (0.4)- Performed psychoeducational assessments for students in grades kindergarten through twelve. Participated on child study teams, offered consultation services, and facilitated a 6-week parent education group.

South Colonie School District, Albany, NY September 2002 – June 2004
School Psychologist (0.5)- Performed psychoeducational assessment and consultation at parochial and private schools that serviced South Colonie students. Chaired child study teams, taught anti-bullying lessons to grades K-4, served on a school safety team, and facilitated group and individual counseling.

School Lane Charter School, Bensalem, PA August 1999- June 2002
School Psychologist (1.0)- Provided psychoeducational and consultative services to elementary and middle school students. Chaired and developed pre-referral program. Served on school safety, crisis management, and curriculum development committees. Authored crisis manual.

PROFESSIONAL ORGANIZATIONS:

New York Association of School Psychologists (2002-present), President 2014-2016, Past President 2016-2018
Trainers of School Psychologists: New York (2002-present), President 2010-2013, 2016-2019
Trainers of School Psychologists (2008-present), Executive Board 2016-present, Past President 2021-2022
National Association of School Psychologists (1994-present)
American Psychological Association (1994-2004, 2020-present)
Society for Human Resource Management (2017-2023)
Work and Family Researchers Network (2019-2021)

CERTIFICATIONS:

New York State Certified School Psychologist (2002)
Nationally Certified School Psychologist (2001)
Pennsylvania Certified School Psychologist (1998)