

# Amanda Thalji-Raitano, Ph.D.

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## LICENSE

State of Florida, Licensed Psychologist, PY9857

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## EDUCATION

**University of South Florida - Tampa, FL** **2007 – 2012**

APA Accredited and NASP Approved

Ph.D. School Psychology, Emphasis in School-Based Mental Health August 2012

- Dissertation: *A Dual-Factor Model of Mental Health in High School Students: Group Characteristics and Social Functioning*

Ed.S. School Psychology, Curriculum and Instruction August 2012

- Thesis: *Predicting Early Adolescents' Academic Achievement and In-School Behavior with a Dual-Factor Model of Mental Health*

M.A. School Psychology August 2008

**University of Florida - Gainesville, FL** **2003 – 2007**

B.S. Psychology

*Minor in Secondary Education*

*Cum Laude*

## UNIVERSITY APPOINTMENT

**University of South Florida**– Tampa, FL

**August 2024 – present**

*Assistant Professor of Instruction*

<u>Graduate Course</u>	<u>Semester(s)</u>
SPS6196 Assessment of Child/Adolescent Personality	Fall 2024
SPS6936 Graduate Seminar in School Psychology	Fall 2024
SPS7936 Advance Seminar: Ethics and Law in Psychology	Fall 2024
EDG 7931 Advance Practicum: Child and Adolescent Psychotherapy	Fall 2024

## PROFESSIONAL EXPERIENCE

**Flourish Psychology and Wellness**– St. Petersburg, FL

**August 2021 – present**

*Licensed Psychologist, Owner*

- Responsible for all operations of practice
- Provide individualized evidence-based counseling treatment to children, adolescents, and adults. Utilize authentic and normative assessment to monitor response to therapeutic interventions.
- Conduct comprehensive psychological evaluations for executive functioning/ADHD, specific learning disabilities, and other mental health conditions.
- Perform assessment and diagnostic services, compose comprehensive reports, conduct consultation with family members, medical providers, and school-based personnel.

**Pinellas County Job Corps** – St. Petersburg, FL

**January 2020 – March 2022**

*Licensed Psychologist, contractor via The Locums Company*

- Responsible for the development and implementation of the mental health and wellness program at a federal residential training site for teens and adults.
- Tasks included: Development and implementation of center-wide psychoeducational programming. Mental health assessment and treatment for individuals and groups. Crisis assessment and intervention.

Delivering training to staff on topics germane to mental health and adolescent development.

Collaboration with medical staff for drug and alcohol use prevention, pharmacological intervention and medication monitoring.

**Audra Walsh Psychology Group – St. Petersburg, FL**

**March 2019 – March 2020**

*Licensed Psychologist, contractor*

- Provided individualized evidence-based counseling treatment and psychological assessment for children, adolescents, and adults in a private practice setting.
- Duties included conducting diagnostic interviews, report writing, consultation with medical providers and school-based personnel, psychoeducation and parent training, and documentation of services.

**Hillsborough County Public Schools - Tampa, FL**

**August 2012 – June 2016**

*School Psychologist*

- During employment, worked full-time (3 school years) and part-time (1 school year) as a school psychologist for district elementary, middle, and high schools.
- Collaborated with school personnel, families, students, and community service providers to identify academic, social-emotional, and/or behavioral barriers to learning.
- Developed and implemented evidence-based academic, behavioral, and social-emotional programs (school-wide, small group, individual)
- Conducted comprehensive psychological evaluations of students' academic, intellectual, social-emotional, and behavioral functioning within a problem solving/response to intervention model.
- Provided consultation for various committees (e.g., Individual Education Plan Team, Functional Behavior Assessment Team, and Crisis Team).
- Provided training to parents and teachers on topics relevant to child and adolescent development and learning.
- Developed and disseminated training to district school psychologists as part of the department's professional development committee.

**Hillsborough County Public Schools - Tampa, FL**

**July 2011 – June 2012**

*School Psychology Intern*

- Employed as an intern for forty hours per week under the supervision of Brittany Bevilacqua, Ph.D. (district-based supervisor) and George Batsche, Ed.D. (university-based supervisor) in two middle schools, an elementary school, and a high school.
- Conducted comprehensive psychological evaluations of children and adolescents pertaining to academic, social-emotional, and behavioral functioning within a problem solving/response to intervention model.
- Collaborated with school personnel, families, and community service providers across a multi-tiered system of support, to identify barriers to learning, develop and implement effective programs of intervention, and monitor students' response to interventions.
- Developed treatment plans and provide ongoing counseling for students served in Exceptional Student Education and general education.
- Participated in the development and delivery of parent trainings geared at disseminating information related to topics germane to adolescent development.

**Hillsborough County Public Schools - Tampa, FL**

**August 2010 – May 2011**

*Psychological Extern*

- Employed twenty hours per week providing counseling to students under the supervision of Marcia Pita, Ph.D., and Haylie Hoffman, Psy.D., in an urban elementary school and an urban middle school.
- Responsible for providing ecological individual and group psychotherapy to approximately 20-25 students ranging from 6 to 15 years of age as mandated by students' Individual Education Plan (IEP). Students served were served in the following Exceptional Student Education programs:

emotional/behavioral disabilities, autism spectrum disorders, specific learning disabilities, and other health impaired. Other duties included case documentation (e.g., progress notes, intake summaries, treatment plans, contact logs, transfer and termination summaries), collaboration with key stakeholders (i.e., parents, case managers, teachers, school psychologists, and school social workers), progress monitoring, development of treatment goals, and implementation of evidence-based interventions.

**University of South Florida - Tampa, FL** **August 2007 – May 2009; August 2010 – May 2011**

*Graduate Research Assistant, School Psychology Program*

- Worked 10-20 hours a week under the supervision of Shannon Suldo, Ph.D.
- Composed literature reviews and manuscripts, prepared conference posters and papers, conducted manuscript reviews, data collection and analysis (Microsoft Excel, SPSS, SAS).
- Lead counseling groups for a pilot study aimed at increasing youth happiness for middle school students. Co-facilitated focus groups with parents and students to assess the effectiveness of coping strategies for high school students enrolled in the International Baccalaureate program.

**University of South Florida - Tampa, FL** **May 2009 – August 2009**

*Graduate Research Assistant, School Psychology Program*

- Worked 10 hours a week under the supervision of George Batsche, Ed.D. for the Florida Problem-Solving and Response to Intervention Project
- Duties included data entry utilizing SPSS and creating graphs utilizing Microsoft Excel.

## **TEACHING EXPERIENCE**

**University of South Florida- Tampa, FL** **January 2024 – May 2024**

*Graduate Adjunct Professor*

- Adjunct instructor of the course, Biological Bases for Learning Behavior, for the School Psychology Program. This course focused on human biological development and its influence upon learning and behavior.
- Duties included preparing and delivering all course content, assignments, and feedback to graduate students weekly.

**University of South Florida- Tampa, FL** **August 2009 – August 2010; May 2011 – July 2011**

*Instructor*

- Primary instructor for a total of six sections of Human Development and Learning, a required course for secondary education majors in the College of Education. This course focused on the physical, cognitive, and social-personality development through the adolescent period, as well as the application of respondent and operant learning principles to classroom learning.
- Taught traditional and distance learning sections across four semesters.
- Duties included preparing and delivering all course content and assessing students' performance.

## **PROFESSIONAL AFFILIATIONS**

Florida Psychological Association  
 American Psychological Association  
 National Association of School Psychologists

## **HONORS AND AWARDS**

Graduate Assistantship	August 2007 - August 2011
Graduate Diversity and Access Fellowship, \$12,000	August 2007 - May 2010
Graduate Student Enhancement Award, \$5,000	August 2007 - May 2009

**SELECTED VOLUNTEER EXPERIENCES****Be SMART for Kids** - St. Petersburg, FL**March 2017 – May 2020***Campaigns Lead*

- Be SMART is an educational program for adults to prevent unintentional child gun deaths and youth gun-related suicides. The program educates adults about responsible gun storage as well as the role easily accessible guns play in youth suicide.
- Facilitated partnerships with community organizations, including state and county Parent Teacher Associations, Healthy Start, St. Petersburg Police Department, and St. Petersburg Parks and Recreation.
- Methods of community engagement include, delivering presentations, serving on community panels sponsored by the League of Women Voters and United Nations of Tampa Bay, as well as tabling at community events.

**Abnormal Psychology** - Gainesville, FL**December 2006 – May 2007***Undergraduate Teaching Assistant*

- Organized and developed course materials and content for an Abnormal Psychology course at the University of Florida, under the supervision of Brian Higley, Ph.D.

**Psychology of Personality** - Gainesville, FL**January 2006 – May 2006***Undergraduate Teaching Assistant*

- Graded student papers completed for Psychology of Personality course requirements at the University of Florida, under the supervision of graduate student, Gizem Aksoy, Ph.D.
- Created materials and conducted lecture on the psychology of love.

**Alachua County Crisis Center** - Gainesville, FL**October 2004 – January 2007***Telephone Crisis Counselor*

- Trained over 40 hours in crisis intervention and suicide prevention under the supervision of Marshall Knudson, Ph.D. and volunteered 3 hours/week. Provided callers with support during crisis, identified and referred callers to appropriate community resources.

**PUBLICATIONS**

- Suldo, S. M., **Thalji-Raitano, A.**, Kiefer, S. M., & Ferron, J. M. (2016). Conceptualizing high school students' mental health through a dual-factor mode. *School Psychology Review, 45*(4), 434-457.
- Suldo, S. M., **Thalji-Raitano, A.**, Kiefer, S. M. (2012) *Examining high school students' mental health through a dual-factor model: Wellness and psychopathology both matter*. Manuscript submitted for publication.
- Suldo, S., **Thalji, A.**, Hasemeyer, M., Gelley, C., & Hoy, B. (2012). Understanding middle school students' life satisfaction: Does school climate matter? *Applied Research in Quality of Life, 8*, 169-182.
- Suldo, S. M., **Thalji, A.**, & Ferron, J. (2011). Longitudinal academic outcomes predicted by early adolescents' subjective well-being, psychopathology, and mental health status yielded from a dual factor model. *Journal of Positive Psychology, 6*(1), 17-30.
- Suldo, S. M., Huebner, E. S., Savage, J., & **Thalji, A.** (2011). Promoting subjective well-being. In M. Bray & T. Kehle (Eds.), *Oxford Handbook of School Psychology*. New York: Oxford University Press.
- Suldo, S. M., Shaunessy, E., **Thalji, A.**, Michalowski, J., & Shaffer, E. (2009). Sources of stress for students in high school IB and general education programs: Group differences and associations with adjustment. *Adolescence, 44*(176), 925-948.
- Suldo, S., Michalowski, J., Minch, D., & **Thalji, A.** (2008). Best practices in evaluating student-teacher relations and students' functioning. *NASP Communiqué, 37*(2).

**PROFESSIONAL PRESENTATIONS**

- Thalji, A., & Suldo, S.** (2012, February). *Dual-factor model of mental health and older adolescents' social functioning*. Poster presented at the National Association of School Psychologists Annual conference, Philadelphia, PA.
- Hoy, B., **Thalji, A.**, Frey, M., Kuzia, K., & Suldo, S. (2012, February). *Bullying and students' happiness: Social support as a protective factor*. Poster presented at the National Association of School Psychologists Annual conference, Philadelphia, PA.
- Suldo, S., **Thalji, A.**, Frey, M., McMahan, M., Chappel, A., & Fefer, S. (2011, August). *A first examination of the existence and utility of a dual-factor model of mental health among high school students*. Poster presented at the American Psychological Association Annual conference, Washington D.C.
- Thalji, A.**, Duong, C., Hoy, B., Frey, M., & Suldo, S. (2011, February). *Understanding middle school students' happiness: Does school climate Matter?* Poster presented at the National Association of School Psychologists Annual conference, San Francisco, CA.
- Thalji, A.**, Duong, C., Hoy, B., Frey, M., & Suldo, S. (2010, November). *Links between school climate and life satisfaction in early adolescence*. Paper presented at the Florida Association of School Psychologists Annual conference, Miami, FL.
- Thalji, A.**, & Cunningham, J. (2010, November). *Self-injury: A practitioner's guide to intervention and prevention*. Paper presented at the Florida Association of School Psychologists Annual conference, Miami, FL.
- Suldo, S. M., **Thalji, A.**, & Ferron, J. (2010, August). *Longitudinal relationships between adolescents' subjective well-being, psychopathology, and academic achievement*. Poster presented at the American Psychological Association Annual Conference, San Diego, CA.
- Friedrich, A., **Thalji, A.**, Suldo, S., Chapel, A., & Fefer, S. (2010, March). *Increasing thirteen year-olds' happiness through a manualized group intervention*. Paper presented at the National Association of School Psychologists Annual Conference, Chicago, IL.
- Thalji, A.**, & Suldo, S. M. (2010, March). *Predicting academic functioning with a Dual-Factor Model of Mental Health*. Poster presented at the National Association of School Psychologists Annual Conference, Chicago, IL.
- Suldo, S., Friedrich, A., Loker, T., **Thalji, A.**, Cunningham, J., Sundman, A., & Saari, B. (2010, March). *University-district collaborations: Improving practitioners' professional activities relevant to youth suicide*. Paper presented at the National Association of School Psychologists Annual Conference, Chicago, IL.
- Suldo, S., Loker, T., Cunningham, J., Sundman, A., & **Thalji, A.** (2009, October). *Universities and schools, research and practice: Closing gaps through collaboration*. Mini-skills workshop presented at the Florida Association of School Psychologists Annual Conference, St. Petersburg, FL.
- Suldo, S. M., **Thalji, A.**, Shaunessy, E., Michalowski, J., & Shaffer, E. (2009, February). *International Baccalaureate programs: Impact on students' stress and mental health*. Paper presented at the National Association of School Psychologists Annual Conference, Boston, MA.
- Michalowski, J., **Thalji, A.**, Friedrich, A., Shaffer, E., & Suldo, S. M. (2009, February). *The process of conducting intervention effectiveness research in schools*. Mini-skills presented at the National Association of School Psychologists Annual Conference, Boston, MA.
- Suldo, S. M., Michalowski, J., Stewart, T., Shaffer, E., Friedrich, A., & **Thalji, A.** (2009, February). *Increasing students' subjective well-being: A time-limited group counseling intervention*. Paper presented at the National Association of School Psychologists Annual Conference, Boston, MA.

- Cunningham, J., Sundman, A., **Thalji, A.**, Snodgrass, H., & Suldo, S. M. (2009, February). *Suicidality in elementary-school children: Implications for prevention, assessment, and intervention*. Paper presented at the National Association of School Psychologists Annual Conference, Boston.
- Malval, K., Loker, T., Rooks, L., Saari, B., Cunningham, J., Sundman, A., **Thalji, A.**, & Suldo, S. M. (2009, February). *Suicide assessment and intervention: Considerations when working with diverse students*. Mini-skills presented at the National Association of School Psychologists Annual Conference, Boston, MA.
- Snodgrass, H., **Thalji, A.**, Sundman, A., Cunningham, J. & Suldo, S. M. (2008, October). *Prevention, assessment, and intervention of suicidality in elementary age children*. Paper presented at the Florida Association of School Psychologists Annual Conference, Kissimmee, FL.
- Suldo, S., Rooks, L., Sundman, A., **Thalji, A.**, Snodgrass, H., Friedrich, A., Saari, B., Malval, K., Loker, T., & Cunningham, J. (2008, August; 2009, March). *Suicide prevention, assessment, and follow-up procedures and documentation*. In-service presented to Hillsborough County Public Schools Student Services Staff. Tampa, FL.
- Suldo, S. M., Michalowski, J., **Thalji, A.**, Friedrich, A., Shaffer, E., & Stewart, T. (2008, August). *Increasing students' subjective well-being: Outcomes of a group counseling intervention*. Poster session presented at the American Psychological Association Annual Convention, Boston, MA.
- Thalji, A.**, Suldo, S. M., Shaunessy, E., Michalowski, J., & Shaffer, E. (2008, August). *Students' stressors and mental health in an International Baccalaureate program*. Poster session presented at the American Psychological Association Annual Convention, Boston, MA.

### **ADDITIONAL PROFESSIONAL EXPERIENCE**

#### **Hillsborough High School - Tampa, FL**

**September 2009 – May 2010**

##### *School Psychology Trainee*

- Worked an average of 8 hours/week under the supervision of clinical psychologist, Evelyn Hernandez, Ph.D., and two school psychologists, Shannon Suldo, Ph.D. and Linda Raffaele Mendez, Ph.D., in an urban (medium income) high school
- Provided ecological individual and group psychotherapy to students enrolled in general and special education courses, using strategies and techniques (e.g., cognitive-behavioral, motivational interviewing) that are consistent with ethical guidelines of the American Psychological Association and the National Association of School Psychologists.
- Responsibilities included: case documentation (e.g., progress notes, intake summaries, treatment plans, contact logs, transfer and termination summaries), classroom observations, ecological interviews (student, teacher, and family), developing empirically validated treatment plans, providing individual and group therapy, as well as developing strategies for data collection and progress monitoring for determining progress towards treatment goals (in terms of target behaviors, and broad academic, social, emotional, and behavioral progress).

#### **West Zephyrhills Elementary School - Zephyrhills, FL**

**September 2008 – May 2009**

##### *School Psychology Trainee*

- Worked an average of 18 hours/week under the supervision of two school psychologists, David Armstrong, M.A., and Kathy Bradley-Klug, Ph.D., in a rural (low income) elementary school participating as a pilot school in Florida's Response to Intervention (RtI) project.
- Applied the problem-solving model to identify specific academic and behavioral difficulties, formulated hypotheses about presenting concerns, and implemented evidence-based academic and behavioral interventions, and monitored students' response to the intervention.
- Conducted various norm-referenced and authentic assessments (administered Dynamic Indicators of Basic Early Literacy Skills, Curriculum Based Measurement, behavior rating scales, cognitive, and academic assessments).

- Implemented evidence-based academic and behavioral interventions and provided class-wide social skills training.
- Engaged in collaborative consultation with teachers, administrators, and other school staff.

**Leto High School - Tampa, FL****May 2008 – July 2008***School Psychology Trainee*

- Worked under the supervision of two school psychologists, Shannon Suldo, Ph.D. and Rance Harbor, Ph.D. at an urban (low income) high school.
- Used the problem-solving model to identify social-emotional, behavioral, and academic concerns, generate hypotheses, gather relevant data, and synthesize information to identify ecological recommendations aimed at improving an adolescent's social-emotional and academic functioning.

**Lockhart Magnet Elementary School - Tampa, FL****September 2007 – May 2008***School Psychology Trainee*

- Worked an average of 8 hours/week under the supervision of school psychologist, Brittany Bevilacqua, Ph.D, in an urban (low income) magnet elementary school.
- Conducted record reviews, teacher interviews, authentic assessments and behavioral observations to progress monitor student behavior. Observed that administration of psychoeducational assessment batteries. Assisted third grade students in reading and writing assignments.
- Attended Child Study Team, Student Teacher Assistance Team, Functional Behavioral Assessment Meetings, 504 Meetings, Individualized Educational Plan, and Change of Placement Meetings.
- Collaborated with other student services personal to plan and facilitate a counseling group for at-risk girls in grades one through five.

**RESEARCH EXPERIENCE****Positive Psychology Research Group - Tampa, FL****August 2007 – July 2012***Research Team Member*

- Research group investigates issues relative to promotion of practices within schools that are aligned with the positive psychology movement under the leadership of faculty supervisor, Shannon Suldo, Ph.D.
- Co-facilitated in 2007 and facilitated in 2009, a manualized group counseling intervention aimed to increase the life satisfaction of middle school participants; under the supervision of Shannon Suldo, Ph.D. and former graduate student, Jessica Savage, Ph.D. Duties included educating middle school-age participants in concepts related to increasing life satisfaction, administering assessments, and monitoring adherence to intervention protocol. Additionally, assisted with data input, data analysis, and interpretation.
- In collaboration with Shannon Suldo, Ph.D., facilitated a large data collection effort at two local high schools aimed to gather relevant information investigating how students' psychological wellness predicts their school performance, physical health, social relationships, and sense of self. Duties included working with students and teachers to gather data in an ethical manner and collaborating with school administration to schedule and coordinate data collection efforts.
- Other positive psychology research activities included conducting manuscript reviews, reading and discussing current literature, and disseminating research related to positive psychology.

**School Based Mental Health Group - Tampa, FL****August 2007 – April 2011***Research Team Member*

- Research group investigates issues relative to the provision of school-based mental health services under the care faculty supervisor, Shannon Suldo, Ph.D.
- Responsibilities included: collaborating with peers and psychological staff of a local school district to conduct a needs assessment of school psychologists' training and knowledge related to assessing, intervening, and treating suicidal youth; investigating best practices in prevention and intervention of

suicide; developing a protocol for the local school district; and providing training in suicide assessment and intervention to school psychologists and other student services staff.

- Other activities included: reading and disseminating current literature related to best practices in prevention and intervention for child and adolescent mental health problems; manuscript reviews; and data entry and analyses.

**International Baccalaureate Research Group - Tampa, FL**

**August 2007 – Fall 2008**

*Research Team Member*

- Research group investigates issues relative to the experiences of youth enrolled in International Baccalaureate programs and other college preparatory programs under the direction of faculty supervisor, Shannon Suldo, Ph.D.
- Worked with supervisor, Shannon Suldo, Ph.D. to analyze data and disseminate findings concerning the sources of stress perceived by students enrolled in International Baccalaureate program and general education programs, and the impact of these stressors on their functioning.

**Life-Satisfaction and Excellence Lab - Gainesville, FL**

**September 2005 – May 2007**

*Research Team Member*

- Research group investigated issues relative to adolescent development, life satisfaction, and personal effectiveness, under the supervision of Martin Heesacker, Ph.D., and two graduate students, Brian Higley, Ph.D. and Brian Mistler, Ph.D.
- Facilitated counseling and mentoring opportunities for adolescents at local high schools. Researched and organized specific topics related to mental health, developed psychoeducational materials and activities for students (e.g., suicide, relationships, goal setting). Investigated funding opportunities and assisted with grant writing.