

BRIDGET MORAN

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EDUCATION

University of Maryland, College Park, MD

Fall 2022 – Anticipated August 2027

Ph.D. Candidate in School Psychology

Dissertation Title: Bridging Guidelines and Practice: Shared Reading to Promote Parent-Child Dialogue about Screen Use

University of Maryland, College Park, MD

Spring 2026

M.A. in School Psychology

Master's Thesis Title: The Portrayal of Screen Time in Children's Picture Books

University of Virginia, Charlottesville, VA

Graduated Spring 2018

B.A. in Psychology; Minor in Women, Gender, and Sexuality Studies

Poster Presentation: Children's Story Preferences: Effects of Character Gender and Gender-Stereotyped Activities

CLINICAL & SCHOOL-BASED EXPERIENCE

School Psychology Intern, Pleasantville Union Free School District

Fall 2026 – Present

Bedford Road Elementary School, Pleasantville, NY

Supervisors: Dr. Rachael Goldrich;

- Complete a year-long, full-time school psychology internship serving elementary students within a multidisciplinary educational setting.
- Psychology internship approved by the American Psychological Association (APA) and participating in the Association of Psychology Postdoctoral and Internship Centers (APPIC) Match.
- Provide comprehensive school psychological services, including psychoeducational evaluations, individual and group counseling, consultation with teachers and families, and participation in IEP meetings and multidisciplinary teams.
- Collaborate with school staff to support students' academic, social-emotional, and behavioral functioning through data-informed intervention and consultation.

Fieldwork Intern, University of Maryland

Fall 2025 – Spring 2026

Langley Park-McCormick Elementary School, Adelphi, MD

Supervisors: Dr. Hedwig Teglassi; Cate Mbi, NCSP

- Engaged in a yearlong fieldwork placement through EDCP888: Apprenticeship in Counseling and Personnel Services.
- Administered four comprehensive psychological assessments with bilingual students (two conducted in Spanish) and authored four comprehensive reports to support student academic and emotional development. Made educational classifications for Autism Spectrum Disorder (ASD) and Specific Learning Disability (SLD).
- Conducted weekly individualized counseling sessions with a caseload of one 3rd grade student.
- Delivered group counseling sessions to 2nd grade students focused on social skills.
- Co-led classroom social-emotional learning (SEL) bibliotherapy sessions.
- Participated in weekly individual and group supervision to refine clinical skills and professional growth.

Supervision Practicum Intern, University of Maryland

Fall 2025 – Winter 2025

University of Maryland, College Park, MD

Supervisor: Dr. Chunyan Yang

- Supervised two master's level School Counseling students' therapy practicum case with undergraduate student clients.
- Watched tapes, read therapy notes, and meet with supervisees to discuss client progress and supervisee skill development.
- Participated in individual and group supervision to refine supervisory skills.

Psychology Extern, District of Columbia Superior District Court

Summer 2025

Child Guidance Clinic, Washington, D.C.

Supervisor: Dr. Malachi Richardson

- Sought out non-school-based summer externship opportunity to further refine clinical skills and expand knowledge of settings that interact with school systems.
- Conducted collateral interviews with youth, caregivers, and probation officers.
- Administered five trauma-informed psycho-educational assessments with court-involved youth and authored five comprehensive reports. Made medical diagnoses of Attention Deficit-Hyperactivity Disorder (ADHD) and Post-Traumatic Stress Disorder (PTSD).
- Participated in individual supervision to refine case conceptualization and assessment-writing skills.

Counseling Practicum Intern, University of Maryland
Parkdale High School, East Riverdale, MD

Winter 2025 – Spring 2025

Supervisors: Dr. Meghan Green; Dr. Esther Are

- Completed a semester-long practicum experience through EDCP750: Therapeutic Approaches with Children.
- Conducted weekly individualized counseling sessions with a caseload of two high school students.
- Filed a Child Protective Services (CPS) report under supervision following disclosures made during counseling sessions.
- Participated in weekly individual and group supervision to refine clinical skills and professional growth.

Community Parent Night, Howard County Public Schools
Howard County Public Schools, Howard County, MD

Winter 2025; Winter 2026

- Invited by administrative staff in Howard County Public Schools to present two parent presentations on youth screen use based on my thesis and dissertation research.
- Co-developed the presentation “*Mental Health, Technology, and Your Child*” using district data and current research.

Psychological Assessment Practicum Intern, University of Maryland
Rock Terrace School, Rockville, MD

Fall 2024 – Spring 2025

Julius West Middle School, Rockville, MD

Cool Spring Elementary School, Adelphi, MD

Supervisors: Dr. Megan Vaganek; Alondra Anderson, NCSP; Yael Lukin, NCSP

- Completed a year-long practicum experience through EDCP738/739: Child Assessment.
- Conducted eight comprehensive psychological assessments in English and Spanish (six in English; two in Spanish) and authored comprehensive reports.
- Attended Functional Behavior Assessment (FBA) meetings to inform case conceptualization and report writing.
- Presented assessment findings to school staff and families to support collaborative decision-making and student intervention planning.
- Made educational classifications for Autism Spectrum Disorder (ASD) and Attention Deficit-Hyperactivity Disorder (ADHD).
- Participated in weekly individual and group supervision to refine case conceptualization and assessment-writing skills.

Psychology Extern, Children’s National Hospital
ADHD and Learning Differences Program, Washington, DC

Summer 2024

Supervisor: Dr. Melissa Dvorsky

- Sought out non-school-based summer externship opportunity to further refine clinical skills and expand knowledge of settings that interact with school systems.
- Administered three psycho-diagnostic assessments and authored comprehensive reports.
- Conducted intake evaluations with youth and families and presented report findings and recommendations.
- Made medical diagnoses of Attention Deficit-Hyperactivity Disorder (ADHD) and Generalized Anxiety Disorder (GAD).
- Participated in weekly individual supervision to strengthen clinical interviewing, diagnostic formulation, and report-writing skills.

Consultation Practicum Intern, University of Maryland
Bushy Park Elementary School, Glenwood, MD

Fall 2023 – Spring 2024

Supervisors: Dr. Katie Burkhouse; Andrea Cohn, NCSP

- Completed year-long practicum through EDCP635/636: School Consultation.
- Provided school-based consultation services with a caseload of two teachers.
- Attended Instructional Intervention Team (IIT) meetings to collaborate with staff to support referred students.
- Attended Functional Behavior Assessment (FBA) meetings to inform consultation interventions.
- Participated in weekly individual and group supervision to refine consultation skills and professional growth.

SEL Group Co-Leader, University of Maryland
Glenarden Woods Elementary School, Glenarden, MD

Spring 2023 – Spring 2024

Supervisor: Dr. Hedwig Teglas

- Co-led sessions of social-emotional learning (SEL) bibliotherapy for a group of anxious elementary school students.
- Reviewed and revised curriculum materials according to group sessions.

Behavioral Intervention Practicum Intern, University of Maryland
Cool Spring Elementary School, Adelphi, MD

Winter 2023 – Spring 2023

Supervisor: Yael Lukin, NCSP

- Completed semester-long practicum through EDCP630: School-Based Behavioral Interventions.
- Provided school-based behavioral interventions for one bilingual (Spanish) student.
- Participated in Functional Behavior Assessment (FBA) meetings to inform intervention planning.

- Communicated intervention progress and results to parents in Spanish.

ELA-S 5th Grade Teacher, Teach for America

Summer 2018 – Summer 2020

Barney Ford Elementary School, Denver, CO

- Served as bilingual (Spanish) 5th Grade teacher in a Title 1 public school.
- Designed lectures and instructed math, science, literacy, and English Language Development in both English and Spanish.
- Utilized a Multi-Tiered System of Supports (MTSS) to meet the needs of monolingual, newcomer, and special education students.
- Monitored and analyzed student performance data, supporting many students in achieving on- and above-grade-level outcomes.
- Implemented evidence-based socio-emotional learning (SEL) curriculum and tracked student progress in emotion regulation and mindfulness.
- Administered McGraw-Hill's Corrective Reading direct instruction intervention program and progress monitoring assessments.
- Led a small-group social-emotional intervention for female students to provide support and facilitate discussions on topics such as self-esteem, conflict resolution, and bullying.

COGNITIVE AND ADAPTIVE ASSESSMENTS ADMINISTERED

Cognitive & Academic Assessments: Wechsler Intelligence Scale for Children, Fifth Edition (WISC-V); Kaufman Assessment Battery for Children, Second Edition (KABC-II NU); Differential Abilities Scale - II (DAS-II); Universal Nonverbal Intelligence Test, Second Edition (UNIT-2); Wechsler Adult Intelligence Scale, Fifth Edition (WAIS-5); California Verbal Learning Test, Third Edition (CVLT-3); Kaufman Test of Educational Achievement, 3rd Edition (KTEA-3); Comprehensive Test of Phonological Processing (CTOPP-2); Gray Oral Reading Test (GORT-5); Delis-Kaplan Executive Function System (D-KEFS) Color-Word Interference Test; Ortiz Picture Vocabulary Acquisition Test (PVAT); Culture-Language Interpretive Matrix (CLIM)

Bilingual (Spanish) Cognitive & Academic Assessments: Wechsler Intelligence Scale for Children, Fifth Edition (WISC-V); Differential Abilities Scale - II (DAS-II); Kaufman Assessment Battery for Children, Second Edition (KABC-II NU)

Adaptive & Personality Assessments: Adaptive Behavior Assessment System, Third Edition (ABAS-3); Autism Spectrum Rating Scales (ASRS); Behavior Assessment System for Children, Third Edition (BASC-3); Behavior Rating Inventory of Executive Function, Second Edition (BRIEF-2); Comprehensive Executive Function Inventory (CEFI); Children's Attributions and Perceptions Scale (CAPS); Children's Sleep Habits Questionnaire (CSHQ); Childhood Autism Rating Scale, Second Edition (CARS2); Conners Early Childhood (Conners EC); Conners Rating Scale, Fourth Edition (Conners-4), Long and Short Forms; Gilliam Autism Rating Scale, Third Edition (GARS-3); Personality Assessment Inventory (PAI); Revised Children's Manifest Anxiety Scale, Second Edition (RCMAS-2); Sex Trafficking Assessment Review (STAR); UCLA Post-Traumatic Stress Disorder Reaction Index for Children/Adolescents; Vineland Adaptive Behavior Scales, Third Edition (Vineland-3)

CERTIFICATIONS & TRAININGS

School Psychology Praxis Exam – Passed	2026
Mental Health First Aid	2024
CITI Certification	2022
Bilingual (Spanish) Berlitz Exam - Passed	2019
Elementary Education Praxis Exam - Passed	2018
ASPIRE Program Provisional Teaching License	2018

GRANTS, AWARDS, & COMPETITIONS

3 Minute Thesis (3MT) Winner, College of Education, University of Maryland	2026
AmeriCorps Scholarship, University of Maryland, College of Education	2024 – 2025
College of Education Scholarship, University of Maryland, College of Education	2024
Dean's Fellowship, University of Maryland College of Education	2022 – 2023

SKILLS

Education: Proficiency in MTSS framework, elementary pedagogy, culturally responsive lesson design, English Language Development instruction, and socio-emotional learning instruction

Administrative: Proficiency in Microsoft Office Suite, Adobe Acrobat, Canva, and Zoom

Project Support: Budget and grant tracking, compliance documentation, multi-tasking across projects

Language: Spanish (conversational); Translation (English – Spanish)

MANUSCRIPTS, CONFERENCE PROPOSALS, & PRESENTATIONS

Suizzo, M.A., Perkins, S., Nauman, C., Silva, K., & Moran, B. (in press). *"Trying to stay positive in a negative world": Vulnerable families supporting children's learning during COVID-19.* [Journal Article]. Journal of Child and Family Studies.

Moran, B., Teglassi, H., Lou, E., & Sun, P. (2026, August). *Screen-focused bibliotherapy: Selecting books to support digital well-being* [Poster presentation]. Association for Psychological Science Annual Convention, Washington, DC, United States.

Moran, B., Stancofski, R., & Kelly, L. (2026, April). *Applying to fifth year internship* [Oral Presentation]. Student Affiliates in School Psychology Professional Development, University of Maryland.

Rubiera, C., **Moran, B.,** O'Neal, C., Cerrato, S. (2026, February). *Latine young adults' perspectives on academic and social-emotional supports and barriers during high school* [Poster Presentation]. National Association of School Psychologists Annual Convention. Chicago, IL.

O'Neal, C. R., Sheth, A. M., Tan, S. C., Parrot, J. E., **Moran, B.,** & Zimmerman, S. (2025, October). *Consultation with secondary school refugee teachers in Malaysia: Problem identification, interventions, and outcomes* [Journal Article]. School Psychology International.

Moran, B., Teglassi, H. (2025, August). *Picture books as tools to help families discuss screen time* [Poster Presentation]. Association for Psychological Science Annual Convention, Denver, Colorado.

Moran, B., Zimmerman, S., O'Neal, C. (2025, August). *"It makes me feel better, but there is also a disparity..." The role of social media in the lives of Latinx undergraduates* [Poster Presentation]. Association for Psychological Science Annual Convention, Denver, Colorado.

Moran, B. (2025, May). *APPIC internships* [Oral Presentation]. Student Affiliates in School Psychology Professional Development, University of Maryland.

Moran, B. (2025, April). *Fieldwork and internships* [Oral Presentation]. Student Affiliates in School Psychology Professional Development, University of Maryland.

Moran, B. (2024, February). *"Circles of interest": A consultation resource for career readiness development* [Poster Presentation]. National Association of School Psychologists, New Orleans, Louisiana.

Moran, B., O'Neal, C., Tan, S.C., Parrott, J., Sheth, A. (2023, July). *A comparison of problems identified and interventions employed during consultation with secondary school versus preschool refugee teachers in Malaysia* [Oral Paper Presentation]. International School Psychology Association, Bologna, Italy.

Suizzo, M., Nauman, C., Perkins S., Silva, K., **Moran, B.,** Raphael, E. (2021, November). *Reducing educational inequity during COVID-19: Family resilience through meaning making and home-school relationships* [Research Paper Proposal]. Annual Meeting of the American Educational Research Association, San Diego, CA.

Moran, B. (2017, November). *Children's story preferences: Manipulating gender and gender-stereotyped activity* [Poster Presentation]. Psychology Poster Fair, University of Virginia, Charlottesville, VA.

RESEARCH, ADMINISTRATIVE, AND TEACHING EXPERIENCE

Administrative Graduate Assistant, University of Maryland

Fall 2025 – Summer 2026

A. James Clark School of Engineering, College Park, MD

Supervisors: Dr. Nick Slaughter; Dr. Min Wu

- Maintain and update Graduate Affairs resource webpages to ensure timely and accurate information for students and faculty.
- Provide administrative and technical support for the Suitable student development app, enhancing engagement and usability.
- Assist with planning, coordination, and execution of departmental events, workshops, and initiatives.
- Conduct data collection, entry, and analysis to support reporting and strategic decision-making.
- Draft, edit, and proofread internal and external communications for the Graduate Affairs team.
- Manage central email account and respond to inquiries with professionalism and efficiency.
- Support day-to-day operations of the Dean's Office and contribute to special projects, as needed.

School Psychology Doctoral Program, College Park, MD

Fall 2024 – Spring 2025

Supervisors: Dr. Cixin Wang; Dr. Richard Shin

- Supported with planning and executing program interview day; organized and managed prospective student application materials and facilitated virtual and in-person interview day events including welcome breakfast and dinner.

- Assisted in selecting a new textbook for the undergraduate course EDCP210 and developed course lecture materials.
- Conducted research to support the development of a future undergraduate minor in counseling.
- Created and delivered professional development program presentations; designed materials using Microsoft Office and Canva.
- Supported with program administrative duties, as needed.

Research Graduate Assistant, University of Maryland
Temperament and Narratives Lab, College Park, MD

Fall 2024 – Spring 2026

Principal Investigator: Dr. Hedwig Teglassi

- Conduct qualitative and quantitative data collection and analysis for the Parent and Child Temperament project and Emotion Coaching project.
- Design and implement project materials using Microsoft PowerPoint and Canva to support Emotion Coaching initiatives.
- Deliver professional development presentations to teachers, providing training on Emotion Coaching strategies.
- Collaborate in weekly lab and project meetings to advance research goals and ensure alignment across studies.

Emotions, Equity, and Education Lab, College Park, MD

Fall 2022 – Fall 2024

Principal Investigator: Dr. Colleen O'Neal

- Conducted qualitative and quantitative data collection and analysis for the Cultural Competence of School Counselors project and the Resilient Refugee Intervention project.
- Contributed to manuscript and presentation authorship.
- Completed Institutional Review Board applications and fulfilled ongoing requirements.
- Collaborate in weekly lab meetings and project meetings to advance research goals and ensure alignment across studies.

Undergraduate Course Instructor, University of Maryland
EDCP230: Positive Psychology

Fall 2024 – Spring 2025

Supervisor: Dr. Richard Shin

- Designed and delivered lectures, facilitated discussions, and led classroom activities, using Microsoft PowerPoint.
- Offered guidance and mentorship to students on course-related topics.
- Evaluated student work, including exams, essays, and projects.
- Wrote letters of recommendation for students, supporting their applications for internships and employment opportunities.

EDCP210: Peer Helping Skills and Mental Health Advocacy

Fall 2023 – Spring 2024

Supervisor: Dr. Robert Lent

- Designed and delivered lectures, facilitated discussions, and lead classroom activities, using Microsoft PowerPoint.
- Offered guidance and mentorship to students on course-related topics.
- Evaluated student work, including essays and projects.
- Wrote letters of recommendation for students, supporting their applications for internships and employment opportunities.

Research-Based Short-Term Study Abroad Program, Havana, Cuba

Spring 2023

Education Leadership, Higher Education, and International Education, College Park, MD

Instructor: Dr. Taylor Woodman

- Traveled to Havana, Cuba through Short-Term Study Abroad program associated with graduate course EDHI788X: International Investigations in Cuban Education.
- Conducted mixed-methods research in Cuba through interviewing undergraduate Cuban students and Cuban educators in Spanish.
- Presented findings at the National Association for School Psychologists conference in February 2024.

Research Associate, University of Texas-Austin

Meadows Center for Preventing Educational Risk, Austin, TX

Fall 2021 – Fall 2022

Principal Investigator: Dr. Sarah Powell

Supervisor: Dr. Clinton Moore

- Contributed to the TEMPLE Read Alouds Project, an interactive read-aloud intervention used with kindergarteners to improve outcomes related to mathematics, language, and reading.
- Conducted and scored assessments with participating kindergarten students; performed fidelity checks at participating schools; designed visual support materials for lessons.
- Part-time position (20 hours per week).

Texas Behavioral Science and Policy Institute, Austin, TX

Fall 2021 – Fall 2022

Principal Investigator: Dr. David Yeager

Supervisor: Dr. Eunjin Seo

- Contributed to the National Study of Learning Mindsets, a longitudinal study and program evaluation aimed at determining if psychological constructs such as growth mindset can improve students' academic outcomes.
- Conducted literature reviews for STEM Intervention Systematic Review Team based on inclusion and exclusion criteria.
- Collaborate in weekly lab meetings to advance research goals.
- Part-time position (20 hours per week).

Department of Educational Psychology, Austin, TX

Fall 2020 – Fall 2022

Principal Investigator: Dr. Marie Suizzo

- Contributed to qualitative and quantitative data collection and analysis on the COVID-19 Resiliency Study, a mixed methods study researching the impact of COVID-19 on student academic outcomes and family wellbeing, and the Parent-Child Conversations Study, a mixed methods study examining the difficult conversations middle schoolers have with their parents.
- Translated recruitment, survey, and interview materials (English-Spanish).
- Conducted interviews in English and Spanish.
- Contributed to manuscript and presentation authorship.
- Collaborate in weekly lab meetings to advance research goals and ensure alignment across studies.
- Volunteer position (5 hours per week).

Research Project Manager, University of Texas-Austin

Fall 2020 – Fall 2021

Department of Human Development & Family Sciences, Austin, TX

Principal Investigator: Dr. Elma Lorenzo-Blanco

- Contributed to the qualitative and quantitative data collection and analysis on the JUNTOS Study, a mixed methods study researching the impact of experiences of racism and discrimination on Latinx high school students and their families.
- Made connections with community partners (e.g., school districts and local organizations) and facilitated interviews with district officials in Austin Independent School District.
- Recruited parent and teenage participants and conducted focus groups in English and Spanish.
- Updated the lab website using WordPress.
- Completed Institutional Review Board applications and fulfilled ongoing requirements.
- Led weekly lab meetings to advance research goals and delegated tasks to research assistants.
- Full-time position (40 hours per week).

Research Undergraduate Assistant, University of Virginia

Summer 2017 – Winter 2018

Department of Psychology, Charlottesville, VA

Principal Investigator: Dr. Joseph Allen

- Contributed to the Vida Project, a longitudinal study examining the influences of social and parental relationships in adolescence and the impact on emotional and physical health into adulthood.
- Implemented and analyzed psychological data using SPSS.
- Conducted experimental procedures and observations in a laboratory setting with human subjects.

LEADERSHIP & SERVICE

Student Support Coordinator, Student Association of School Psychology

Fall 2023 – Present

University of Maryland, College Park, MD

- Plan and execute three student social events per semester to foster community and engagement.
- Develop and maintain academic and professional development resources to support student success.
- Created a "Doctoral Student Guide" to consolidate student-focused resources for peers.
- Volunteer leadership role (1-2 hours weekly).

Mentor, Young Women's Leadership Program

Fall 2016 – Spring 2017

University of Virginia, Charlottesville, VA

- Supported local 8th grade female student through engaging in focus group lessons and one-on-one relationship-building sessions.
- Volunteer position (2 hours per week).

Academic Tutor, Madison House AVID Program

Fall 2015 – Spring 2016

University of Virginia, Charlottesville, VA

- Tutored group of aspiring first-generation college students.
- Aided students with homework, SAT Prep, the Common Application process, and college essay writing.
- Volunteer position (2 hours per week).

