

# Cassandra Griger

# Curriculum Vitae

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## Education

**2021-Present** *Educational Measurement and Statistics, Ph.D.*, University of Iowa

**2018-2020** *School Psychology, Ph.D.*, Duquesne University

**August 2020** Praxis II School Psychology, Pass: 164

**Spring 2021** 36 out of 65 Credits transferred to University of Iowa

**2016-2018** *Child Psychology, M.S.Ed.*, Duquesne University

**2009-2013** *Psychology, B.S.*, Mansfield University of Pennsylvania

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## Technical Skills

**Analysis Software:** R, MPlus, SAS, MS Excel, SPSS

**Development Tools:** RStudio, Qualtrics

**Productivity:** Dropbox, Google Drive, OneDrive, Discord, Notion

**Operating Systems:** Windows, iOS

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## Professional Experience

**2021-Present** *Graduate Assistant*, NSF Grant (Jonathan Templin, Ph.D.) <sup>i</sup>

**2018-2020** *Graduate Assistant*, School Psychology Doctoral Program (Ara Schmitt, Ph.D.) <sup>d</sup>

**2017-2020** *Research Assistantship*, Brain Busters Lab (Erica Beidler, Ph.D.) <sup>d</sup>

**2016-2018** *Lab Manager*, Developmental Cognitive Lab (Robert S. Siegler, Ph.D.) <sup>c</sup>

**2014-2016** *Research Associate*, Developmental Cognitive Lab (Robert S. Siegler, Ph.D.) <sup>c</sup>

**2013-2014** *Research Associate*, Simon Initiative's LearnLab (Kenneth Koedinger, Ph.D.) <sup>c</sup>

**2013** *Research Assistant*, Health and Human Performance Lab (J. David Creswell, Ph.D.) <sup>c</sup>

**2013** *Research Assistantship*, Relationships Lab (Brooke Feeney, Ph.D.) <sup>c</sup>

<sup>i</sup> University of Iowa; <sup>d</sup> Duquesne University; <sup>c</sup> Carnegie Mellon University

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## Teaching Experience

**2019-2020** *GPSY 512-62 Psychological Testing Instructor*, Duquesne University, Pittsburgh, PA

Introduced basic principles of test theory, construction, and measurement to graduate-level counseling students. Topics included reliability, validity, item and factor analysis, and other test construction considerations. Test interpretation focused on standardized test scores, general ability tests, achievement tests, and personality and interest inventories. With a response ratio of 64% (16/25), student evaluation surveys indicated strengths in instructional design (4.65/5), instructional delivery (4.47/5), attitudes towards student learning (4.65/5), and faculty availability (4.81/5).

**2020 Fall** *Academic Tutor*, Duquesne University, Pittsburgh, PA

Contracted by Duquesne University Law Clinic to service a 3<sup>rd</sup> grade student involved in a social justice case law with a neighboring school district.

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## School Psychology Practicum Experience

**2020-2021** *Advanced Doctoral Practicum*, Hampton Township School District

Conducted full, clinical evaluations under supervision of a licensed School Psychologist and special education law guidelines to service K-12 students; provided counseling services; supervised 2<sup>nd</sup> year practicum students' consultation and counseling cases; consulted with educators and the special education team to best fit and provide services within general and special education settings; coordinated with parents/guardians to conduct interviews and acquire case information.

**2019-2020** *Integrated Practicum*, Carnegie Elementary School, Carlynton School District

Conducted full, clinical evaluations under supervision of a licensed School Psychologist and special education law guidelines to service K-3 students; provided counseling services; consulted with educators to best fit and provide services within the general education setting.

**2018-2019** *Behavioral/Academic Intervention*, Memorial Elementary School, Bethel Park School District

Evaluated K-5 students for RtI placement and services; consulted with special education to provide services for identified academic and behavioral needs; coordinated with parents/guardians to conduct interviews and acquire case information.

### **Publications**

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Benno, M. T., Griger, C. L., Tracy, B., Nayyar, A., Conaway, R. B., Franklin, K., & Schmitt, A. J. (2021). Mapping of pediatric chronic illness sequelae to inform evaluation planning. *Communiqué*, 50(2).

Beidler, E., Schmitt, A. J., Matta, M., & Griger, C. (2021). Diagnosed and nondisclosed sport-related concussion: An exploratory comparison study by ADHD status in collegiate athletes. *Journal of Attention Disorders*. doi: 10.1177/10870547211015432

Matsuda, N., Griger, C. L., Barbalios, N., Stylianides, G., Cohen, W. W., & Koedinger, K. R. (2014). Investigating the effect of meta-cognitive scaffolding for learning by teaching. In S. Trausen-Matu, K. Boyer, M. Crosby, & K. Panourgia (Eds.), *Proceedings of the international conference on intelligent tutoring systems* (pp. 104–113). Switzerland: Springer.

### **Acknowledgements**

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McMullen, J., Hannula-Sormunen, M. M., Lehtinen, E., Siegler, R. S. (2021). Predicting adaptive expertise with rational number arithmetic. *British Journal of Educational Psychology*. doi: 10.1111/bjep.12471

Braithwaite, D. W. & Siegler, R. S. (2020). Putting Fractions Together. *Journal of Educational Psychology*, 113(3), 556–571. doi: 10.1037/edu0000477

McMullen, J., & Siegler, R. (2020). Spontaneous focusing on multiplicative relations and fraction magnitude knowledge. *Mathematical Thinking and Learning*, 1-9. doi: 10.1080/10986065.2020.1816284

Tian, J., Braithwaite, D. W., & Siegler, R. S. (2020). Distributions of textbook problems predict student learning: Data from decimal arithmetic. *Journal of Educational Psychology*, 113(3), 516-529. doi: 10.1037/edu0000618

### **Manuscripts Under Review**

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**2020** *Co-author*, Biased Problem Distributions in Assignments Parallel Those in Textbooks: Evidence from Fraction and Decimal Arithmetic, *Journal of Numerical Cognition*

### **Conference/Symposium Presentations**

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Nayyar, A., Conaway, B., Benno, M., Griger, C., Tracy, B., & Schmitt, A. (2021, February). *Evaluation planning for pediatric chronic illnesses through neuro-psychoeducational sequelae mapping*. Poster to be presented at the National Association of School Psychologists, Virtual.

- Benno, M., Griger, C., Tracy, B., Schmitt, A.J., & McCallum, E. (2019, August). *Accuracy of text-to-speech and speech-to-text assistive technology*. Poster presented at the American Psychological Association Annual Convention, Chicago, IL.
- Griger, C., Schmitt, A. & Beidler, E. (2019, March). *Predictors of unreported sport-related concussions among youth athletes*. Poster presented at the Graduate Student Research Symposium, Duquesne University, Pittsburgh, PA.
- Beidler, E. , McAllister-Deitrick, J., Wallace, J., Anderson, M., Schmitt, A., & Griger, C. (2018, May). *Predictors of sport-related concussion nondisclosure in collegiate student-athletes*. Poster presented at the 6th Annual Concussion Symposium of Sports Neuropsychology Society, Washington, DC.
- Griger, C., Beidler, E., Schmitt, A., & McAllister-Deitrick, J. (2018, May). *Concussion diagnosis and under-reporting behavior of ADHD collegiate student-athletes*. Poster presented at the 6th Annual Concussion Symposium of Sports Neuropsychology Society, Washington, DC.
- Griger, C., Williams, K., Beidler, E., & Schmitt, A. (2018, March). *Concussion diagnosis and reporting behavior of collegiate student-athletes*. Poster presented at the Graduate Student Research Symposium, Duquesne University, Pittsburgh, PA.
- Mostow, J., Weinberg, G., & Griger, C. (2014, July). *What's the difference? Linguistic model comparison using bayesian knowledge tracing*. Presented at Simon Initiative's LearnLab Summer School: Educational Data Mining, Carnegie Mellon University, Pittsburgh, PA.
- Matsuda, N., Griger, C. L., Barbalios, N., Stylianides, G., Cohen, W. W., & Koedinger, K. R. (2014, June). *Investigating the effect of meta-cognitive scaffolding for learning by teaching*. Poster presented at the 12<sup>th</sup> International Conference on Intelligent Tutoring Systems, Honolulu, HI.
- Griger, C. (2013, May). *Autism spectrum disorders and theory of mind development in social interactions*. Presented at Undergraduate Senior Symposium, Mansfield University, Mansfield, PA.
- Griger, C. L., Ober, J., & House, L. (2012, May). *The effects of situational stress on memory encoding, memory recall, and cognitive functioning*. Presented at Undergraduate Research Symposium, Mansfield University, Mansfield, PA.

### **Conferences/Symposiums Attended**

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- 2020** Association of School Psychologists of Pennsylvania (ASPP)  
**2019** American Psychological Association (APA) Convention  
**2019** Duquesne University Graduate Student Research Symposium  
**2018** Annual Concussion Symposium of Sports Neuropsychology Society  
**2018** Duquesne University Graduate Student Research Symposium  
**2016** BrainHub's Neurons to Neighborhoods Community Outreach Event  
**2015** Multimodal Neuroimaging Training Program (MNTP) and Center for the Neural Basis of Cognition (CNBC), Health Neuroscience Symposium  
**2014** Simon Initiative's LearnLab Summer School, Educational Data Mining  
**2012** Mansfield University Undergraduate Senior Symposium  
**2012** Mansfield University Undergraduate Research Symposium  
**2012** Annual Meeting of the Eastern Psychological Association (EPA)

## **Service**

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**2022** *Co-Founder*, E.F. Lindquist Chapter of AERA, University of Iowa  
**2022** *Co-Editor*, Educational Measurement and Statistics Handbook, University of Iowa  
**2022** *Executive Council*, Graduate Measurement & Statistics Student (GMASS), University of Iowa  
**2019** *Volunteer Chair*, Student Affiliates in School Psychology (SASP), Duquesne University  
**2019** *Research Mentor*, Brain Busters Lab, Duquesne University  
**2018** *Co-Curator*, Conference on Rational Numbers, Carnegie Mellon University  
**2017** *Co-Curator*, K-8 In-Service Professional Development, Bethel Park School District  
**2016** *Group Discussion Facilitator*, BrainHub's Neurons to Neighborhoods Community Outreach Event, Carnegie Mellon University

## **Professional Organization Affiliations**

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**2022-Present** American Educational Research Association (AERA)  
**2022-Present** National Council on Measurement in Education (NCME)  
**2018-2021** National Association of School Psychologists (NASP)  
**2018-2020** Student Association of School Psychologists (SASP)

## **Awards**

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**2022** AERA Cognition and Assessment SIG Conference Scholarship

## **Relevant Coursework**

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**2022 Fall** Bayesian Psychometric Modeling (Jonathan Templin, Ph.D.)  
Factor Analysis and Structural Equation Modeling (Lesa Hoffman, Ph.D.)  
Educational Measurement and Evaluation (Catherine Welch, Ph.D.)  
**2022 Summer** Turn Your Research Into Teaching (Darren Hoffman, Ph.D.)  
**2022 Spring** Item Response Theory (Deborah Harris, Ph.D.)  
Generalized Linear Models (Lesa Hoffman, Ph.D.)  
Computing Packages for Statistical Analysis (Brandon LeBeau, Ph.D.)  
Scientific Integrity & Responsible Conduct of Educational Research and Evaluation  
**2021 Fall** Clustered Multi-level Modeling (Jonathan Templin, Ph.D.)  
Theory and Techniques in Educational Measurement (Won-Chan Lee, Ph.D.)  
Intro to Multivariate Statistical Methods (Stephen Dunbar, Ph.D.)  
**2020 Fall** Educational Statistics III, Multivariate (Carol Parke, Ph.D.)  
Advanced Doctoral Practicum (Jessica Dirsmith, D.Ed.)  
Single Subject Methods (Elizabeth McCallum, Ph.D.)  
**2020 Spring** Research Methods & Design (Cynthia Pulkowski, Ed.D.)  
Integrated Practicum (Tammy L. Hughes, Ph.D.)  
Child Neuropsychology (Ara Schmitt, Ph.D.)  
**2019 Spring** Educational Statistics II (Launcelot Brown, Ph.D.)  
Personality Assessment (Tammy L. Hughes, Ph.D.)  
**2018 Fall** Individual Testing (Susan Rattan, Ph.D.)  
**2016 Fall** Psychological Testing (Jeffrey A. Miller, Ph.D.)

## **Administration Experience of Assessments/Scales**

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Adaptive Behavior Assessment System (ABAS 3<sup>rd</sup> Ed)  
Acadience Reading & Math (formerly DIBELS)  
Behavior Assessment System for Children (BASC 3<sup>rd</sup> Ed)  
Conners (3<sup>rd</sup> Ed)  
Delis-Kaplan Executive Function System (D-KEFS)  
NEPSY (2<sup>nd</sup> Ed)  
Social Responsiveness Scale (SRS)

Social Skills Improvement System (SSIS)  
Student Oral Language Observation Matrix (SOLOM)  
Stanford-Binet Intelligence Scales (SB 5<sup>th</sup> Ed)  
Universal Nonverbal Intelligence Test (UNIT 2<sup>nd</sup> Ed)  
Vineland Adaptive Behavior Scales (3<sup>rd</sup> Ed)  
Woodcock-Johnson Test of Achievement (WJ ACH 4<sup>th</sup> Ed)  
Woodcock-Johnson Test of Cognitive Abilities (WJ COG 4<sup>th</sup> Ed)  
Woodcock-Johnson Test of Oral Language (WJ OL 4<sup>th</sup> Ed)  
Wechsler Adult Intelligence Scale (WAIS 4<sup>th</sup> Ed)  
Wechsler Individual Achievement Test (WIAT 4<sup>th</sup> Ed)  
Wechsler Intelligence Scale for Children (WISC 5<sup>th</sup> Ed)  
Wechsler Preschool and Primary Scale of Intelligence (WPPSI 4<sup>th</sup> Ed)