# ledstrom@nwneuropsychology.com |

# PROFESSIONAL OBJECTIVE

As an educator and mentor to psychologists in training, to nurture a compassionate and psychological perspective, providing ethical guidance and leadership in advancing change in individuals, families, and sys

environment, faith, and culture.

As a researcher and school neuropsychologist, to better understand and fully promote healthy social, emotional, intellectual, spiritual, and academic development through the understanding of mind-brain-behavior relationships within a sociocultural framework.

# EDUCATION, GRANTS, and HONORS

2020	Full Professorship and Tenure, Northwest University
2019	Stronger Families Grant for the research project:
	Fortifying Military Relationships through Stronger Families:
	A randomized controlled study
2017	Pope Memorial Grant, Northwest University for the research project:
	Gender Identity Formation in the Context of Christian Faith.
2012	Diplomate in School Neuropsychology, American Board of School Neuropsychology.
200#7	Article of the Year Award, School Psychology Review (Hirschstein, Edstrom, Frey, Shell,
$\mathcal{J}$	& MacKenzie, 2007).
2Ø01-0	Postdoctoral Intern in Clinical Child Psychology, Seattle Mental Health, Seattle, WA.
<i>2</i> 001	Gordon C. Lee Dissertation Award, University of Washington.
2000	Doctor of Philosophy in School Psychology (APA-accredited program), John School Psychology
	Washington with Cognates in (1) Developmental social psychology, and (2) Multicultural
	issues in education.
1998-9	Predoctoral Intern in Clinical Child Psychology, Morrison Center, Portland, OR
1995	Multicultural Doctoral Student Scholarship, University of Washington.
1994	Master of Education (specialization in School Psychology), University of Washington;
	All-American Scholar Collegiate Award.
1991-9	Pamily Interdisciplinary Training Fellow, Experimental Education Unit, University of

English language learner and cultural issues), and training administrators and staff in addressing the educational concerns of English language and multicultural learners.

School Psychologist Lake Washington, Bellevue, and Shoreline School Districts (1996-98, 2005-06). Duties involved psychoeducational evaluation and interpretation, support of school-wide prevention programming, and consultation.

Postdoctoral Intern SEATTLE MENTAL HEALTH, Seattle, Washington (6/2001 7/2002). Provided psychological services to children and families within a community mental health agency. Services included individual and family therapy, and psychodiagnostic evaluation with a diverse client population.

Predoctoral Intern APA-Accredited Internship Program in Clinical Child Psychology, MORRISON CENTER FOR CHILD AND FAMILY SERVICES, Portland, Oregon (8/1998 8/1999). Provided clinical psychology services to children and families in a variety of settings (outpatient, school, home, correctional facility). Services included individual, family, and group therapy, parent training, psychodiagnostic evaluation, wraparound services, and consultation with other service providers (e.g., school, OSOF, POP). Worked with a diverse population across socioeconomic background, culture and ethnicity, and age (3-21), presenting a wide range of behavioral and emotional concerns.

Interdisciplinary Fellow BIRTH-TO-THREE INTERDISCIPLINARY TRAINING PROGRAM, Experimental Education Unit, University of Washington (9/1991 - 8/1992). In collaboration with an interdisciplinary team, provided comprehensive educational services for preschool-aged children with special needs (e.g., autism, Down syndrome). Duties included designing Individual Family Service Plans and ongoing evaluation of student progress and development, as well as home visits to teach parents specific strategies to assist their children.

#### **PUBLICATIONS**

Berninger, V. W., Abbott, S. P., Reed, E., Greep, K., Sylvester (Edstrom), L., Clinton, A., Taylor, J., & Abbott, R.D. (1997). Directed reading and writing activities: Aiming instruction to working brain systems. In S. Dollinger & L. DiLalla (Eds.), Prevention and intervention issues across the life span (pp. 128-158). Hillsdale, NJ: Erlbaum.

Berninger, V. W., Abbott, R., Whitaker, D., Sylvester, L., & Nolen, S. (1995). Integrating low-level and high-level skills in instructional protocols for writing disabilities. *Learning Disabilities Quarterly, 18*, 293-309.

- Frey, K. S., Nolen, S. B., Van Schoiack-Edstrom, L., & Hirschstein, M. (2001, June). Second Step effects on social goals and behavior. Paper presented at the annual meeting of the Society for Prevention Research, Washington, D.C.
- Harris, J, & Edstrom, L (2020, January). Amplifying excellence in your training program by incorporating cultural immersion trips. Paper presented at the annual conference of the National Council of Schools and Programs of Professional Psychology, Carlsbad, CA.
- Hirschstein, M., Van Schoiack (Edstrom), L., & Beretvas, S. N. (2000, April). Effects of a social-emotional learning program on student behavior: A multilevel analysis. Poster presented at the annual meeting of the American Educational Research Association, New Orleans, LA.
- Hirschstein, M., Van Schoiack-Edstrom, L., Nolen, S. B., & Frey, K. S. (2001, June). Second Step: Implementation effects on social goals and perceptions. Paper presented at the annual conference of the Society for Prevention Research, Washington, D.C.
- Hirschstein, M. K., Van Schoiack-Edstrom, L., MacKenzie, E., Snell, J., & Bruschi, C. (2003, April). Relationships between

# COMMUNITY INVOLVEMENT

Research Mentor, Central Sound Regional Science and Engineering Fair (CSRSEF; 2018 present)
Tesla STEM High School, Northshore School District

Maltby Christian Assembly (2004 present)

# REFERENCES

Katherine Skillestad Winans, PhD Director of Ginical Training, Doctor of Psychology Program in Counseling Psychology, Northwest University Ginical Supervisor,

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