

Briana von Mizener, Ph. D., NCSP

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EDUCATION

University of Tennessee Degree Major Concentration Supporting Concentration Cognate	Knoxville, TN Ph.D., APA accredited and NASP approved program Education School Psychology Counseling Psychology	August 2003 – August 2008
Miami University Degree Major Minor	Oxford, OH Bachelor of Science Psychology Family Relationships	June 1999 – August 16, 2002

UNIVERSITY TEACHING EXPERIENCE

Instructor/Part-Time Faculty <i>Miami University</i> <i>Courses Taught:</i> EDP 611 Psychoeducational Assessment and Interventions I EDP 612 Psychoeducational Assessment and Interventions II EDP 494 Evaluation and Assessment of Exceptional Learners EDP 601 Advanced Educational Psychology	January 2018– July 2023
Instructor/Part-Time Faculty <i>University of the Cumberlands</i> <i>Courses Taught:</i> EDOL 621 Educational Psychology EDOL 631 Advanced Human Development, Behavior, and Learning EDOL 630 Research Methods in Education	June 2013– present
Psychologist (private practice) <i>Family Psychology Group, Tennessee, part time</i>	January 2014– September 2014
Internship in School Psychology <i>Tennessee Internship Consortium in Psychology, Tennessee</i>	August 2007 – July 2008

PROFESSIONAL EXPERIENCE

School Psychologist <i>Talawanda School District, Ohio</i>	August 2016 – present
<i>BCESC, Lakota Preschools, Ohio</i>	August 2015 – July 2016
<i>Lenoir City Schools, Tennessee</i>	August 2012 – July 2015
<i>Talawanda School District, Ohio</i>	August 2009 – July 2012
<i>Roane County Schools, Tennessee</i>	August 2008 – July 2009

GRADUATE ASSISTANTSHIPS

University of Tennessee, Knoxville, TN

Graduate Teaching Assistant/Associate

August 2003 – May 2007

Instructor for Psychoeducational Issues in Human Development, EP 210, undergraduate course

Graduate Assistant

August 2006 – May 2007

Assisted in revising doctoral-level course School Psychology 541, Psychoeducational Assessment

Graduate Assistant

August 2005 – June 2007

Thornton Athletics Student Life Center Supervised Objective-Based Study Hall program for identified at-risk university students with and without special needs

MANUSCRIPTS & PUBLICATIONS

Henze, E.E.C., Williams, R.L., **von Mizener, B.H.**, Brown, K.S. (2013). Additive effects of performance feedback and contingent rewards on reading outcomes. *Journal of Evidence-Based Practices for Schools, 14*, 104-133.

Carroll, E.E., Skinner, C.H., McCleary, D.F., **von Mizener, B.H.**, & Bliss, S.L. (2009). Analysis of author affiliation across four school psychology journals from 2000 to 2008: Where is the practitioner research? *Psychology in the Schools, 46*, 627-635.

von Mizener, B.H. & Williams, R.L. (2009). The effects of student choices on academic performance. *Journal of Positive Behavior Interventions, 11*, 110-128.

Bliss, S.L., Skinner, C.H., **Hautau, B.**, & Carroll, E.E. (2008). Articles published in four school psychology journals from 2000 to 2005: An Analysis of Experimental/Intervention Research. *Psychology in the Schools, 45*, 483-498.

Hautau, B., Skinner, C. H., Pfaffman, J., Foster, S., & Clark, J.C. (2008). Extending the external validity of the Color Wheel: Increasing on-task behavior in an urban, kindergarten classroom. *Journal of Evidence-Based Practices for Schools, 9*, 3-17.

Turner, H.C., Bliss, S., **Hautau, B.**, Carroll, E., Jaspers, K., & Williams, R.L. (2006). Brief daily writing activities and performance on major multiple-choice exams. *Journal of General Education, 55*, 221-246.

Hautau, B., Turner, H.C., Carroll, E., Jaspers, K., Krohn, K., Parker, M., & Williams, R.L. (2006). Differential daily writing conditions and performance on major multiple-choice exams. *Journal of Behavioral Education, 15*, 171-182.

Hautau, B., Turner, H.C., Carroll, E., Jaspers, K., Parker, M., Krohn, K., & Williams, R.L. (2006). Differential daily writing contingencies and performance on major multiple-choice exams. *Journal of Behavioral Education, 15*(4), 256-273.

Carroll, E., Williams, R.L., & **Hautau, B.** (2006). Cooperative learning contingencies: Unrelated versus related individual and group contingencies. *Journal of Behavioral Education, 15*(4), 191-202.

Williams, R.L., Carroll, E., & **Hautau, B.** (2005). Individual accountability in cooperative learning groups at the college level: Differential effects on high, average and low exam performers. *Journal of Behavioral Education, 14*(3), 167-188.

von Mizener, B.H., & Williams, R.L. (2008). *The effects of choice and reward conditions on math performance and voluntary engagement in math activity.* Manuscript from dissertation research.

PROFESSIONAL CONFERENCE PRESENTATIONS

- Sawyer, S., von Mizener, B., Carlini, R., Buehler, K. (2009, February). *Data obtained from the implementation of RTI*. Paper presented at the National Association of School Psychologists 2009 Convention, Boston, Massachusetts.
- Krohn, K.R., Parker, M., Carroll, E., Hautau, B., & Williams, R. (2007, May). *Balanced cooperative learning contingencies; Independent versus dependent individual and group credit*. Symposium presented at the Association for Behavior Analysis 2007 Convention, San Diego, California.
- Turner, H.C., Parker, M., Krohn, K.R., Hautau, B., Williams, R. (2007, May). *Differential daily writing conditions and performance on major multiple-choice exams*. Symposium presented at the Association for Behavior Analysis 2007 Convention, San Diego, California.
- Bliss, S., Carroll, E., & Hautau, B. (2007, March). *Where's the beef? Empirically validated interventions*. Paper presented at the National Association of School Psychologists 2007 Convention, New York, New York.
- Hautau, B., Jaspers, K., Krohn, K., & Parker, M. (2007, March). *Differential daily writing conditions and performance on major multiple-choice exams*. Paper presented at the National Association of School Psychologists 2007 Convention, New York, New York.
- von Mizener, B. (2007, March). The effects of student choices on academically-related measures. Poster presented at the CEHHS 4th Annual Graduate Student Colloquium, University of Tennessee, Knoxville, Tennessee.
- Hautau, B., & Carroll, E. (2006, August). *Guidelines for using cooperative learning procedures at the college level*. Poster presented at the American Psychological Association 2006 Convention, New Orleans, Louisiana.
- Turner, H.C., Hautau, B., & Williams, R.L. (2006, May). *Brief daily writing activities and exam performance*. Paper presented at the Association for Behavior Analysis 2006 Convention, Atlanta, Georgia.
- Skinner, C.H., Fudge, D., Hautau, B., Below, J., & Choate, S. (2006, May). *Classroom management system that uses direct stimulus control across agents, students, settings, tasks, and behaviors*. Symposium presented at the Association for Behavior Analysis, Atlanta, Georgia.
- Carroll, E., Hautau, B., & Williams, R. (2006, May). *Cooperative learning at the college level: Effects of individual and group contingencies on exam performance*. Paper presented at the Association for Behavior Analysis 2006 Convention, Atlanta, Georgia.
- Fudge, D.L., & Hautau, B. (2006, April). *Color Wheel: A classroom management intervention targeting talking-out behavior*. Paper presented at the National Association for School Psychologist 2006 Convention, Anaheim, California.
- Hautau, B., Carroll, E. & Williams, R. (2005, May). *Differential effects of cooperative learning contingencies on high-, average-, and low-performing college students*. Paper presented at the Association for Behavior Analysis 2005 Convention, Chicago, Illinois.
- Hautau, B., Carroll, E. & Williams, R. (2004, November). *Differential effects of cooperative learning contingencies on high-, average-, and low-performing college students*. Paper presentation at the annual meeting of the Mid-South Educational Research Association, Gatlinburg, Tennessee.