

Sujay V. Sabnis

Miami University
McGuffey Hall 100L
Oxford, OH 45056
sabnissv@miamioh.edu
(513) 529-0172 (office)

EDUCATION

2013 – 2019	University of South Florida Ph.D. in School Psychology (APA accredited & NASP approved) <i>Concentration:</i> Race and Policy in K-12 Education <i>Graduate certificate:</i> Qualitative Research	Tampa, FL
2011 - 2013	Loyola University Maryland M.S. in Clinical Psychology	Baltimore, MD
2008-2010	University of Mumbai M.A. in Applied Psychology	Mumbai, India
2005 - 2008	University of Mumbai B.A. in Psychology	Mumbai, India

HIGHER EDUCATION PROFESSIONAL EXPERIENCE

7/19 – present	Miami University Assistant Professor in School Psychology	Oxford, OH
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AWARDS, HONORS, SCHOLARSHIPS,

2023 *Lightner Whitmer Award* by American Psychological Association Division 16 for scholarship from an early career scholar in the field school psychology that merits special recognition.

2023 *Outstanding Commitment to Anti-Racism in School Psychology Award* by American Psychological Association Division 16

2022 *Article of the Year* award for *School Psychology Review* for the article Use of critical theory to develop a conceptual framework for critical school psychology

2022 *Reviewer of the Year* award for Journal of Educational and Psychological Consultation

2022 *Early Career Research Award* by the Society for the Study of School Psychology (\$9576)

2021-2022 School Psychology Research Collaboration Conference – Early Career Scholar (\$800)

2013-2018 *Presidential Fellowship* at the University of South Florida (yearly stipend of \$25,000, tuition waivers, health insurance, and yearly funding of \$1,000 to present at conferences)

2013-2015 *Leslie C. Robbins Dean's Excellence Award* (annual stipend of \$5,000).

2010-2011 *Junior Research Fellowship* from the University Grants Commission, Government of India (Site of fellowship: Centre for Behavioural Research, University of Mumbai)

PUBLICATIONS

Sabnis, S. & Wolgemuth, J. R. (2024). Common misconceptions and good practices in qualitative research in school psychology. *Journal of School Psychology*. Advance online publication. <https://doi.org/10.1016/j.jsp.2024.101328>

Sabnis, S. & Whitford, D. (in press). Applying a social justice lens to school psychology research. In L. Parris & C. Malone (Eds.), *The Oxford Handbook of Social Justice in School Psychology*. Oxford University Press.

Sabnis, S. & Wolgemuth, J. R. (2023). Validity strategies in qualitative research in school psychology. *School Psychology International*, 45(2), 87-114. <https://doi.org/10.1177/01430343231194731>

Sabnis, S. & Wolgemuth, J. R. (2023). Reflexive disclosure in qualitative research publications in school psychology. *Psychology in the Schools*, 60(10), 3738-3753. <https://doi.org/10.1002/pits.22965>

Sabnis, S., Newman, D., Whitford, D., & Mossing, K. (2023). Publication and characteristics of qualitative research in school psychology journals between 2006 and 2021. *School Psychology*, 38(5), 330-336. <https://doi.org/10.1037/spq0000548>

Sabnis, S., Beard, K., Tanaka, M., & Proctor, S. (2023). The invisible work of persisting: BIWOC students in school psychology doctoral programs. *School Psychology*, 38(5), 308-318. <https://doi.org/10.1037/spq0000537>

Sabnis, S., Tanaka, M., Beard, K., & Proctor, S. (2023). Women of color and the hidden curriculum of school psychology doctoral programs. *Journal of School Psychology*, 98, 1-15. <https://doi.org/10.1016/j.jsp.2023.02.004>

Sabnis, S. & Newman, D. (2022). Epistemological diversity, constructionism, and social justice research in school psychology. *School Psychology Review*, 52(5), 625-638. <https://doi.org/10.1080/2372966X.2022.2094283>

Sabnis, S. & Proctor, S. (2022). Use of critical theory to develop a conceptual framework for critical school psychology. *School Psychology Review*, 51(6), 661-675. <https://doi.org/10.1080/2372966X.2021.1949248>

Wolgemuth, J. R., Marn, T., & **Sabnis, S.** (2022). On the sidelines of what works: Scientifically based indifference. *International Journal of Research and Method in Education*, 45(2), 150-163. <https://doi.org/10.1080/1743727X.2021.1966620>

Sabnis, S., & Bueno Martinez, C. (2021). DisCrit: Disability critical race theory in school psychology. In S. Proctor & D. Rivera (Eds.), *Critical theories for school psychology and counseling: A foundation for equity and inclusion in school-based practice*. Routledge. <https://doi.org/10.4324/9780367815325>

Lam, G., **Sabnis, S.**, Migueliz, M., & Wolgemuth, J., (2021). A critical review of academic literature constructing well-being in autistic adults. *Autism in Adulthood*, 3(1), 61-71. <http://doi.org/10.1089/aut.2020.0053>

Parker, J., Castillo, J., **Sabnis, S.**, Daye, J., Hanson, P., Bauserman, L., & Price, B. (2020). Culturally responsive consultation: School psychologists speak. *Journal of Educational and Psychological Consultation*, 30(2), 119-155. <https://doi.org/10.1080/10474412.2019.1680293>

Sabnis, S., Castillo, J., M. & Wolgemuth, J. (2020). RTI, equity, and the return to the status quo: Implications for consultants. *Journal of Educational and Psychological Consultation*, 30(3), 285-313. <https://doi.org/10.1080/10474412.2019.1674152>

Agosto, V., Wolgemuth, J. R., Green, S., Frier, A., **Sabnis, S.**, Riley, M., Romano, J., & Kearbey-Clark, J. (2019). Curating provocative engagements with assessment in education: A mysterious thing. *Educational Research for Social Change*, 8(1), 101-119. <http://dx.doi.org/10.17159/2221-4070/2018/v8i1a7>

Castillo, J. M., Arroyo-Plaza, J., Tan, S., **Sabnis, S.**, & Mattison, A. (2017). Facilitators of and barriers to model school psychological services. *Psychology in the Schools*, 54(2), 152-168. <https://doi.org/10.1002/pits.21991>

Castillo, J. M., March, A. L., Tan, S., Stockslager, K. M., Brundage, A., McCullough, M., & **Sabnis, S.** (2016). Relationships between ongoing professional development and educators' perceived skills relative to RTI. *Psychology in the Schools*, 53(9), 893-910. <https://doi.org/10.1002/pits.21954>

Castillo, J. M., Wolgemuth, J., Barclay, C., Mattson, A., Tan, S., **Sabnis, S.**, Brundage, A., & Marshall, L., (2016). A qualitative study of facilitators and barriers related to comprehensive and integrated school psychological services. *Psychology in the Schools*, 53(6), 641-658. <https://doi.org/10.1002/pits.21932>

Belhekar, V. M., & **Sabnis, S.** (2011). Five-Factor Model of Borderline Personality. *Indian Journal of Clinical Psychology*, 37, 6-16.

Under review

Sabnis, S., Proctor, S., & Johnson, B. (under review). Addressing underrepresentation of minoritized people in school psychology. In M. Burns (Ed.) *Introduction to school psychology: Controversies and current practice*. Oxford University Press.

Non-refereed

Beaman, G., Mire, S., Merced, I., Anderson, J. R., Chittooran, M. M., & **Sabnis, S.** (July 2024). The ethical use of generative artificial intelligence in school psychology (Part 2): Implications for practice and training. *The School Psychologist*, 78(2), 14-24.

Chittooran, M. M., **Sabnis, S.**, Anderson, J. R., & Merced, I. (May 2024). The ethical use of generative artificial intelligence in school psychology (Part 1): Implications for research and training. *The School Psychologist*, 78(1), 4-13.

Sabnis, S. & Srisarajivakul, E. N. (December 2023). Foundations and history of disability justice. *NASP Communique*. [https://www.nasponline.org/resources-and-publications/periodicals/communique%C3%A9-volume-52-number-4-\(december-2023\)/foundations-and-history-of-disability-justice](https://www.nasponline.org/resources-and-publications/periodicals/communique%C3%A9-volume-52-number-4-(december-2023)/foundations-and-history-of-disability-justice)

Larez, N., Freeman, M., **Sabnis, S.**, & Whitford, D. (June 2023). Advocating for equity and fairness in alternative education placements. *Communiqué*, 51(8), 20-21.
[https://www.nasponline.org/resources-and-publications/periodicals/communiqu%C3%A9-volume-51-number-8-\(june-2023\)/advocating-for-equity-in-alternative-education-placements](https://www.nasponline.org/resources-and-publications/periodicals/communiqu%C3%A9-volume-51-number-8-(june-2023)/advocating-for-equity-in-alternative-education-placements)

Sabnis, S., Larez, N., Kendrick-Dunn, T. B., & Diaz, Y. (March 22, 2023). *Resources to amplify student voices*. National Association of School Psychologists.
<https://www.nasponline.org/resources-and-publications/resources-and-podcasts/diversity-and-social-justice/social-justice/resources-to-amplify-student-voices>

Sabnis, S., Sullivan, A. L., Yohannan, J., Karner, K., & Gutierrez, S. (2021, November 1). *Foundational knowledge for trauma as a social justice issue*. *Communiqué*, 50(3), 31-33.
<https://eric.ed.gov/?id=EJ1315974>

Parris, L., **Sabnis, S.**, Shriberg, D., Sullivan, A., Proctor, S., & Savage, T. (2019, September 1). *Bringing social justice principles into school psychology research*. *Communiqué*, 48(2), 6-8.
<https://eric.ed.gov/?id=EJ1229494>

Sabnis, S. (2016, July 5). Race-neutral policies to solve race problems in K-12 settings. *Florida Chapter - National Association for Multicultural Education*, pp. 10-12.

PRESENTATIONS

National Conferences

Anderson, J. R., Chittooran, M. M., Beaman, G., Merced, I., Mire, S. S., **Sabnis, S. V.** (2024, August). *Using Generative Artificial Intelligence (GenAI): Ethical considerations for school psychologists*. Critical conversations presented at the American Psychological Association Annual Convention, Seattle, WA.

Aguilar, L., Campbell, S. M., **Sabnis, S. V.**, Kinlicheene, B., Seong, Y., & Nortey, A. (2024, February). *Embodying the ethics of critical theories in research and practice*. Paper presented at the National Association of School Psychologists Annual Convention, New Orleans, LO.

Chotiner, L., **Sabnis, S.**, & Whitford, D. (2024, February). *What do high-school students want from their IEPs, 504s, and gifted programs?* Poster presented at the National Association of School Psychologists Annual Convention, New Orleans, LO.

Sabnis, S., Gordon, M., Miller, O., & Turner, A. (2024, February). Beyond compliance: School psychologists finding meaning in their jobs. Poster presented at the National Association of School Psychologists Annual Convention, New Orleans, LO.

Whitford, D., **Sabnis, S.**, Newman, D. S., Mossing, K. W. (2023, February). *Qualitative research in school psychology journals (2006-2021): Publication and characteristics*. Poster presented at the National Association of School Psychologists Annual Convention, Denver, CO.

Fallon, L. **Sabnis, S.**, Miranda A., Malone, C., Collins, T., Kulkarni, T., & Weeks, M. (2023, February). *Methods matter: Research as a tool for social justice advocacy*. Panel at the National Association of School Psychologists Annual Convention, Denver, CO.

Sabnis, S. (2022, August). *Critical school psychology – A site for transformative action*. Paper presented at the American Psychological Association Annual Convention, Minneapolis, MN.

Sabnis, S., Tanaka, M., Beard, K.N., & Proctor, S. (2021, February). *Women of color graduate students: Cultivating validation and solidarity*. Paper presented at the NASP 2021 Virtual Convention, Online.

Sabnis, S. (2019, February). *Racialized deficit thinking in teacher data use*. Paper presented at the National Association of School Psychologists Annual Convention, Atlanta, GA

Sabnis, S. (2018, February). *Critical qualitative research on race and disability in school psychology* (Chair). Symposium conducted at the meeting of the National Association of School Psychologists, Chicago, IL.

Coleman, J., **Sabnis, S.**, Castillo, J. M., Daye, J., Hanson, P., Bauserman, L., Price, B., & Shriberg, D. (2018, February). *Culturally responsive consultation: School psychologists speak*. Paper presented at the National Association of School Psychologists Annual Convention, Chicago, IL.

Wolgemuth, J. R., Marn, T., & **Sabnis, S.** (2017, May). *On becoming 'What Works': Ideology, power, and (non)compliance in a systematic review*. Paper presented at the Thirteenth International Congress of Qualitative Inquiry, Champaign, IL.

Sabnis, S. (2017, June). *Race-neutral solutions for racial problems in education: A critique of data-based decision making movement*. Paper presented at the Critical Race Studies in Education Association Annual National Conference, Indianapolis, IN.

Sabnis, S. (2017, May). *A snapshot of Response to Intervention implementation: Stakeholders' perspectives at state, district, and school levels in Florida*. Poster presented at the AERA Annual Meeting, San Antonio, TX.

Schoorman, D., Agosto, V., Pane, D., & **Sabnis, S.** (2017, February). *Confronting violence as a face of social oppression*. Panel conducted at the Annual Meeting of the Association of Teacher Educators, Orlando, FL.

Sabnis, S., Arroyo-Plaza, J., Castillo, J. M., Mattison, A., & Barclay, C. (2016, February). *Facilitators and barriers that affect services provided by school psychologists*. Paper presented at the National Association of School Psychologists Annual Convention, New Orleans, LA.

Castillo, J. M., Brundage, A., Mattison, A., **Sabnis, S.**, Tan, S., Wells, L., & Wolgemuth, J. (2015, February). *Factors affecting school psychologists' practices: Reports from school-based practitioners*. Paper presented at the annual meeting of National Association of School Psychologists, Orlando, FL.

Suldo, S., Hearon, B., Garofano, J., Roth, R., Lam Y., **Sabnis, S.**, & Connolly, J. (2015, February). *Developing a district-wide multi-tiered system of student mental health services*. Paper presented at the annual meeting of National Association of School Psychologists Annual Conference, Orlando, FL.

Barclay, C., Brundage, A., Castillo, J., Wells, L., & **Sabnis, S.** (2014, February). *Examining facilitators and barriers to comprehensive school psychological services*. Paper presented at the annual meeting of National Association of School Psychologists, Washington, DC.

State Conferences

Wang, J., Dudley, B., Coleman, R., & Scott, M. (2021, November). In **S. Sabnis** (Chair), *School psychologists as agents of social justice in schools* [Symposium]. Ohio School Psychology Intern Conference, Columbus, OH.

Acevedo, S. M. & **Sabnis, S.** (2021, October). *Up-rooting solutionism: Reflections on the reception of critical pedagogy, theory, and praxis among students in applied fields*. Paper presented at the Across the Divide conference, Oxford, OH.

Castillo, J.M., Arroyo, J., **Sabnis, S.**, Mattison, A., & Barclay, C. (2015, October). *Factors that impact services school psychologists can provide: Reports from practitioners*. Paper presented at the Florida Association of School Psychologists Annual Conference, Orlando, FL.

Stockslager, K., Castillo, J.M., Childs, K., Romer, N., Brundage, A., McCullough, M., & **Sabnis, S.** (2015, October). *Developing a school-level tool to monitor MTSS implementation*. Paper presented at the Florida Association of School Psychologists Annual Conference, Orlando, FL.

INVITED TALKS, LECTURES, AND PANELS (non-refereed)

Keynote address “The continued relevance of critical theories in school psychology”. Trainers of School Psychology Annual Conference, New Orleans on February 17, 2024.

NASP Leadership Institute II: “Systems of Oppression and Anti-Racism” online recorded lecture by Dr. Sujay Sabnis and Ms. Alicia Yannalfo on February 21, 2023.

Miami University, Oxford, Ohio: “Work-Life Balance” panel hosted by Graduate Student Development Series on January 27, 2023.

University of South Florida, Tampa, Florida: “Data Analysis with Dr. Sujay Sabnis & Dr. Csaba Osvath” online panel hosted by the Student Organization for Qualitative Methodologies on November 3, 2022.

Zoom: “Use of critical theory to develop a conceptual framework for critical school psychology” hosted by the School Psychology Anti-colonial Learning Collaborative on July 12, 2022.

Miami University, Oxford, Ohio: “Disability Studies grows at Miami: Interdisciplinary and intersectional approaches to curricular justice” online panel hosted by the Centre for Teaching Excellence on April 19, 2022.

NASP Virtual Convention: “Anti-racism in action: Voices from leaders in school psychology,” invited as a panel speaker, February, 2021.

University of South Florida, Tampa, Florida: “Critical school psychology: Interrogating the link between school psychology and social justice” talk hosted by the school psychology doctoral program, November 23, 2020.

NASP SP4SJ Podcast Series: “The future of social justice training, practice and research in school psychology” [audio podcast] on June 19, 2018. <http://www.nasponline.org>

GRANTS

Internal funding

Last updated: 8/7/2024

- 2022 Mezher, K. & **Sabnis, S.** Technology-based assessment in school psychology. Student Technology Fee Grant (\$24,486)
- 2021 **Sabnis, S.** Using school psychologists' conceptions of a better world to develop a novel curriculum for social justice. Committee on Faculty Research (\$2690.84).
- 2021 **Sabnis, S.** Using school psychologists' conceptions of a better world to develop a novel curriculum for social justice. CFR Summer Research Award (\$6000).
- 2020 **Sabnis, S.** Grant to invite speakers. Joyce Barnes Farmer Distinguished Guest Professorship (\$1200)
- 2020 **Sabnis, S.** Participatory action research with women of color enrolled as students in school psychology doctoral programs. EHS Summer Research Grant (\$5,000).

External funding

- 2024 Castaneda, M., Siegel, M., **Sabnis, S.**, Schell, R., Davis, Darrel, D., Hayes, S., (awaiting decision). *AMIGOS: Advancing Multilingual Instruction through Grow-your-Own Supports*. USDOE OELA National Professional Development Grant Program (\$3,274,215)
- 2023-2024 Mezher, K. & **Sabnis, S.** Hamilton County ESC/Miami University School Psychology Case Management Program (\$37,070.00)
- 2022-2023 **Sabnis, S.** Program policies and students of color in school psychology graduate. Early Career Research Award by Society for the Study of School Psychology (\$9576; funded).

SERVICE

Service to the profession

APA Division 16 Ethics Committee (2023-2026)

NASP Mentorship Project Committee – Liaison (2023-present)

NASP Social Justice Committee (2021-present)

Associate Editor of *Journal of Educational and Psychological Consultation* (2023-present)

Served as mentor on *Mentoring Roundtable: Insights from Scholars and Practitioners of Color* sponsored by NASP Minority Scholarship Program, APA Div 16 CEMA Committee, and NASP Multicultural Affairs Committee at the NASP Annual Convention in Denver, CO (2023)

Editorial board of *Journal of Educational and Psychological Consultation* (2022)

Served as mentor on *Mentoring Roundtable: Insights from Scholars and Practitioners of Color* sponsored by NASP Minority Scholarship Program, APA Div 16 CEMA Committee, and NASP Multicultural Affairs Committee at the NASP 2018 Annual Convention in Atlanta, GA. (2018)

Co-chair for NASP Future Faculty Interest Group (2015-2016)

Editorial assistant for the quarterly newsletter of the Florida Chapter of National Association for Multicultural Education (2015-2017)

Ad-hoc Reviewer

Critical Theories for School-Based Practice: A Foundation for Equity and Inclusion in Practice and Supervision (book)

Behavioral Analysis in Practice

Journal of Educational and Psychological Consultation (journal)

Journal of School Psychology (journal)

School Psychology (journal)

School Psychology International (journal)

Trainers' Forum (journal)

Service to the university

2021 - present Grievance Committee at Miami University

2021 - 2022 Committee for Advancement of Faculty Research at Miami University

2020 - present Student Housing Contract Appeals Board at Miami University

2018 – 2019 Student representative on the Search Committee to hire a tenure-track faculty for the Educational Measurement and Research program at the University of South Florida

2017 – 2019 President of Student Organization for Qualitative Methodologies at the University of South Florida

March, 2019 Conference Chair for the third annual Interdisciplinary Symposium on Qualitative Methodologies at the University of South Florida

March, 2018 Conference Chair for the second annual Interdisciplinary Symposium on Qualitative Methodologies at the University of South Florida

SCHOOL-BASED EXPERIENCE (K-12)

7/17 – 6/18	Hillsborough County Public Schools <i>School psychology intern</i>	Tampa, FL
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6/15 – 7/17	Hillsborough County Public Schools <i>Practicum</i>	Tampa, FL
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9/13 – 5/15	Pasco County School District <i>Practicum</i>	Hudson, FL
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7/12 – 5/13	Baltimore County Public Schools <i>School psychology extern</i>	Baltimore, MD
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Last updated: 8/7/2024

7/09 – 6/11

Sathaye College
Psychology instructor (grade 11)

Mumbai,
India

PROFESSIONAL AFFILIATIONS

Member of National Association of School Psychologists (NASP)
Member of American Psychological Association (APA)
Member of American Educational Research Association (AERA)
Member of International Congress of Qualitative Inquiry (ICQI)
Member of Critical Race Studies in Education Association (CRSEA)

COURSES TAUGHT (2019 – PRESENT)

EDP 695E Diversity Issues in School Psychology
EDP 660 Practicum in School Psychology
DST 272 Introduction to Disability Studies
EDP 666 Educational Consultation, Collaboration, and Community Psychology
EDP 695 Supervised Public School Experience for School Psychology Students

LICENSURE

Nationally Certified School Psychologist (NCSP)

SKILLS

Language Fluent in English, Marathi, and Hindi; conversational in Spanish