

Mallory R. Bopp

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Education

Master of Arts (M.A.) in Applied Behavior Analysis, Certificate in ASD

Ball State University, Muncie, IN

August 2020 – May 2023 [Anticipated]

Current GPA: 3.94

Bachelor of Science (B.S.) in Psychology

Illinois State University, Normal, IL

August 2017 – May 2020

GPA: 3.33

Applied Experience

Graduate Research Assistantship, Autism Services Research Group

Ball State University, Muncie, IN

January 2022 - Present

Supervisor: Lisa Ruble, Ph.D., Earl F. Smith Distinguished Professor

- Participated as a graduate research assistant on the Collaborative Model for Promoting Competence and Success for Students with ASD (COMPASS) funded through a National Institutes of Health (NIH) grant, and on an Institute of Education Sciences (IES) grant to study the effects of special education teacher burnout using a modified intervention (BREATHE-EASE) to increase wellness and prevent burnout/attrition.
- Lead independent research projects focused on analyzing predictors of child outcomes of a parent/teacher consultation intervention (COMPASS) for children with ASD
- Contributed to projects, panels, and presentations for the Council of Exceptional Children (CEC), National Association of School Psychologists (NASP), and International Society of Autism Research (INSAR).
- Attended weekly meetings with research team and collaborated with external university sites to facilitate research.
- Engaged in data coding and analysis using SPSS and other analytic tools.
- Reviewed manuscripts to be submitted to peer-reviewed academic journal
- Co-authored several manuscripts and book chapters working in collaboration with the team by engaging in semi-monthly writing groups.
- Collaborating on large, systematic review of implementation science and EBPs in autism (using Covidence)

Advanced Research Apprenticeship, Emotion Laboratory

Illinois State University, Normal, IL

January 2020 – May 2020

Supervisor: Jeffrey Kahn, Ph.D., Distinguished Professor

- Facilitated and lead research study on Fear of Positive Evaluation and Maladaptive Perfectionism.

- Authored a research proposal to be submitted and approved by the university's IRB.
- Collaborated with professors and colleagues within the department on project directional approaches.
- Performed literature reviews pertaining to the overall research question(s) and outcome measures.
- Completed data collection and analysis using Qualtrics Online Survey's and SPSS.
- Authored manuscript (not published) on Fear of Positive Evaluation and Maladaptive Perfectionism.
- Presented a poster presentation of study, findings, implications and future recommendations to peers and professors within the psychology department.

Research Apprenticeship, Emotion Laboratory

Illinois State University, Normal, IL

January 2019 – December 2019

Supervisor: Jeffrey Kahn Ph.D., Distinguished Professor

- Conducted and lead laboratory sessions with research participants for two studies, maladaptive perfectionism and the disclosure of distress and maladaptive perfectionism and perceived failure.
- Followed the Code of Ethics, American Psychological Association guidelines, and IRB guidelines regarding human-involved research.
- Co-authored a journal article on Maladaptive Perfectionism and Distress Disclosure published in the journal of *Personality and Individual Differences*.

Research Apprenticeship, Memory & Cognition Laboratory

Illinois State University, Normal, IL

January 2019 – December 2019

Supervisor: Dawn McBride, Ph.D. Assistant Professor

- Worked as a laboratory assistant to help conduct research sessions on several research projects targeting cognition and memory (facial recognition, short term memory, task initiation, etc.).
- Met with research team bi-weekly to review past and current literature pertaining to area of research interest and discussed progress on research projects.
- Collaborated on ideas for potential adaptations to projects or future areas to research.

Laboratory Assistantship, Canine Cognition and Operant Behavior

Illinois State University, Normal, IL

August 2019 – December 2019

Supervisor: Valerie Farmer-Dougan, Ph.D. Assistant Professor

- Provided applied behavioral modification for canines who exhibited maladaptive behaviors at home or in animal shelters.
- Trained dogs on new behaviors and/or modified behaviors using clicker training, positive reinforcement, and various reinforcement schedules.
- Implemented behavior reduction/modification programming for the targeted behavior to provide successful behavior adjustment and extinction of the problematic behavior without the risk of spontaneous recovery.
- Collected, analyzed, and transcribed data on the canine's overall progress toward the targeted behavior to gauge success of the programming and to determine if further analysis or change in original method would be necessary.

Teaching Experience

Teaching Assistantship, Introduction to Clinical and Counseling Psychology

Illinois State University, Normal, IL

January 2020 – May 2020

Supervisor: Suejung Han, Ph.D., Assistant Professor

- Helped professor with tasks related to class work such as grading, reviewing power points, emailing students, posting class announcements, and proctoring exams.
- Worked with students during TA office hours to help them with homework, project, or exam questions.
- Lectured students on semester project regarding the approach of a single case study in determining symptomology and psychopathology based on the psychological theoretical perspectives.
- Lead exam review sessions for students.
- Attended classes with professor upon request to help with the distribution and collection of assignments and participating in modeling of therapeutic approaches.

Teaching Assistantship, Introduction to Physiological Psychology

Illinois State University, Normal, IL

January 2020 – May 2020

Supervisor: Byron Heidenreich, Ph.D.

- Performed classroom tasks such as proctoring exams, collecting homework, grading, updating power point information, and observing regular class periods.
- Set up TA office hours to meet with students for a variety of reasons such as reviewing lecture notes, answering homework questions, and providing additional student support.
- Conducted and lead exam review sessions for students.

Teaching Assistantship, Canine Cognition and Operant Behavior

Illinois State University, Normal, IL

January 2020 – May 2020

Supervisor: Valerie Farmer-Dougan, Ph.D.

- Provided student training on applied behavioral modification for canines who exhibited maladaptive behaviors in-home and within shelters.
- Guided students during canine training sessions on laboratory safety procedures, appropriate intervention implementation, prompting procedures, reinforcement schedules, conducting functional assessments, and owner training.
- Graded assignments and provided students with feedback.

Professional Experience

Board Certified Registered Behavior Technician

- Provided at-home, in-school, and in-clinic Applied Behavioral Analysis therapy working one-on-one with children diagnosed with ASD, ADHD, and/or other developmental/intellectual disabilities between the ages of 3 years old to 16 years old.
- Utilized the principles and foundations of Applied Behavioral Analysis to facilitate client's engagement of program-specific behaviors as well as overall comprehension of functional, emotional, and social skills.

- Promoted client long-term success and maintenance of targeted behavioral changes by applying goal-oriented behavioral techniques and strategies across multiple environments.
- Provided behavioral and autism-related advocacy and support of client/stakeholder needs.
- Collaborated with the supervisor, family members, school administration, classroom staff, School Psychologist, Speech Language Pathologist, Physical Therapist, and Occupational Therapist on client goals and intervention progress.

Published Manuscripts and Presentations

- Bopp, M.**, Stayton, B., Hoffman, M.B., (March 2023). *Individualized Goal Setting Within a Special Education Teacher Wellness Intervention*. Poster to be presented at the Council of Exceptional Children Convention & Expo in Louisville, KY.
- Stayton, B., **Bopp, M.**, Hoffman, M.B., Ruble, L. (February 2023). *Time to Exhale: BREATHE-EASE for Promoting Teacher Well-Being*. Poster to be presented at the National Association of School Psychologists Annual Convention in Denver, CO.
- Stayton, B., Hoffman, M.B., **Bopp M.**, Ruble, L. (February 2023). *Addressing Disparities for Rural Students with Autism*. Poster to be presented at the National Association of School Psychologists Annual Convention in Denver, CO.
- Kahn, J. H., Woodrum, J. L., Marsh, E. M., **Bopp, M. R.**, Taylor, D. A., & Cox, D. W. (2021). Perfectionism and the disclosure of distress. *Personality and Individual Differences*, 168, 110337. <https://doi.org/10.1016/j.paid.2020.110337>

Works In Preparation

Service Menu Options in the Shadow of the Pandemic: Adapting Systems and Expanding to Telehealth to Better Support Autistic Populations and Families [Panel Presentation]

International Society of Autism Research (INSAR) – *Stockholm, Sweden*

May 3-6, 2023

Submitted October 26, 2022 – Under Review

“COVID-19 resulted in transformative change in systems of care, forcing service providers to rapidly adapt to virtual modes of treatment delivery... Despite this seismic change in service systems, research on how and for whom telehealth modalities work is still burgeoning... Our panel will both examine the efficacy of telehealth through comparisons to in-person implementation and highlight innovative ways to utilize virtual modalities to support autistic individuals and their families...”

- Elisabeth Laugeson, Ph.D. [Chair]
- Geonvanna Rodriguez, Ph.D. [Discussant]
- **Mallory Bopp** [panel presenter], Alexis Rodgers, Ph.D., Lisa Ruble, Ph.D. [Co-authors]
 - Presenting *C-HOPE* adaptation, asynchronous web-based format, reduced parent stress and child challenging behavior
- Jan Blacher, Ph.D., and Abbey Eisenhower, Ph.D. [Panel Presenters]
 - Presenting *Smooth Sailing*, virtual teacher training, benefits to STRs and student adjustment
- Cameron Neece, Ph.D., and Rachel Fenning, Ph.D. [Panel Presenters]

- Presenting STEPS, parent MBSR for parenting stress, comparing in-person vs telehealth
- Christine Moody, Ph.D. [Panel Presenter]
 - Presenting PEERs, young adult social skills intervention via telehealth, benefits to social outcomes

Examining the Impacts on Alliance Using COMPASS, a Parent/Teacher Consultation Intervention [Manuscript]

Autism Services Research Group – *Ball State University, Muncie, IN*

Stayton B., Hoffman M.B., **Bopp M.**

“This study aims to (a) examine whether caregiver and teacher alliance increase following COMPASS intervention from a community-based COMPASS consultant and (b) determine if increased caregiver or teacher-reported alliance is related to the perceived acceptability of COMPASS.”

Team Based Projects

ASD-EBP Systematic Review [Study]

Indiana University, Bloomington, IN | Ball State University, Muncie, IN

Garman-McClaine B., Ruble L., Ogle L., Stayton B., **Bopp M.**, Hoffman M.B., Xiong Q.

- Performed systematic review of 997 peer-reviewed studies identified by the National Clearinghouse on Autism Evidence & Practice (NCAEP).
- First round of review has been completed, second round is currently in preparation.
- Primary objective of this project is to examine the implementation science and intervention outcomes of ASD evidence-based practices.
- Collaborated with team members to identify and clarify inclusion and exclusion criteria.
- Reviewed and voted on articles using Covidence.
- Worked with lead researcher on resolving conflicts by team members when reviewing articles to ensure fidelity.

COMPASS for Hope (C-HOPE) [Book Chapter]

Autism Services Research Group – *Ball State University, Muncie, IN*

Kuravackel G., Ruble L., **Bopp M.**

- Co-authored chapter on C-HOPE; an adapted framework of the Collaborative Model for Promoting Competence and Success (COMPASS; Ruble, Dalrymple, & McGrew, 2012) with the addition of targeting challenging behaviors, parent stress, and parent-efficacy with the intent to be delivered across modalities (in-person versus telehealth) to broaden accessibility.
- Performed literature review on topics discussed within chapter and collaborated on structure and formatting.
- Contributed to discussion on the use of parent-mediated interventions, lack of access to intervention services within rural communities, evidence supporting the use of telehealth services, and establishing the need for telehealth intervention services that include parent-mediated interventions for children who are on the spectrum throughout the United States utilizing C-HOPE.

Independent Projects

Identifying Predictors Impacting Child Outcomes of COMPASS, a Parent/Teacher Consultation Developed for Children with Autism [Manuscript]

Autism Services Research Group – *Ball State University, Muncie, IN*

Supervisor: Lisa Ruble, Ph.D.

- Currently leading research project examining under what conditions does COMPASS work (e.g., teacher/consultant burnout, age, race, income, alliance, etc.)
- Aim of study is to examine what variables within two RCT's and a COMPASS Training Study acted as predictors of child outcomes on Goal Attainment.
- Data from first RCT, second RCT, and Training Study were combined and analyzed using SPSS.
- Analyses are still ongoing, and paper is currently in preparation.

Testing the Relationship Between Fear of Positive Evaluation & Maladaptive Perfectionism

Advanced Research Apprenticeship Capstone – *Illinois State University, Normal, IL*

Supervisor: Jeffrey Kahn, Ph.D.

May 2020

“Maladaptive perfectionism and social anxiety are two highly correlated constructs. While Fear of Negative Evaluation (FNE; a feature of social anxiety) and its relationship with perfectionism has been studied in-depth, Fear of Positive Evaluation (FPE) has been consistently overlooked in the literature. This aim of this study was to test if standards and discrepancy, two aspects of perfectionism, share a correlational and interactional relationship with FPE and Social Anxiety. Participants ($N=111$) completed several online questionnaires. Pearson-R correlations ($p < .01$) and multiple regression analyses ($p < .05$) was used to analyze the outcome scores. Results suggest that maladaptive perfectionism is related and associated with FPE, in terms of discrepancy ($F(2,108)= 14.84, p < .001$); $b = .49, p < .001$) but not for standards. This study may have impacts on therapeutic practice and treatment of individuals who experience eating disorders. The inability to accept both negative *and* positive feedback, regardless of set standards, may lead individuals with these tendencies to avoid or reject the professional psychological help they need.”

Professional Memberships

CEC | Council for Exceptional Children

- Member | August 2022 – Present

CEC-DEBH | Council for Exceptional Children Division for Emotional and Behavioral Health

- Member | August 2022 – Present

CEC-DR | Council for Exceptional Children Division for Research

- Member | August 2022 – Present

INSAR | International Society of Autism Research

- Member | October 2022 – Present

NASP | National Association of School Psychologists

- Associate Member | November 2022 – Present

References

Lisa Ruble, Ph.D., Earl F. Smith Distinguished Professor in Special Education and Autism

Ball State University, Muncie, IN

- Phone: (765) 285-5702
- Email Address: laruble@bsu.edu

Lindsey Ogle, Ph.D., Assistant Professor in Special Education

Ball State University, Muncie, IN

- Phone: (765) 285-5700
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Jeffrey Kahn, Ph.D., Distinguished Professor in Clinical-Counseling Psychology, Personality, and Quantitative Research Methods

Illinois State University, Normal, IL

- Phone: (309) 438-7939
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Suejung Han, Ph.D., Associate Professor in Clinical-Counseling Psychology

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- Phone: (309) 438-7278
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Byron Heidenreich, Ph.D., Associate Professor in Neuropsychology and Pharmacology

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