

## **MARY M. STONE, PHD, NCSP**

mary.stone@marist.edu

### **EDUCATION**

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FORDHAM UNIVERSITY, GRADUATE SCHOOL OF EDUCATION, New York, NY

**Ph.D. in School Psychology, 05/13**

TEACHERS COLLEGE, COLUMBIA UNIVERSITY, New York, NY

**Ed.M. in School Psychology, 5/05**

NEW YORK UNIVERSITY, SCHOOL OF ARTS AND SCIENCES, New York, NY

**B.A., Magna Cum Laude, in Psychology, 5/02**

(Lawrence Erlbaum Distinguished Honors Thesis Award, Founders Day Award for Academic Excellence)

### **HIGHER EDUCATION EXPERIENCE**

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MARIST UNIVERSITY, SCHOOL OF SOCIAL AND BEHAVIORAL SCIENCES

**Associate Professor of Psychology, 5/20-present & Assistant Professor of Psychology, 9/14-5/20**

- Teach undergraduate and graduate courses in the Psychology Department and Mentor Independent Study, Supervised Research Experience Projects, Honors by Contract, and Honors Thesis Projects
- Serve as an academic advisor to undergraduate students in course selection/sequencing & postgraduate planning
- Collaborate with faculty regarding program development, assessment, and evaluation
- Assist in NASP accreditation process for the Master's in School Psychology Program & Portfolio Coordinator (2015-2025)
- Faculty Advisor to Psi Chi, the International Honors Society in Psychology (2015-2021)
- Co-teacher for Introduction to Psychology course in the summer Pre-college Institute (2016 & 2017)

**Assistant Dean of the School of Social and Behavioral Sciences (SBS), 1/26-present**

- Oversee the assessment processes in the SBS related to academic learning objectives and career competencies
- Support SBS marketing initiatives and represent the School at admissions and other public-facing events
- Supervise departmental internship coordinators and assist in the orientation and development of new and returning faculty
- Serve as coordinator for the Marist Center for Social Justice Research (MCSJR) and support the vision of the Dean

**Interim Director of MA in School Psychology Program 7/25-present**

- Carry out all responsibilities of the MA in School Psychology Program Director for summer and fall 2025
- Orient first-year students to the program and onboard new part-time and returning full-time faculty
- Represent the MA in school psychology program at Graduate Council Meetings and Graduate Open House Events
- Advise all students in the MA in School Psychology Program and facilitate program meetings

**Psychology Department Chair, 1/23-present**

- Facilitate the psychology department mentorship program by holding monthly group meetings and organizing 1:1 mentors
- Generate schedules to support the goals and mission of the department while balancing Registrar, faculty, and student needs
- Organize search committees/peer review committees for full-time faculty, & hire, observe, and oversee part-time faculty
- Authorize major/minor declarations, overrides, substitutions & supervised research proposals, abroad course approvals
- Organize departmental (student and faculty) representation at annual recruitment events
- Collaborate with other leaders in SBS to cooperatively address challenges and opportunities that impact other departments
- Shepard the psychology department through the external review process and ongoing assessment and improvement efforts
- Interact with other offices (Marketing, Registrar, etc.) to ensure accurate information and highlight research opportunities

**Marist Center for Social Justice Research (MCSJR) Coordinator 9/21-6/25**

- Field inquires from community agencies interested in forming a research partnership to address community needs
- Form multi-disciplinary teams of faculty and student researchers to collaborate on projects with scholarly and local impact
- Connecting faculty to appropriate individuals/agencies within the community to support their research agendas
- Support multidisciplinary teams to contract with community agencies, managing expectations, and goal setting/monitoring
- Allocating resources to support social-justice oriented community-engaged scholarship (i.e. summer scholars program)
- Mentoring student and faculty researchers to publish in scholarly outlets and develop practical products for local partners
- Sharing resources to support teams in applying best practices to community-engaged and socially just scholarship

**Interim Director of Honors Program 9/19-6/21 & Assistant Director of Honors Program 9/18-8/19**

- Oversaw all Honors by Contract and Honors Thesis Projects and organized semi-annual Honors Thesis Exhibits
- Mentored faculty to develop Honors Seminar Courses and supervise Honors by Contract and Honors Thesis Projects
- Led the Honors Council in decision making, program development and evaluation, and student progress monitoring
- Organized regular academic, social, and ceremonial gathers for the Honors Program

FORDHAM UNIVERSITY, GRADUATE SCHOOL OF EDUCATION

**Visiting Assistant Professor in School Psychology Program; Masters Preschool Program Coordinator, 9/13-8/14  
Adjunct Professor, 09/11-08/13 & 07/15**

- Taught core graduate courses in Cognitive Assessment, Consultation, Intervention and Research Methods
- Developed content, administered, and evaluated doctoral and masters level comprehensive exams
- Participated in program review and evaluation by collecting and analyzing data used to evaluate the program
- Collaborated in admissions by reviewing applications and interviewing prospective students
- Updated handbook, improved procedural documentation, and assisted in continued APA and NASP accreditation process

## PUBLICATIONS

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Conyers, A., Lynn, V., **Stone, M.**, & Banks, A.\* (2025). A Dual Perspective on the Needs of Women on Probation. *Victims & Offenders*. doi: 10.1080/15564886.2025.2460047

Conyers, A., & **Stone, M.** (2024). Race talk: Assessing awareness and mood after a difficult dialogue. *College Teaching*. doi: 10.1080/87567555.2024.2333509

DelVecchio, I.\*, & **Stone, M.** (2021). The Effect of Strategic Instruction for Categorical Clustering on Preschoolers' Recall Accuracy. *Psi Chi Journal of Psychological Research*, 26(1), 43-55. doi: 10.24839/2325-7342.JN26.1.43

Fisher, A.\*, **Stone, M.** (2021). Supporting Student Mental Health During the COVID-19 Pandemic. *The New York School Psychologist*, 39(3), 32-36.

Floyd, R. G., Shands, E. I., Phillips, J. F., Autry, B. K., Mosteller, J. A., Alfonso, V. C., **Skinner\*\*\*, M.**, & Irby, S. (2015). A systematic review and psychometric evaluation of adaptive behavior scales and recommendations for practice. *Journal of Applied School Psychology*, 31, 83-113. doi: 10.1080/15377903.2014.979384

Gathers, D., **Stone, M.**, & Conyers, A. (2025). The students are teaching us: A mixed methods investigation of community-engaged teacher preparation practices. *Teaching and Teacher Education*, 171, 1-14. doi:10.1016/j.tate.2025.105314

Marcano, J.\*\*, **Stone, M.** (2018). Associations between New York school psychologists' levels of mindful awareness, perceived stress, life satisfaction, and self-compassion. *New York School Psychologist*, 36, 4.

Oettingen, G., Grant, H., Smith, P.K., **Skinner\*\*\*, M.**, & Gollwitzer, P. (2006). Nonconscious goal pursuit: Acting in an explanatory vacuum. *Journal of Experimental Social Psychology*, 4, 668-675.

**Stone, M.**, & Blumberg, F. (2019). Effectiveness of categorical clustering as an encoding versus a retrieval strategy among preschoolers. *Psychological Reports* 123(6), 1-20. doi:10.1177/0033294119860256

**Stone, M.**, Blumberg, F. C., Blair, C., & Cancelli, A. A. (2016). An executive function account for a utilization deficiency observed in preschoolers: Developmental trends and individual differences. *Journal of Experimental Child Psychology*, 152, 367-375. doi: 10.1016/j.jecp.2016.07.003

**Stone, M.**, McGlynn, L.\*, Pathirana, K.\*, Brown, N.\*, Baric, A.\*, Sifneos, A.\*, Monodora, R.\*,& Doldize , A.\* (2025). Three perspectives on a clubhouse startup: Members, staff, and community partners. *Psychiatric Rehabilitation Journal*. doi.org/10.1037/prj0000643

**Stone, M.**, Kash, S., Butler, T., Callahan, K.\*, Verdugo, M. A., & Gómez, L. E. (2019). Validation of English language adaptations of the Kidslife and San Martín Scales for use with individuals on the autism spectrum receiving residential care. *Journal of Developmental and Physical Disabilities*. doi:10.1007/s10882-019-09686-0JODD-D-19-00001R1

**Stone, M.**, O'Donnell, P., & Williams, S. (2019). Preservice to inservice: Impact of structured peer group supervision in the training of school psychology interns. *The Clinical Supervisor*. doi: 10.1080/07325223.2019.1695160

Vespo, P.\*\*, **Stone, M.** (2018). The impact of professional development in structured peer group supervision: A pilot study with New York school psychologists. *New York School Psychologist*, 36, 2.

## SELECT PRESENTATIONS

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Blass, J.\* **Stone, M.**, & Blumberg, F. (2017, March). *The effect of training on spatial memory recall in preschoolers*. Poster presented at the Eastern Psychological Association in Boston, MA.

Diaz, A.\*\*, Eck, J.\*\*, & Stone, M. (2022, October 20-22). Integrating brief and protracted mindfulness-based interventions within an SEL Framework [Paper presentation]. New York Association of School Psychologists (NYASP) Conference, Long Island, NY.

Diaz, A.\*\* & **Stone, M.** (2023, February 8-10). *Brief mindfulness instruction with adolescents at risk for academic failure* [Poster presentation]. National Association of School Psychologists (NASP) Conference, Denver, CO.

Farrell, E.\*, Callahan, K.\* & **Stone, M.** (2018, October). *The relationship between adaptive functioning and quality of life in individuals on the autism spectrum receiving residential care*. Poster presentation at the North Eastern Psychological Association Conference, Wooster, MA.

Floyd, R., Alfonso, R., Shands, E., Phillips, J., Autry, B., Hall, J., & **Skinner\*\*\*, M.** (February, 2008). *A quantitative review of adaptive behavior assessment instruments*. Paper presented at the annual meeting of the National Association of School Psychologists, New Orleans, LA.

Fredrick, E., **Stone, M.**, Lynn, V., & Gathers, D. (2022, February 24). *A MCSJR: Transitions within Community-Based Research* [Roundtable Discussion]. The 39th Annual Winter Roundtable Collective Action & Liberatory Practices in Psychology and Education.

Harsch, D.\*\* & **Stone, M.** (2016, February). *Current supervision practices in the training of preservice school psychologists*. Poster presented at the annual Trainers of School Psychology conference in New Orleans, Louisiana.

Lynn, V., Cosgrove, D., Fields, C., & **Stone, M.** (2024, June). Envisioning Transformative Justice with Art-Based Methodologies [Roundtable]. *Justice Studies Association*

Marcano, J.\*\*, & **Stone, M.** (2017, October). *Interactions between levels of mindful awareness, stress, and life satisfaction: Understanding New York State school psychologists' thoughts and feelings in their daily lives*. Poster presentation at the New York Association of School Psychologists Conference, White Plains, NY.

Marcano, J.\*\* & **Stone, M.** (2019, February). *Mindful awareness, stress, and life satisfaction in school psychologists*. Oral presentation at the meeting of National Association of School Psychologists Conference, Atlanta, GA.

**Skinner\*\*\*, M.** & Blumberg, F. (2009, October). *Emerging executive functions in preschoolers*. Poster session presented at the biennial meeting of the Cognitive Development Society, San Antonio, Texas.

**Skinner\*\*\*, M. M.**, & Blumberg, F. C. (2009, August). *Development of selective attention and spatial cognition in preschoolers*. Poster session presented at the annual meeting of the American Psychological Association, Toronto, ON.

**Stone, M.** (2012, May). *Development of executive function in preschoolers*. Grand rounds presentation at the St Vincent's Hospital Behavioral Health Spring Lecture Series, Westport, Connecticut.

**Stone, M.** (2013). *Emerging executive functions during the preschool years: Advancing measurement and theory* (Doctoral dissertation). Retrieved from ProQuest Dissertation and Theses Database. (fordham10354)

**Stone, M.** (2019, October). *Integrating mindfulness into urban elementary, middle, and high school PBIS plans*. Oral presentation at the New York Association of School Psychologists Conference, Syracuse, NY.

**Stone, M.**, Blass, J.\* & Blumberg, F. C. (2017, March). *The effectiveness of categorical clustering as an encoding and retrieval strategy in preschoolers*. Oral paper presented at the 2017 Meeting of the Eastern Psychological Association in Boston, MA.

**Stone, M. & Blumberg, F.** (2013, October). *An executive function account for a utilization deficiency observed in preschoolers: Developmental trends and individual differences*. Oral paper presented at the biennial meeting of the Cognitive Development Society, Nashville, Tennessee.

**Stone, M. & Harsch, D.\*\*** (2016, February). *From preservice to in-service: A one-year follow-up on the impact of traditional group supervision verses structured peer group supervision in the training of preservice school psychologists*. Poster presented at the annual Trainers of School Psychology conference in New Orleans, Louisiana.

**Stone, M., Lothrop, H.\*, & Farrell, E\*.** (2020, November). *Residential and classroom-based mindfulness instruction for Honors students: Results from four pilot projects*. [Oral Presentation] Annual Meeting of the National Collegiate Honors Council, Dallas, TX, United States.

**Stone, M., Peters, S.\*, Brea, K.\*, Eck, J.\*\*, Richards, N.\*\*, Santos, A.\*\*, Schreiber, K.\*\*** (2023, November 16-18). *Impact of mindfulness-based instruction on kindergarteners' well-being* [Oral Presentation]. New York Association of School Psychologists. Saratoga Springs, NY, United States.

**Stone, M., O'Donnell, P., & Williams, S.** (2015, February). *Pilot study of traditional group supervision vs structured peer group supervision with school psychology interns*. Poster presented at the annual Trainers of School Psychology conference in Orlando, Florida.

**Stone, M., Silverman, S., Tierney, S., Long, M., & Scanlon, D.** (2020, March). Mindfulness Instruction as a Tier One Strategy in an Urban High School [oral presentation]. International Conference on Positive Behavior Support, Miami, FL. <https://www.apbs.org/conference/files/2020-conference-agenda-v6.pdf> (Conference cancelled).

**Stone, M., & Vespo, P.\*\*** (2018, February). *Fostering interest, engagement, and competency in the community: A pilot investigation of the impact of providing school psychologists professional development in peer supervision*. Oral presentation at the National Association of School Psychologists Conference, Chicago, IL.

\* undergraduate student

\*\* graduate student

\*\*\* last name prior to marriage

## **SERVICE**

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### **MARIST UNIVERSITY**

#### **Advising Council 2025-present**

- Work with offices & departments across campus to improve the student advising experience and support academic advisors

**Pre-Health Committee 2023-2025**

- Support students interested in applying to medical, dental, or allied health professions through mentorship & workshops

**Explorations in Social Justice Conference Planning Committee 2019-2023**

- Organize events and sessions for the annual "Explorations in Social Justice Conference"

### **DUTCHESS COUNTY SCHOOL PSYCHOLOGY ROUND-TABLE**

#### **Professional Development Provider, 2016-2017**

- Provided free professional development sessions to support local school psychologists in implementing Structured Peer Group Supervision at the district and county levels.

### **NEW YORK STATE PYRAMID MODEL PARTNERSHIP**

#### **Evaluation Workgroup Member, 2015-2019**

- Participate in regular meetings to assess and enhance evaluation of a state-wide initiative intended to support the social and emotional well-being of infants, toddlers, young children, and their families

### **HELP EDUCATE INTERNATIONAL AID**

#### **Chair of the Board of Directors, 2014-2019 & Board Member 2008-2019**

- Fundraising and student support for scholarship recipients