

MARY M. STONE, PHD, NCSP

mary.stone@marist.edu

EDUCATION

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

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
- Shepherd 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 inquiries 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

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

DeIvecchio, 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. 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

- 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 versus 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

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