

# Leihua Edstrom, PhD, ABSNP

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## PROFESSIONAL OBJECTIVE

- As an *educator and mentor to psychologists in training*, to nurture a compassionate and psychological perspective, providing ethical guidance and leadership in advancing change in individuals, families, and systems in the context of the individual's and system's core beliefs, environment, faith, and culture.
- As a *researcher and school neuropsychologist*, to better understand and fully promote children's and adolescents' healthy social, emotional, intellectual, spiritual, and academic development through the understanding of mind-brain-behavior relationships within a sociocultural framework.

## EDUCATION, GRANTS, and HONORS

- 2020 Full Professorship and Tenure, Northwest University
- 2019 Stronger Families Grant for the research project:  
*Fortifying Military Relationships through Stronger Families:  
A randomized controlled study*
- 2017 Pope Memorial Grant, Northwest University for the research project:  
*Gender Identity Formation in the Context of Christian Faith.*
- 2012 Diplomate in School Neuropsychology, American Board of School Neuropsychology.
- 2007 Article of the Year Award, School Psychology Review (Hirschstein, Edstrom, Frey, Snell, & MacKenzie, 2007).
- 2001-02 Postdoctoral Intern in Clinical Child Psychology, Seattle Mental Health, Seattle, WA.
- 2001 Gordon C. Lee Dissertation Award, University of Washington.
- 2000 Doctor of Philosophy in School Psychology (APA-accredited program), University of Washington with Cognates in (1) Developmental social psychology, and (2) Multicultural issues in education.
- 1998-99 Predoctoral Intern in Clinical Child Psychology, Morrison Center, Portland, OR.
- 1995 Multicultural Doctoral Student Scholarship, University of Washington.
- 1994 Master of Education (specialization in School Psychology), University of Washington;  
All-American Scholar Collegiate Award.
- 1991-92 Family Interdisciplinary Training Fellow, Experimental Education Unit, University of Washington.
- 1988 Bachelor of Science (Psychology), University of Washington.

## QUALIFICATIONS

Licensed Psychologist, Washington State (No. PY00002829)

Diplomate in School Neuropsychology, American Board of School Neuropsychology (No. 10600)

Previously certificated School Psychologist, Washington State (No. 329913H)

## RESEARCH, TEACHING and MENTORING EXPERIENCE

*Professor, APA-Accredited Doctoral Program in Counseling Psychology, College of Social and Behavioral Sciences – NORTHWEST UNIVERSITY, Kirkland, Washington (1/2015 – present; program director 2017-2021).* Teach doctoral-level courses in the counseling psychology program, mentor graduate students in clinical training and research activities, and participate in academic research and university activities. Graduate courses taught: research methods, design, and analysis; psychological assessment; cognitive-affective bases of behavior, and lifespan psychology. Research efforts include a qualitative study of gender identity development in children and adolescents and a large-scale program evaluation of marriage enrichment programming with military families. University service includes: Act Six Scholar Committee, Presidential Task Force in Diversity and Inclusion, Employee Benefits and Faculty Integration Committees, and leadership in formulation of the PsyD Solidarity Statement, Research Policy, and Community Covenant and support of PsyD's newly formed BIPOC Support and Allies Groups.

*Mentor and Supervisor in School Psychology - BELLEVUE SCHOOL DISTRICT, Bellevue, Washington (3/2006 – 12/2014).* Provided mentoring and supervision to school psychologists in training and those new to the field and district, as well as peer mentoring, consultation, and presentations for fellow psychologists regarding current issues in clinical and school psychology. Also, provided leadership, collaboration, and district-wide training for interdisciplinary teams in addressing the educational needs of linguistically and culturally diverse students.

*Research Scientist - COMMITTEE FOR CHILDREN, Seattle, Washington (8/1993 – 10/2005).* Provided training and consultation to schools implementing bullying prevention and social competence programs. Conducted outcome evaluation research of school-based prevention programs, including research design and measure development, data analysis and interpretation, and preparation of manuscripts. Participated in refining curricular programs and designing program evaluation instruments relevant across multicultural and socioeconomic contexts.

*Lecturer – COLLEGE OF EDUCATION, University of Washington (Winter Quarter, 2004).* Taught the clinical course in school consultation for graduate students in the school psychology program. Included supervision of trainees' consultative work in local schools with student populations from diverse ethnic, linguistic, and socioeconomic backgrounds.

## CLINICAL and SCHOOL PSYCHOLOGY EXPERIENCE

*School Neuropsychologist and Founder – NW SCHOOL NEUROPSYCHOLOGY, Mill Creek, Washington (2012 – present).* Provide school neuropsychological services to identify children's and adolescents' areas of neurocognitive strength and challenge, guide intervention planning, and therapeutically promote growth for youth and their families across development and life domains. Offer consultation, training, and advocacy to school districts, practitioners, and families toward effective and culturally sensitive educational programming.

*School Psychologist – BELLEVUE SCHOOL DISTRICT, Bellevue, Washington (3/2006 – 12/2014).* Provided direct psychological services primarily for an elementary school with a high-need, culturally diverse population and multiple programs (ESL, self-contained program for students with emotional and behavioral disabilities). Duties involved psychoeducational evaluation and interpretation, support of schoolwide prevention programming, consultation, participation in district committees (assessment,

English language learner and cultural issues), and training administrators and staff in addressing the educational concerns of English language and multicultural learners.

*School Psychologist* – Lake Washington, Bellevue, and Shoreline School Districts (1996-98, 2005-06). Duties involved psychoeducational evaluation and interpretation, support of school-wide prevention programming, and consultation.

*Postdoctoral Intern* – SEATTLE MENTAL HEALTH, Seattle, Washington (6/2001 – 7/2002). Provided psychological services to children and families within a community mental health agency. Services included individual and family therapy, and psychodiagnostic evaluation with a diverse client population.

*Predoctoral Intern* – APA-Accredited Internship Program in Clinical Child Psychology, MORRISON CENTER FOR CHILD AND FAMILY SERVICES, Portland, Oregon (8/1998 – 8/1999). Provided clinical psychology services to children and families in a variety of settings (outpatient, school, home, correctional facility). Services included individual, family, and group therapy, parent training, psychodiagnostic evaluation, wraparound services, and consultation with other service providers (e.g., school, OSCF, PCP). Worked with a diverse population across socioeconomic background, culture and ethnicity, and age (3-21), presenting a wide range of behavioral and emotional concerns.

*Interdisciplinary Fellow* – BIRTH-TO-THREE INTERDISCIPLINARY TRAINING PROGRAM, Experimental Education Unit, University of Washington (9/1991 - 8/1992). In collaboration with an interdisciplinary team, provided comprehensive educational services for preschool-aged children with special needs (e.g., autism, Down syndrome). Duties included designing Individual Family Service Plans and ongoing evaluation of student progress and development, as well as home visits to teach parents specific strategies to assist their children.

## PUBLICATIONS

- Berninger, V. W., Abbott, S. P., Reed, E., Greep, K., Sylvester (Edstrom), L., Clinton, A., Taylor, J., & Abbott, R.D. (1997). Directed reading and writing activities: Aiming instruction to working brain systems. In S. Dollinger & L. DiLalla (Eds.), *Prevention and intervention issues across the life span* (pp. 128-158). Hillsdale, NJ: Erlbaum.
- Berninger, V. W., Abbott, R., Whitaker, D., Sylvester, L., & Nolen, S. (1995). Integrating low-level and high-level skills in instructional protocols for writing disabilities. *Learning Disabilities Quarterly, 18*, 293-309.
- Clinton, A. B., Edstrom, L., Mildon, H. A., & Davila, L. (2015). Social emotional learning in a Guatemalan preschool sample: Does socioeconomic status moderate the effects of a school-based prevention program? *School Psychology International, 36*, 18-35.
- Council of Chairs of Training Councils (2021). *CCTC 2020: Social Responsiveness in Health Service Psychology Education and Training Toolkit*. <https://www.cctcpsychology.org>
- Fitzgerald, P.D., & Edstrom, L.V. (2006). **Second Step: A violence prevention curriculum**. In S.R. Jimerson & M. Furlong (Eds.), *Handbook of school violence and school safety: From research to practice*. Mahwah, NJ: Erlbaum.
- Fitzgerald, P.D., & Edstrom, L.V. (2012). Social and emotional skills training with **Second Step: A violence prevention curriculum**. In S.R. Jimerson, A. B. Nickerson, M.J. Mayer, & M. J. Furlong (Eds.), *Handbook of school violence and school safety: International research and practice, second edition* (pp. 423-433). New York: Routledge.
- Frey, K. S., Edstrom, L. V., & Hirschstein, M. K. (2010). School bullying: A crisis or an opportunity? In S. R. Jimerson, S. M. Swearer, & D. L. Espelage (Eds.), *Handbook of bullying in schools: An international perspective* (pp. 403-416). New York: Routledge.
- Frey, K. S., Edstrom, L. V., & Hirschstein, M. K. (2005). The **Steps to Respect** program uses a multilevel approach to reduce playground bullying and destructive bystander behaviors. In proceedings of *Persistently safe schools 2005: The national conference of the Hamilton Fish Institute*. Washington, D. C.: The Hamilton Fish Institute.

- Frey, K. S., Hirschstein, M. K., Edstrom, L. V., & Snell, J. L. (2009). Observed reductions in school bullying, nonbullying aggression, and destructive bystander behavior: A longitudinal evaluation. *Journal of Educational Psychology, 101*, 466-481. doi: 10.1037/a001339
- Frey, K. S., Hirschstein, M. K., Snell, J. L., Edstrom, L. V., MacKenzie, E. P., & Bruschi, C. J. (2005). Reducing playground bullying and supporting beliefs: An experimental trial of the **Steps to Respect** program. *Developmental Psychology, 41*, 479-491.
- Frey, K. S., Nolen, S. B., Edstrom, L. V., & Hirschstein, M.K. (2005). Effects of a school-based social-emotional competence program: Linking goals, attributions, and behavior. *Journal of Applied Developmental Psychology, 26*, 171-200.
- Hirschstein, M. K., Edstrom, L. V., Frey, K. S., Snell, J. L., & MacKenzie, E. P. (2007). Walking the talk in bullying prevention: Teacher implementation variables related to initial impact of the **Steps to Respect** program. *School Psychology Review, 36*, 3-21.
- Semrud-Clikeman, M., Nielsen, K. H., Clinton, A., Sylvester (Edstrom), L., Parle, N., & Connor, R. T. (1999). An intervention approach for children with teacher- and parent-identified attentional difficulties. *Journal of Learning Disabilities, 32*, 581-590.
- Van Schoiack-Edstrom, L., Frey, K. S., & Beland, K. (2002). Changing adolescents' attitudes about relational and physical aggression: An early evaluation of a school-based intervention. *School Psychology Review, 31*, 201-216.

### PUBLICATION in Progress

Tung, I., Arora, P., Cavell, T. A., Daniel, K. E., Edstrom, L., Lumley, M. A., McWhorter, L., Pieterse, A., Miville, M., Bridges, A., Rollock, D., Angyal, B., and Fernandes, M. (in progress). Making the leap to socially responsive research training in health service psychology. *Training and Education in Professional Psychology* [Invited paper for special issue on social responsiveness in health service psychology education].

### PRESENTATIONS

- Barnett, K., Hebert, T., Edstrom, L., & Lawson, K. (2021, April). *Shepherding doctoral programs in challenging times*. Virtual webinar presented by the Doctoral Education Council of the Council for Christian Colleges and Universities.
- Berninger, V. W., Whitaker, D., & Sylvester (Edstrom), L. (1993, March). *Directed writing activities for the assessment and remediation of writing disabilities*. Workshop presented at the annual meeting of the National Association of School Psychologists, Seattle, WA.
- Berninger, V. W., Whitaker, D., Sylvester (Edstrom), L. & Clinton, A. (1994, March). *Mini-skills presentation on instructional strategies for preventing and remediating writing disabilities*. Workshop presented at the annual meeting of the National Association of School Psychologists, Chicago, IL.
- Clinton, A., Rowe, E., & Sylvester (Edstrom), L. (1998, August). *Evaluation of an enrichment program for at-risk youth: Are we missing the point?* Poster presented at the annual meeting of the American Psychological Association, San Francisco.
- Edstrom, L. (2019, March). *Gender identity development in Christian transgender youth*. Paper presented at the International Forum of the Christian Association for Psychological Studies, Dallas, TX.
- Edstrom, L. (2018, July). *Social and emotional learning*. Workshop presented to Chinese educators at the Center for English Language Education, Northwest University, Kirkland, WA.
- Edstrom, L. (2015, October). *Executive functioning and its contribution to learning: Implications for teaching, assessment, and intervention*. Training conducted for Special Education staff of Mukilteo School District, Mukilteo, WA.
- Edstrom, L. (2014, June). *Childhood sexual abuse: The trauma and hope for healing*. Presentation to Celebrate Recovery Leadership Team of Maltby Christian Assembly, Snohomish, WA.
- Edstrom, L. (2012, 2013, August). *Social emotional learning: Fostering a safe, positive learning environment*. In collaboration with the training team, presentation for educators at the Bellevue School District Summer Institute.
- Edstrom, L. (2009, March). *Tips for parents: How to talk to your kids—about sex*. Presentation at the Bellevue School District Education Roadshow for parents and the larger community.
- Edstrom, L. (2008, Fall). *Educator training in **Second Step: A Violence Prevention program***. Training conducted for teachers at Lake Hills Elementary, Bellevue School District.
- Edstrom, L. V., Hirschstein, M. K., Frey, K. S., Snell, J. L., and MacKenzie, E. P. (2004, May). Classroom level influences in school-based bullying prevention: Key program components and implications for instruction. In K. S. Frey (Chair), *Policy to action: Bullying prevention in the real world*. Symposium conducted at the meeting of the Society for Prevention Research, Quebec City, PQ, Canada.
- Edstrom, L., and Lampson, K. (2016, June). *A university-based psychology training clinic: Empowered engagement with human need in action*. Workshop presented at the annual Assemblies of God Faculty Conference, Springfield, MO.

- Frey, K. S., Nolen, S. B., Van Schoiack-Edstrom, L., & Hirschstein, M. (2001, June). *Second Step effects on social goals and behavior*. Paper presented at the annual meeting of the Society for Prevention Research, Washington, D.C.
- Harris, J., & Edstrom, L. (2020, January). *Amplifying excellence in your training program by incorporating cultural immersion trips*. Paper presented at the annual conference of the National Council of Schools and Programs of Professional Psychology, Carlsbad, CA.
- Hirschstein, M., Van Schoiack (Edstrom), L., & Beretvas, S. N. (2000, April). *Effects of a social-emotional learning program on student behavior: A multilevel analysis*. Poster presented at the annual meeting of the American Educational Research Association, New Orleans, LA.
- Hirschstein, M., Van Schoiack-Edstrom, L., Nolen, S. B., & Frey, K. S. (2001, June). *Second Step: Implementation effects on social goals and perceptions*. Paper presented at the annual conference of the Society for Prevention Research, Washington, D.C.
- Hirschstein, M. K., Van Schoiack-Edstrom, L., MacKenzie, E., Snell, J., & Bruschi, C. (2003, April). *Relationships between teacher attitudes and students' perceptions and willingness to seek help with bullying problems*. Poster presented at the annual conference of the Society for Research in Child Development, Tampa, FL.
- Newman, G., Martin, H., Jackson, L. D., Bowen, M. S., & Edstrom, L. (2021, January). *Revising the ethical principles for psychologists*. Paper presented at the annual (virtual) conference of the National Council of Schools and Programs of Professional Psychology.
- Nolen, S. B., Frey, K. S., Hirschstein, M., & Sylvester (Edstrom), L. (1997, March). *Following the steps or dancing the dance: Teachers' beliefs and goals, and their use of a social-emotional curriculum*. Poster presented at the annual meeting of the American Educational Research Association, Chicago, IL.
- Pate, R., Boyd, K., Edstrom, L., & Irwin, E. (2021, January). *Enhancing religion and spirituality training to meet diverse client preferences*. Paper presented at the annual (virtual) conference of the National Council of Schools and Programs of Professional Psychology.
- Semrud-Clikeman, M., Harrington, K., Clinton, A., & Sylvester (Edstrom), L. (1998, February). *Attention functioning in a school-identified ADHD group compared to normal controls*. Paper presented at the annual meeting of the International Neuropsychological Society, Honolulu, HI.
- Sylvester (Edstrom), L., Beland, K., & Frey, K. (1997, March). *A preliminary evaluation of Second Step Middle School/Junior High: Changes in social attitudes and knowledge*. Poster presented at the annual meeting of the American Educational Research Association, Chicago, IL.

## SERVICE

President-Elect (2021-22), Chair of the 2021 Conference Planning Committee, and Member of Ethics Committee, National Council of Schools and Programs in Professional Psychology  
 Communications Officer for the Executive Committee,  
 Council for Collaboration in Doctoral Education, Council of Christian Colleges and Universities  
 Taskforce Member for Socially Responsive Research Training, Council of Chairs of Training Councils  
 2020 Conference: Socially responsive health service psychology education and training  
 Reviewer, *Professional Psychology: Research and Practice*  
 Expert testimony (2020-21), Washington State Dept. of Health Examining Board of Psychology and  
 Washington Senate Health and Long Term Care Committee

## PROFESSIONAL AFFILIATIONS

American Psychological Association (APA)  
 APA Division 16: School Psychology  
 APA Division 17: Society of Counseling Psychology  
 APA Division 35: Psychology of Women  
 National Association of School Psychologists  
 Pacific Northwest Neuropsychological Society  
 Christian Association for Psychological Studies  
 Washington State Psychological Association

## COMMUNITY INVOLVEMENT

Research Mentor, Central Sound Regional Science and Engineering Fair (CSRSEF; 2018 – present) –  
Tesla STEM High School, Northshore School District  
Children’s Ministries teacher – Maltby Christian Assembly (2004 – present)

## REFERENCES

Katherine Skillestad Winans, PhD

Director of Clinical Training,

Doctor of Psychology Program in Counseling Psychology, Northwest University

Clinical Supervisor,

Dept. of Psychiatry & Behavioral Sciences, School of Medicine, University of Washington

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