

**Jenny Combest**  
Angelo State University  
College of Education  
Department of Curriculum and Instruction  
ASU Station 10921  
San Angelo, TX 76909  
Jenny.Combest@angelo.edu

## **EDUCATION**

**Texas Tech University**, Lubbock TX

- Doctor of Philosophy in Educational Psychology, 2022
  - Dissertation: Assessing Teachers' Traumatic Stress Response Related to Aggression Experienced in the Workplace
- Master of Education in Educational Psychology, 2020

**Angelo State University**, San Angelo TX

- Master of Education in Guidance and Counseling, 2012
- Bachelor of Science in Psychology, 2009

## **PROFESSIONAL CERTIFICATIONS**

**Provisionally Licensed Psychologist**, supervised by Dr. Johnny Burkhalter

**Licensed Professional Counselor**

**Licensed Specialist in School Psychology**

**Texas State Board of Education Certifications**

- School Counselor, EC-12
- Generalist K-4
- Art Education EC-12
- Special Education EC-12
- Physical Education EC-12

## **TEACHING/EDUCATION EXPERIENCE**

**Angelo State University**, San Angelo TX

**Oct 2015 – May 2020**

- **Instructor - EDG 6321 Group Counseling**  
Fall B 2015, Spring A 2018, Fall A 2018
- **Instructor - EDG 6327 Dysfunctional Behavior**  
Summer 2018, Summer 2019
- **Instructor – EDG 6302 Tests and Measurements**  
Spring A & B 2016, Fall A & B 2016, Spring A & B 2017, Summer 2017, Fall A & B 2017
- **Instructor - EDG 6323 Theories of Counseling**  
Summer 2016, Fall B 2018, Spring B 2019
- **Instructor - EDG 6324 Career and Occupational Counseling**  
Summer 2017, Spring B 2018, Spring B 2019
- **Instructor – EDG 6331 Role of the School Counselor**  
Spring A 2019
- **Instructor – EDG 6325 Practicum in Counseling**  
Spring 2019, Summer 2019, Fall 2019, Spring 2020

San Angelo ISD, San Angelo TX

Aug 2013. – Current

July. 2020 - June 2022

- **Sam Houston Special Programs Dept., LSSP Intern & LSSP**

Supervised by Dr. Johnny Burkhalter

- Select and administer assessments and observations to evaluate the intellectual, emotional, and behavioral functioning of referred students and to determine student eligibility for special education services according to federal and state regulations.
  - Develop psychological evaluation reports and behavior management plans
  - Conduct or participate in the Admission, Review, and Dismissal (ARD) Committee to assist with appropriate placement and development of Individual Education Plans (IEP) for students according to district procedures.
  - Serve as case manager and implement the special education assessment process for students on assigned campuses.
  - Conduct group, individual and family counseling sessions and facilitative therapy for students with diagnosed problems.
  - Consult with school staff regarding implementation of behavior intervention plans and in managing behaviorally disruptive students.
  - Provide staff development training in assigned schools to assist school personnel with identification and understanding of students with emotional, social, and behavioral disturbances.
  - Meet with parents to discuss pertinent background information and test results.
  - Consult with psychologists, psychiatrists, medical doctors, and community agencies concerning intellectual, emotional, and behavioral functioning of students as needed.
  - Compile, maintain, and file all physical and computerized reports, records, and other documents required, including case records, test results, statistical data, and test inventories.
  - Comply with policies established by federal and state law, State Board of Education rule, and local board policy in the areas of psychological services, assessment, placement, and planning for special education services. .
  - Participate in professional development activities to improve skills related to job assignment.
- 
- **Sam Houston Special Programs Dept., Student Interventionist** Aug. 2019 – May 2020
  - Track intake and discharge list at River Crest Mental Health Hospital and determine student's program placement and curriculum needs and implement academic intervention on the 7<sup>th</sup> school day of hospitalization.
  - Assist staff in: defining and measuring behavior; understanding principles of reinforcement; teaching new behavior; implementing strategies for weakening behavior; and identifying antecedents.
  - Work with individual teachers, groups of teachers and/or the entire staff on issues such as: crisis intervention, learning and collaboration issues, and factors that can affect development and implementation of interventions.
  - Promote highly specialized positive behavior interventions in which "at risk" students thrive: behavior instruction that is explicit, intensive, accelerated and provides ample practice
  - Use ongoing assessments to maintain a record of student progress.
  - Continually supervise students to ensure a safe, non-threatening, nurturing environment where students can thrive
  - Engage parents in the "student behavior intervention plan" process and empower parents by providing them with skills and techniques to support the positive behavior development of their child.

- **Santa Rita Elementary**, Professional School Counselor Aug. 2015 – May 2018
  - Provide individual counseling and planning to guide students as they plan, monitor, and manage their own educational, career, personal, and social development with appropriate interventions that assist in personalized goal setting.
  - Provide small group counseling as a needed part of responsive services in a comprehensive school counseling program. The type of group used will depend upon the crisis response.
  - Administer, review, and evaluate career standardized data profiles, such as the O\*NET, in order to assist students with career and vocational awareness, exploration, and planning.
  - Consult with school staff, parents, and community members to promote understanding of human relations and student development, human behavior (including exceptionalities), and environment.
  - Identify, analyze, and address through intervention academic, behavioral, social, and emotional barriers that may interfere with growth.
  - Provide individual and group guidance to assist students in developing and applying skills for maximum educational, career, and interpersonal relations.
  - Use accepted theories in addressing personal, social, career, cognitive, and educational development.
  - Monitor growth and development of students throughout childhood and adolescence, noting environmental, social, and cultural factors that affect learner’s development.
  - Provide leadership for the campus school counseling program.
  - Advocate for a school environment in which diversity is acknowledged and respected, resulting in positive interactions across all cultures, genders, ethnicities, and learning styles
  - Adhere to, follow, and promote legal, ethical, and professional standards. Adhere to federal, state, district and campus legal standards, policies, regulations, and procedures.
  - Interpret standardized test results and other formal and informal assessment data to guide students in individual goal setting and planning in collaboration with school personnel.
  - Apply research-based practice to improve the school guidance and counseling program
  - Use counseling-related research techniques and practices as well as technology and other resources to facilitate continued professional growth
  - Implement guidance curriculum designed to provide lessons systematically to students that facilitate growth and development in the areas of educational, career, personal, and social development. Four strategic curricular content areas in Texas include Intrapersonal Effectiveness, Interpersonal Effectiveness, Post-Secondary Education and Career Readiness, and Personal Health and Safety.
  - Collaborate to refer students as needed for special programs or outside agencies for additional support.
  - Utilize the Diagnostic and Statistical Manual of Mental Disorders classification system for obtaining descriptions, symptoms and criteria for mental disorders.

- **Reagan Elementary**, Migrant Summer School Teacher Summer 2015 & 2016
- **Bradford Elementary**, Professional School Counselor August 2014 - May 2015
- **Austin Elementary**, Kindergarten Teacher August 2013 – May 2014

**Paint Rock ISD**, Paint Rock TX

**January 2013 – May 2013**

- **Paint Rock Elementary**, 1<sup>st</sup> Grade Teacher

## **PROFESSIONAL AFFILIATIONS**

Three Rivers Counseling Association (TRCA)

**August 2015 – August 2018**

- Secretary elect 2016
- Secretary 2017

Texas Counseling Association (TCA) Member

**August 2015 – May 2018**

## **RELEVANT EXPERIENCE**

LSSP Practicum for Texas Tech Educational Psychology Program

**Spring 2019**

**West Texas Guidance and Counseling Assessment Center**, San Angelo TX

- Assisting with behavior observations for ADHD, LD, and AU assessments
- Observing and assisting evaluations utilizing the following assessments
  - WISC, WIAT, WRAT, BASC-3, ADOS-2, and clinical interviews

**MHMR-CV**, San Angelo TX

**July 2018 – January 2019**

**MCOT Case Manager**

- Responds to community crisis calls
- Provide case management work
- Coordinate and link appropriate services
- Provide clinical services to address the need for ongoing services and/or inpatient admission
- Provide crisis follow-up and relapse prevention services when appropriate
- Perform clinical screenings, assessments, and service eligibility evaluations based on consumer needs
- Deliver interventions such as crisis resolution, case management services and discharge planning

**LPC Internship, supervised by Anne Mills, M.Ed., LPC-S**

**October 2016 – July 2018**

- Provided Private Counseling for Children under CPS Care

Building Bridges Volunteer

**Fall 2016**

**Hospice of San Angelo**, San Angelo TX

- Facilitated grief counseling groups for school age children

Counseling Practicum 2 for ASU Guidance and Counseling Program

**2012**

**MHMR**, San Angelo TX

**West Texas Child Development Center**, San Angelo TX

Counseling Practicum 1 for ASU Guidance and Counseling Program

**2011**

**TLCA Elementary and Middle School**, San Angelo TX

## **CONFERENCES**

NASP Region 13 Hill Country Summer Institute 2020, 2021, 2022

4<sup>th</sup> Annual Permian Basin Mental Health Conference – Powering Forward in the Age of Anxiety 2019

Counselor Education Conference in Lubbock, TX 2018

School Counselor Conference 2017, 2015, 2014

## **TRAININGS ATTENDED**

- Hill Country Summer Institute Conference July 2022
- ADOS training through Region 17 2021
- MIGDAS training by Dr. Marilyn Monteiro 2021
- Heart of Behavior Training by Stacy Morgan with Emergent Tree 2020
- Telehealth for Mental Health Professionals presented by Joni Gilbertson 2020
- PCIT for Traumatized Children Web Course 2020
- Texas Tech Functional Behavioral Assessments by Dr. Dotson 2019
- Improving Behavior Through Tier II Interventions by Region 15 2019
- Field Supervisor Coaching Training presented by Dr. Tia Agan 2019
- Treating Addiction and Other Problematic Behavior presented by Dr. Tom Horvath 2018
- Adult Needs and Strengths Assessment (ANSA) 2018
- Suicide Prevention Training presented by Dr. Christine Padesky 2018
- Qualified Mental Health Professional (QMHP) 2018
- Diagnostic Drawing Series 2017
- Kids Connection Facilitator Training 2017
- CPI 2017, 2016, 2015, 2014
- 504 Updates 2018, 2017, 2016, 2015, 2014
- TELPAS & STAAR training 2018, 2017, 2016, 2015
- LPAC Framework Training 2018, 2017, 2016, 2015
- Youth Mental Health First Aide 2017, 2016, 2015, 2014
- TRCA Ethics Seminar 2016, 2015
- Why Try Training 2014