

Sarah J. Pearsall, Ph.D.

EDUCATION

Doctor of Philosophy, Special Education Doctoral Minor: Educational Research Methodology Cognate: Cognitive Neuroscience (Duke University) University of North Carolina at Greensboro Teaching and Research Assistant	2014-2018
Master of Arts, General Psychology Wake Forest University, Winston-Salem, NC Teaching Assistant and Research Assistant	2010-2012
Bachelors of Science, Psychology, Summa Cum Laude, Honors Program Minor: Criminal Justice University of North Florida, Jacksonville, FL	2005-2009

AWARDS/HONORS

Phi Kappa Phi Honor Society member	
Sigma Alpha Pi: National Society of Leadership and Success member	
Reilly Scholarship recipient	2017-2018
Freeman Memorial Fund recipient	2017-2018
Emmie Dark Lane Scholarship recipient	2014-2015 & 2016-2017
Patricia R. Cross Scholarship recipient	2015-2016
Summer Research Assistantship Award recipient	2015
University Scholars Honor Society member	2005-2009
Honors Program at the University of North Florida member	2005-2009
President's List – University of North Florida	2005-2009
Dean's List – University of North Florida	2005-2009
Presidential Scholarship recipient – University of North Florida	2005-2009
Florida Bright Futures Academic Scholars recipient	2005-2009
Undergraduate Academic Enrichment Research Grant recipient	2007

MEMBERSHIPS

Society of Southeastern Social Psychologists (SSSP)	
Council for Exceptional Children (CEC)	2017-2018
Graduate Student Association, Special Education Representative, UNC Greensboro	2015-2016
Graduate Student Association, Psychology Representative, Wake Forest University	2011-2012
Person by Situation Interaction Research Team, Univ. of North Florida	
Stereotype Group within Person by Situation Interaction Research Team, Univ. of North Florida	

SCHOLARSHIP

PRESENTATIONS

Pearsall, S. J., & Turk, P. (2020). *Using machine learning to model cancellation in leadership training programs*. Poster presented at the American Statistical Association Conference on Statistical Practice, Sacramento, CA.

Whitehurst, A., **Letson, S. J.**, Williamson, P., & Williams, J. (2017). *Revision instruction and self-efficacy beliefs of middle school students with learning disabilities*. Presentation with Q&A at the Council for Exceptional Children Convention, Boston, MA.

Letson, S. J. & Seta, C. E. (2011). *The Jewish atheist: Stereotype activation of cultural and religious aspects of Judaism*. Poster presented at Wake Forest University, Winston-Salem, NC.

Bright, M. A., Leone, C., Hawkins, L. B., **Letson, S. J.** (2008). *How much abuse is too much? Severity of abuse, subjective distress, and perceived victimization*. Poster presented at the Society of Southeastern Social Psychologists Annual Meeting, Greenville, NC.

Letson, S. J., Leone, C., Hawkins, L. B. (2009). *Here's to you Mrs. Robinson: Sex stereotypes and attitudes about child sexual abuse*. Poster presented at S.T.A.R.S. at the University of North Florida, Jacksonville, FL.

PUBLICATIONS

Pearsall, S. J. (2018). *Getting in the zone: Flow experiences of high school students in language arts* (Doctoral dissertation). Retrieved from ProQuest Dissertations Publishing. (10837469).

Williamson, P., & **Letson, S. J.** (2018). Developing and leading collaborative school cultures. In C. R. Carnahan and K. A. Lowrey (Eds.), *Facilitating evidence-based practice for students with ASD*. Baltimore, MD: Brookes Publishing Co.

Williamson, P., **Letson, S. J.**, & Carnahan, C. (2017). Improving instruction for students with autism: A framework for collaboration. *Principal Leadership*, 18, 10-13.

Letson, S. J. (2012). *Examining priming effects of Jewish culture and religion on impressions of a Jewish individual* (Master's thesis). Retrieved from <https://wakespace.lib.wfu.edu/handle/10339/37288>.

Taub, D., McCord, J. A., Foster, M., Ryndak, D., Burdge, M., & **Pearsall, S. J.** (in press). Investigating the alignment between ELA curricula for students with intellectual disability and the CCSS. *Remedial and Special Education*.

Williamson, P., Whitehurst, A., **Pearsall, S. J.**, & Williams, J. (in preparation). Teaching revision skills to students with learning disabilities: A practitioner's guide.

Whitehurst, A., **Pearsall, S. J.**, Williamson, P., & Williams, J. (in preparation). Revision instruction and self-efficacy beliefs of middle school students with learning disabilities.

ONLINE MODULES

Letson, S. J. (2017). Culturally sensitive and respectful supervision [online module]. Retrieved from www.openlearning.com/coaching-and-supervision

RESEARCH EXPERIENCE

Research Associate 2018-Present
Center for Creative Leadership, Greensboro, NC

Research Assistant 2014-2018
Pamela Williamson, Ph.D., Associate Professor of Special Education
University of North Carolina at Greensboro, Greensboro, NC

Research Assistant 2010-2012
Cathy Seta, Ph.D., Professor of Psychology, Social Psychology
Wake Forest University, Winston-Salem, NC

Research Assistant, Character Project 2010-2011
R. Michael Furr, Ph.D., Professor of Psychology, Social and Personality Psychology
William Fleeson, Ph.D., Professor of Psychology, Social and Personality Psychology
Wake Forest University, Winston-Salem, NC

Research Assistant 2007-2009
Christopher Leone, Ph.D., Professor of Psychology, Social Psychology
University of North Florida, Jacksonville, FL

TEACHING EXPERIENCE

Teaching Assistant, UNC Greensboro, Greensboro, NC 2014-2017

Adjunct Instructor, SUNY Broome Community College, Binghamton, NY 2013-2016

Private Tutor, Yearn to Learn Tutoring Services, Winston-Salem, NC 2012-2016

Instructor, Winston-Salem State University, Winston-Salem, NC 2012-2014

Athletic Tutor, Wake Forest University, Winston-Salem, NC 2011-2012

Teaching Assistant, Wake Forest University, Winston-Salem, NC 2010-2012

Mentor and Clinician, Lindamood-Bell, Jacksonville, FL 2009-2010

Prep Course Instructor, The Princeton Review, Jacksonville, FL 2009-2010