**Lisa G Favela, Ed.S., NCSP** |is a passionate practitioner in the field of school psychology, who divides her time between her assigned school(s), her active involvement with the Arizona Association of School Psychologists, undertaking supervision for practicum students, and purposefully engaging in activities outside of the school setting. She is intentional about self-care and spending time with family and friends, cooking, running, bike riding, music, co-leading young professional groups, traveling and exploring new places and activities. This is particularly significant for her to keep a well-integrated life.

Lisawas trained as a school psychologist in thegreat state of Michigan. Prior to completing her specialty in this area, she completed a Master of Art in Developmental Psychology. Her undergraduate work was in Modern Languages which was fulfilled in Northern California, with academic exposure in Europe, Spain.

Lisa has a strong passion, for neuropsychology, cognition, understanding the brain and its complexities and how to use it efficiently, human behavior in all its developmental stages, diversity, multicultural environments and exposure to them, and a continued increase of knowledge in all these areas.

She has taken particular interest in integrating and using physical and mental presence to help students live with intentionality using their strengths and weakness to be the best version of themselves. She prides in using the power of possibility with a solution focus mentality to bring hope for students, families, staff, and communities, being a strong advocate for integrity and justice. She has a strong inclination for systematic change and passionately engages in “movements”/organizations that focus in enhancing the quality of life for others.

Lisa completed her internship in a well-known middle school within the Denver Public Schools District during the 2013-2014 school year. She moved to Tucson and has work for the Tucson Unified School District as a school psychologist since. She has worked with diverse populations: title one elementary and middle schools, and teenage parent and comprehensive alternative high schools for students who face outside challenges in getting a diploma at a traditional high school. This is the second ongoing year she is serving AASP as one of the southern regional directors, in addition to this year coordinating School Psychology Awareness at state level. She looks forward to continuing the progress of our field by being a deliberated agent that actively contributes with her skills, time, and dedication.