

Tamika P. La Salle, Ph.D.
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ACADEMIC POSITIONS

Associate Professor August 2019
Assistant Professor of School Psychology 2013-2019
Department of Educational Psychology
Research Scientist, Center for Behavioral Educational Research (CBER)
University of Connecticut, Storrs, CT

EDUCATION

Ph.D. Georgia State University August 2013
Major: School Psychology (NASP/APA Accredited)

Ed.S. Georgia State University May 2010
Major: School Psychology

M.A. Central Michigan University May 2007
Atlanta, Georgia Satellite Campus
Major: Education Instruction and Teaching

B.A. Georgia State University August 2005
Majors: Psychology/ Sociology

PROFESSIONAL INTERNSHIPS

Sarah A. Reed Children's Center (APA/APPIC) Erie, Pennsylvania	August 2012-July 2013
Clayton County Public Schools Jonesboro, Georgia	August 2009-May 2010

PROFESSIONAL POSITIONS

Contract School Psychologist Clayton County Public Schools Jonesboro, GA	June 2009-August 2012
Special Education Teacher DeKalb County Public Schools Dresden Elementary School, Atlanta, GA	August 2007-August 2008
Special Education Teacher in an Inclusion Setting DeKalb County Public Schools Miller Grove Middle School, Atlanta, GA	August 2005-August 2007

LICENSURES & CERTIFICATIONS

Connecticut

- Connecticut School Psychology Endorsement (active through 2021)

Georgia

- Georgia School Psychology (P-12) (active through 2022)
- Georgia Special Education Language Arts Cognitive Level (P-5, 4-8) (active through 2022)
- Georgia Special Education Math Cognitive Level (P-5, 4-8) (active through 2022)
- Georgia Special Education Science Cognitive Level (P-5, 4-8) (active through 2022)
- Georgia Special Education Social Science Cognitive Level (P-5, 4-8, 6-12) (active through 2022)

Professional Endorsement

- NASP PREPaRE: School Crisis Prevention and Intervention Certification Training (Completed October 2010)

ADVANCED QUANTITATIVE TRAINING

Longitudinal Modeling Using MPLUS University of Connecticut Data Analysis Training Institute of Connecticut (1 week)	June 2016
Hierarchical Linear Modeling University of Connecticut Data Analysis Training Institute of Connecticut (1 week)	June 2015
Structural Equation Modeling University of Connecticut Data Analysis Training Institute of Connecticut (3 days)	June 2014

PUBLICATIONS

*Student Authors

Peer-Reviewed Journals (N=21)

Freeman, J., *Vanlone, J., **La Salle, T.**, *Gordon, L., *Polk, T., & *Neves, J. (2019).
A practical guide to improving school climate in middle and high schools.
Intervention in School and Clinic. Online first.
<https://doi.org/10.1177/1053451219832988>

Montrosse-Moorhead, B., Dougherty, S. M., **La Salle, T. P.**, Weiner, J. M., & Dostal, H. M.
(2019). The overall and differential effects of a targeted prekindergarten
program: Evidence from Connecticut. *Early Childhood Research Quarterly, online
first*

La Salle, T. P., *Rocha Neves, J., Freeman, J., & Sugai, G. , (2019). Perceptions of school
climate among students that self-identify as heterosexual and lesbian, gay, or
bisexual. *Remedial and Special Education*. 40(2), 74-82.
doi.org/10.1177/0741932518800795

Wang, C., **La Salle, T. P.**, Do, K. A., Wu, C., & Sullivan, K. E. (2019). Does parental
involvement matter for students' mental health in middle school? *School
Psychology Quarterly*. 34(2), 222-232. doi.org/10.1037/spq0000300

- Wang, C., **La Salle, T.**, Wu, C., Do, K. A., & Sullivan K. E. (2018). Victimization, school climate, and parental involvement as predictors for suicidal thoughts and behavior for Asian American middle school students. *Asian American Journal of Psychology*, 9 (4), 296-307. doi.org/10.1037/aap0000138
- La Salle, T.P.** (2018). Introduction to a special issue: International perspectives of school climate. *School Psychology International*, 39 (6), p.559-567. doi.org/10.1177/0143034318808336
- Parris, L., *Neves, J. R., & **La Salle, T.** (2018). School climate perceptions of ethnically diverse students: Does school diversity matter? *School Psychology International*, 39 (6), 625-645. doi.org/10.1177/0143034318798419
- La Salle, T. P.**, George, H., *Kerzner, T., & Evanovich, L., (2018) Perceptions of school climate among students that self-identify as having a disability. *Behavioral Disorders*, 43(3), 383-392. doi: 10.1177/0198742918768045
- LaSalle, T. P.**, Wang, C., Brown, J., & Parris, L. (2017). Associations between school climate, suicidal thoughts and behaviors and demographics among middle school students. *Psychology in the Schools*, 54 (10), 1294-1301. doi.10.1002/pits.22078
- *Minkos, M., Chafouleas, S. M., Bray, M. A., & **La Salle, T. P.**, (2017). Brief report: A preliminary investigation of a mindful breathing intervention to increase academic engagement in an alternative educational setting. *Behavioral Disorders*, 43 (4), 436-443. c
- *Palmieri, E. L., & **La Salle, T. P.** (2017). Supporting students in foster care. *Psychology in the Schools*, 54, 117-126. doi.org/ 10.1002/pits.21990
- Sugai, G., Simonsen, B., Freeman, J., & **La Salle, T.** (2016). Capacity development and multi-tiered systems of support: Guiding principles. *Australasian Journal of Special Education*, 40(2), 80-89. doi.org/10.1017/jse.2016.11
- La Salle, T. P.**, & Hagermoser Sanetti, L. M. (2016). Implications of student health problems on achievement and engagement. *International Journal of School & Educational Psychology*, 4(1), 10-15. doi.org/10.1080/21683603.2016.1130543
- Parris, L., **La Salle, T. P.**, Varjas, K., & Meyers, J. (2016). Introduction to the special issue: Improving student outcomes: Research on school climate and violence prevention and intervention. *School Psychology Forum*, 10(1), 1-3.
- La Salle, T. P.**, Parris, L., & *Morin, M., & Meyers, J. (2016). Deconstructing peer victimization: Relationships with connectedness, gender, grade, and race. *School Psychology Forum*, 10(1), 41-54.

La Salle, T. P., *Zabek, F., & Meyers, J. (2016). Elementary student perceptions of school climate and associations with student and school factors. *School Psychology Forum, 10*(1), 55-65.

La Salle, T. P., Meyers, J., Varjas, K., & Roach, A. (2015). A cultural–ecological model of school climate. *International Journal of School and Educational Psychology, 3,* 157-166. doi: 10.1080/21683603.2015.1047550.

White, N., **La Salle, T. P.,** Ashby, J. S. & Meyers, J. (2014). A brief measure of adolescent perception of school climate. *School Psychology Quarterly, 29,* 349-359.

La Salle, T. P., Roach, A. R., & McGrath, D. (2013). The relationship of IEP quality to curricular access and academic achievement for students with disabilities. *International Journal of Special Education, 28*(1), 135-144.

Roach, A. T., Wixson, C. S., Talapatra, D., & **La Salle, T. P.** (2009). Missing voices in school psychology research: A review of the literature 2002-2007. *The School Psychologist, 63*(1), 5-10.

Roach, A. T., Chilungu, E. N., **La Salle, T. P.,** Talapatra, D., Vignieri, M. J., & Kurz, A. (2009). Opportunities and options for facilitating and evaluating access to the general curriculum for students with disabilities. *Peabody Journal of Education, 84,* 511- 528.

Book Chapters (N=4)

Sugai, G., **La Salle, T.,** Everett, S, & Feinberg, A. (2019). Multi-tiered systems of support: The what, why, and how for school counselors. In E. Goodman-Scott, J. Betters-Bubon, & P. Donohue (Eds.), *The school counselor's guide to multi-tiered systems of support.* (pp. **XXX-XXX**). London, England: Routledge.

Sugai, G., Freeman, J., Simonsen, B., & **La Salle, T.,** Fixsen, D. (2017). National climate change: Doubling down on our precision and emphasis on prevention and behavioral sciences. *Report on Emotional and Behavioral Disorders in Youth, 17*(3), 58-63.

Sugai, G., Simonsen, B., **La Salle, T.,** & Freeman, J. (2017). Promoting school-wide social skills. In P. Sturmey (Ed.), *The Wiley handbook of violence and aggression, 3* (96), 1-13. New York, NY: Wiley.

La Salle, T. P. (2015). Multicultural considerations. In Scarlet, G. (Ed), *Classroom management: An A-to-Z guide* (pp. 210-213). Thousand Oaks, CA: SAGE.

Accepted Manuscripts and Chapters

Manuscripts (N=2)

La Salle, T.P., Wang, C., Wu, C., & Rocha Neves, J. (accepted pending revisions) Race Matters: Examining the Impact of Student-Teacher Racial Composition on Perceptions of School Climate. *Journal of Educational and Psychological Consultation*

Book Chapters (N=1)

Upright, J. J.*, Long, A. C. J., & **La Salle, T. P.** (in press). Assessing and supporting teacher intervention implementation. In Maykel, C., & Bray, M. A. (Eds.), *Mind-body health: School-based interventions*. Washington, DC: American Psychological Association.

Manuscripts and Book Chapters Under Revision or Under Review

Manuscripts Under Review (N=4)

Luh, Hao-Jan., **La Salle, T.P.** (under review). *International Students in School Psychology: Strengths, Challenges, and Supports*

McDaniel, S. C., Cohen, D., **LaSalle, T. P.**, & Neese, R. (under revision). Not separate but not equal: A blueprint for improving equity in discipline.

Zabek, F., Rice, K. G., Davis, D. E., & **La Salle, T. P.**, and Meyers, J. (revise and resubmit, under review). A grateful climate: Measurement invariance, demographic differences, and the relationship between school climate and gratitude. *Journal of Educational Psychology*.

La Salle, T.P., Meyers, J., & McCoach, B. (under revision). Capturing constructs: Factor validation of the Georgia school climate survey.

Technical Briefs and Reports (N=6)

National Association of School Psychologists. (2019). *Guidance for measuring and using school climate data* [Brief]. Bethesda, MD: Sulkowski, M., Sussman, K., Preast, J., Von der Embse, N., & **La Salle, T.**

La Salle, T. P. (2017). *Technical manual for the Georgia School Climate Survey Suite*. Atlanta, GA: Georgia Department of Education.

Simonsen, B., Sugai, G., Freeman, J., & **La Salle, T. P.** (2017). *Addressing school climate: 5 ways schools can positively and proactively support all students*. Eugene, OR: OSEP

Technical Assistance Center on Positive Behavioral Interventions and Supports.
University of Oregon.

La Salle, T. P., McIntosh, K., & Eliason, B. M. (2016). *School climate survey suite administration manual*. Eugene, OR: OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports. University of Oregon.

Sugai, G., Simonsen, B., Freeman, J. & **La Salle, T.** (2016). *Every Student Succeeds Act: Why school climate should be one of your indicators*. Eugene, OR: OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports. University of Oregon.

Sugai, G., **LaSalle, T.**, Freeman, J., Simonsen, B., & Chafouleas, S. (2016). *School climate: Academic achievement and social behavior competence*. Eugene, OR: OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports. University of Oregon

Instrument Development with a National Platform (N=4)

*Georgia Department of Education, **La Salle, T. P.**, Meyers, J. P. (2014). *The Georgia Student Health Survey 2.0*. Atlanta, GA: Georgia Department of Education

*Georgia Department of Education, **La Salle, T. P.**, Meyers, J. P. (2014). *The Georgia School Personnel Survey*. Atlanta, GA: Georgia Department of Education

*Georgia Department of Education, **La Salle, T. P.**, Meyers, J. P. (2014). *The Georgia Parent School Climate Survey*. Atlanta, GA: Georgia Department of Education.

*Georgia Department of Education, **La Salle, T. P.**, Meyers, J. P. (2014). *The Georgia Elementary School Climate Survey*. Atlanta, GA: Georgia Department of Education.

*Surveys vetted by the United States Department of Education's National Center for Safe and Supportive Learning Environments (October 2018). Available at <https://safesupportivelearning.ed.gov/survey/georgia-department-education-school-climate-surveys>

PRESENTATIONS

International Presentations (N=5)

La Salle, T. P., Rocha Neves, J., Di Sano, S., Majercakova Albertova, S., Brown-Earle, O. (2018, July). *International perspectives of school climate*. Symposium presented at the 40th Annual Conference of the International School Psychology Association, Tokyo, Japan.

La Salle, T. P., & Rocha Neves, J., (2017, July). *Cross-cultural school climate validation study. Sponsored by the ISPA Research Committee.* Symposium presented at the 39th Annual Conference of the International School Psychology Association, Manchester, United Kingdom.

La Salle, T. P., Sugai, G., & Freeman, J., (2016, July). *Cross-cultural school climate validation study.* Paper presented at the International School Psychology Association Conference, Amsterdam, The Netherlands.

La Salle, T. P., & Meyers, J., Georgia Department of Education, (2015, June). *School climate measures: implications for large-scale school evaluation policies.* Symposium presented at the International School Psychology Association Conference, Sao Paulo, Brazil.

La Salle, T. P., & Meyers, J. (2014, July). *Facilitating child advocacy through the inclusion of multiple perspectives in school climate.* Symposium presented at the International School Psychology Association Conference, Kaunas, Lithuania.

National Presentations (N=34)

*Rocha Neves, J., **La Salle, T.P.** (2019, March). *Development of a school climate walkthrough assessment tool.* Paper presented at the National Association of School Psychologists Annual Convention, Atlanta, GA.

*Luh, Hao-Jan. **La Salle, T.P.** (2019, February), International students in school psychology. Practitioner/Graduate student Conversation presented at the National Association of School Psychologists Annual Convention, Atlanta, GA.

*Scogin, C., **La Salle, T.P.,** *Williams, B. (2019, February). Evaluating Academic and Social-Emotional Growth Among a Diverse Prekindergarten Sample

McDaniel, S., Cohen, D., & **La Salle, T.P.** (2019, February). Not Separate but not equal: A blueprint for improving equity in discipline. Paper presented at the 16th International Conference on Behavior Support. Washington DC

*Rocha Neves, J., **La Salle, T.P.** (2018, February). *Embracing diverse learners in gifted and accelerated programs.* Poster presented at the National Association of School Psychologists Annual Convention, Chicago, IL.

*Rocha Neves, J., & **La Salle, T.P.** (2018, February). *Embracing diverse learners in gifted and accelerated programs.* Poster presented at the National Association of School Psychologists Annual Convention, Chicago, IL.

La Salle, T. P., *Rocha Neves, J. & Polk, T. (2018, February). *Cross-cultural expansion of school climate efforts*. Paper presented at the National Association of School Psychologists Annual Convention, Chicago, IL.

Feinberg, A., & **La Salle, T. P.** (2018, February). *PBIS and school climate: Integrating both frameworks for student support*. Paper presented at the National Association of School Psychologists Annual Convention, Chicago, IL.

Logan, D., Summerlin, M., & **La Salle, T. P.** (2017, October). *A leadership view: successes & pitfalls of a large district's application of check and connect*. Paper presented at the Student Engagement Conference, Minneapolis, MN.

La Salle, T. P. (2017, September). *Incorporating school climate into PBIS evaluation*. Paper presented at the PBIS Leadership Forum, Chicago, IL.

*Rocha Neves, J., & **La Salle, T. P.** (2017, May). *School psychologists' role in supporting underrepresented students in gifted and accelerated programs*. Poster presented at the Center for Behavioral and Education Research 7th Annual Graduate Research Symposium, Storrs, CT.

La Salle, T. P. (2017, May). *Culture, climate, & PBIS: an integrated framework*. Paper presented at the Northeast PBIS Network Leadership Forum, Mystic, CT.

La Salle, T. P., & Sugai, G. (2017, April). *Supporting all students' academic and behavioral needs through multi-tiered systems of supports*. Paper presented at the Council for Exceptional Children, Boston, MA.

La Salle, T. P. (2017, February). *Integrating school climate within the context of PBIS*. Paper presented at the National Association of School Psychologists Annual Convention, San Antonio, TX.

La Salle, T. P. (2016, April). *Integrating student, personnel, and parent school climate data within PBIS*. Poster presented at International Conference on Positive Behavior Support, San Francisco, CA.

La Salle, T. P., Avitia M., Jabick, A., Polk, T. K. & Rocha Neves, J. (2016, February). *Examining school readiness among kindergarten students: Similarities and differences across demographic groups*. Poster presented at National Association of School Psychologists Annual Convention, New Orleans, LA.

La Salle, T. P. (2015, November). *A complimentary model of school climate and PBIS*. Paper presented at the 11th Annual Forum on Positive Behavioral Interventions and Supports, Norwood, MA.

- Sassu, K., Bray, M., **La Salle, T. P.**, Sanetti, L., & Proctor, S. (2015, February). *Evaluating professional dispositions within graduate training programs*. Poster presentation at the American Psychological Association, Toronto, Canada.
- La Salle, T. P.**, Parris, L.P., & Morin, M. (2015, February). *Deconstructing peer victimization: Relationships with connectedness, gender, and race/ethnicity*. Paper presented at the National Association of School Psychologists Annual Convention, Orlando, FL.
- La Salle, T. P.**, Freeman, J., & Sugai, G. (2014, October). *School climate survey evaluation study: Initial steps towards evaluating school climate within the context of PBIS*. Poster presented at the National PBIS Leadership Forum. Rosemont, Illinois
- La Salle, T. P.**, Meyers, J., & Zabeck, F. (2014, February). *Cultural and ecological considerations within the context of school climate*. Paper presented at the National Association of School Psychologists Annual Convention, Washington, DC.
- La Salle, T.** (2013, February). *Multilevel analyses examining relationships between school climate and culture*. Paper presented at the National Association of School Psychologists Annual Convention, Washington, DC.
- La Salle, T.**, & Parris, L. (2012). *An examination of the impact of school climate on drug alcohol use and suicidality*. Paper presented at the National Association of School Psychologists Annual Convention, Philadelphia, PA.
- La Salle, T.** (2012, February). *Teacher perceptions of school climate*. Poster presented at the National Association of School Psychologists Annual Convention, Philadelphia, PA.
- La Salle, T.**, Talapatra, D., Chilungu, E. N., Roach, A. T., Truscott, S., & Matthews, Y. (2012, February). *Professional learning for teachers of students with significant cognitive disabilities*. Poster presented at the National Association of School Psychologists Annual Convention, Philadelphia, PA.
- Talapatra, D, Roach, A. T., **La Salle, T.**, Staschke, A. M., & Ariyo, Y. (2011, February). *Longitudinal evaluation of alternate assessment performance and student outcome indicators*. Paper presented at the National Association of School Psychologists Annual Convention, San Francisco, CA.
- Chilungu, E. N., Roach, A. T., Heil, K. M., Wixson, C. S., Wells, L., Talapatra, D., **La Salle, T. P.**, Vignieri, M., Garcia, D., & Varjas, K. (2010, May). *Alternate assessments: A comparison of two validity studies*. Paper presented at the American Educational Research Association Annual Meeting, Denver, CO.

- La Salle, T. P.,** Roach, A. T., McGrath, D., Kuwik, T., & Wixson, C. (2010, February). *IEP quality and access to the general curriculum*. Poster presented at the American Educational Research Association Annual Meeting, Denver, CO.
- La Salle, T.,** & Roach, A. (2010, February). *IEP quality and curricular access for students with disabilities*. Paper presented at the National Association of School Psychologists Annual Convention, Chicago, IL.
- La Salle, T.** (2010, February). *School climate: My interests and demands...combined*. Presentation for the NASP Minority Scholarship 15th anniversary Celebration at the National Association of School Psychologists Annual Convention, Chicago, IL.
- La Salle, T.,** Wingfield, R., & Mojadeddi. (2010, February). *Increasing understanding of multiculturalism to promote school psychologists' competence with diverse children and families*. Paper presented at the National Association of School Psychologists Annual Convention, Chicago, IL.
- Talapatra, D., Roach, A. T., **La Salle, T. P.,** & Cadenhead, C. (2010, March). *Evidence of educators' influence on alternate assessment performance and rater agreement*. Poster presented at the National Association of School Psychologist Annual Convention, Chicago, IL.
- Wixson, C. S., Roach, A. T., Talapatra, D., & **La Salle, T. P.** (2010, March). *Scorers' perspectives and decision-making processes in evaluating alternate assessment portfolios*. Poster presented at the National Association of School Psychologists Annual Convention, Chicago, IL.
- Roach, A. T., Elliott, S. N., Kettler, R. J., Wixson, C. S., Talapatra, D., **La Salle, T.,** & Bolt, S. (2009, February). *Assessing students with disabilities: Cognitive load theory to item modifications*. Symposium presented at the National Association of School Psychologists Annual Convention, Boston, MA.
- Roach, A. T., Talapatra, D., Wixson, C. S., **La Salle, T.,** & Kettler, R. (2008, August). *Using think-aloud cognitive labs to evaluate test-item modifications*. Poster presented at the American Psychological Association Annual Convention, Boston, MA.

Invited Presentations (N=15)

- La Salle, T.P.** If schools are for everyone why is equity only available to some? Paper presented at the 16th International Conference on Behavior Support. Washington DC
- La Salle, T.P.** (Oct. 2018). *Evaluation of school climate: How to do it, how to use it*. Presented at the National PBIS Leadership Forum, Chicago, IL.

- La Salle, T.P. & Smith-Dixon, Z.** (Oct. 2018). *Climate matters & Georgia's state-wide plan to impact school climate through the PBIS framework*. Presented at the National PBIS Leadership Forum, Chicago, IL.
- La Salle, T. P.** (2018, August). *Culturally responsive education practices: Increasing access for students from culturally and linguistically diverse backgrounds*. Professional Development Presented to Southbridge Public School Administrators, Southbridge, MA.
- La Salle, T.P.** (2018, June). *School Climate Measurement*. Presentation presented at the Texas Behavior Support State Conference, Houston, TX.
- La Salle, T.P.** (2018, June). *School Climate 101*. Presentation presented at the Texas Behavior Support State Conference, Houston, TX.
- La Salle, T. P.** (2018, May). *Klebanoff Institute, Special Education Summit*. Invited Panelist. University of Connecticut, Storrs.
- La Salle, T. P.** (2017, December). *Working towards equity within an unequal system*. Presentation presented at the Texas Equity Summit, Houston, Texas
- La Salle, T. P.** (2017, November). *Examining culture and climate within the context of PBIS*. Keynote presented at the Nebraska State PBIS Leadership Conference, Portland, ME.
- La Salle, T. P.** (2017, June). *Examining school climate, PBIS and culture*. Keynote presented at the Nebraska State PBIS Leadership Conference, Lincoln, NE.
- La Salle, T. P.** (2017, June). *Culture within the context of education: Past, present, future*. Keynote presented at the Texas Behavior Support State Conference, Houston, TX.
- La Salle, T. P.** (2017, March). *Integrating school climate and cultural perspectives within the context of PBIS*. Paper presented at the Applied Positive Behavior Supports Conference, Denver, CO.
- La Salle, T. P.** (2016, April). *Cultural competence. Professional learning planning session*. Professional Development. Conducted by the Connecticut State Department of Education (CSDE).
- La Salle, T. P.** (2016, April). *I am who I am: Examining culture and school climate. Social Justice and Equity Symposium*. Conducted by the Capitol Region Education Council, Hartford, CT.

Anderson, P., Green, P., **La Salle, T.**, Lombardi, A., Woulfin, S., & Zipoli, R. (2015, June).
Connecticut's dyslexia policy in practice. Critical issues in dyslexia. Mini
 conference conducted by Reading & Language Arts Center, Storrs, CT.

PRINT AND MEDIA APPEARANCES

Greenwich Times Newspaper	April 2016
Interviewee, <i>"Greenwich students report high levels of stress"</i>	
 Greenwich Times Newspaper	 February 2016
Interviewee, <i>"Suspensions down in Greenwich schools; minorities disciplined at disproportionate rate"</i>	

GRANTS AND CONTRACTS

Grants (N=8)

Role: Co-Investigator Grant Title: <i>Reducing Youth Violence and Racism/Discrimination: The Efficacy of Comprehensive Prevention Strategies.</i> Funding Agency: National Institutes of Health R01. (Grant 12631125) Anticipated Duration: April 2019- 2021 Amount Requested: \$2.4 million	2019-2023
Role: Co-Investigator Grant Title: <i>OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports.</i> Funding Agency: U.S. Department of Education, Office of Special Education and Rehabilitative Services, Office of Special Education Programs (OSEP; CFDA 84.326S). Amount: \$4,424,903, Subcontract with University of Oregon	2018-2023
Role: Principal Investigator Grant Title: <i>Cross Cultural School Climate Study</i> Funding Agency: International Awards Program of the Society for the Study of School Psychology Amount: \$10,000	2017-2018
Role: Co-Investigator	2015-2019

Grant title: *An Evaluation of Connecticut's Federal Prekindergarten Expansion Grant Implementation.*

Funding agency: Connecticut Office of Early Childhood Education

Amount: \$836,671

Role: Principal Investigator 2015–2018

Grant title: *The University of Connecticut Research Excellence Program. Increasing School Climate Through PBIS.*

Funding agency: Office of the Vice President for Research

Amount: \$43,498

Role: Co-Investigator 2014–2016

Grant title: *An Evaluation of Connecticut's Prekindergarten Program using a Regression Discontinuity Design. Funding agency*

Funding agency: Connecticut General Assembly/Connecticut Academy of Science and Engineering.

Amount: \$ \$370,904

Role: Co-Investigator 2013–2018

Grant title: *OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports.*

Funding agency: U.S. Department of Education, Office of Special Education and Rehabilitative Services, Office of Special Education Programs (OSEP; CFDA 84.326S)

Amount: \$1,373,762 (Subcontract with University of Oregon)

Role: Principal Investigator 2015–2016

Grant title: *School Improvement Grant*

Funding agency: Connecticut Department of Education/ Norwich Schools

Amount: \$18,417

District Contracts (N= 5)

Role: Co-Principal Investigator 2018-2019

Contract Title: *University of Connecticut, School Psychology Program and participating school districts and agencies in the State of Connecticut.*

Funding agencies: Glastonbury Public Schools, Glastonbury, CT;

Amount: \$11,799

Role: Co-Principal Investigator

Contract Title: *University of Connecticut, School Psychology Program and participating school districts and agencies in the State of*

2017-2018

Connecticut.

Funding agencies: Glastonbury Public Schools, Glastonbury, CT;
Waterford Public Schools, Waterford, CT; Connecticut Behavioral
Health; and Simsbury Public Schools, Simsbury, CT.

Amount: \$93,078

Role: Co-Principal Investigator

Contract title: *University of Connecticut, School Psychology Program and
participating school districts and agencies in the State of Connecticut*

2015–2016

Funding agency: Tolland Public Schools, Tolland, CT; Willington Public
Schools, Willington, CT; Glastonbury Public Schools, Glastonbury,
CT; Waterford Public Schools, Waterford, CT; EastConn, Columbia,
CT; Wethersfield Public Schools, Wethersfield, CT; Futures, Inc.,
Middletown, CT; Wediko Children’s Services, Boston, MA

Amount: \$173,488

Role: Co-Principal Investigator

2014-2016

Contract Title: *University of Connecticut, School Psychology Program and
participating school districts and agencies in the State of
Connecticut.*

Funding agencies: Tolland Public Schools, Tolland, CT; Willington Public
Schools, Willington, CT; Glastonbury Public Schools, Glastonbury,
CT; Waterford Public Schools, Waterford, CT ; Eastconn, Columbia,
CT; Wethersfield Public Schools, Wethersfield, CT; Futures, Inc;
Middletown, CT; Wediko Children’s Services, Boston, MA

Amount: \$93,078

Role: Co-Principal Investigator

2013–2014

Contract title: *University of Connecticut, School Psychology Program and
participating school districts and agencies in the State of
Connecticut.*

Funding agency: Plainfield Public Schools, Plainfield, CT; CREC, Hartford,
CT; Tolland Public Schools, Tolland, CT; Willington Public Schools,
Willington, CT; Glastonbury Pubic Schools, Glastonbury, CT;
Waterford Public Schools, Waterford, CT.; EastConn, Columbia,
CT; Bridgeport Public Schools, Bridgeport, CT; Futures, Inc.;
Middletown, CT.

Amount: \$173,799

Grants Submitted—Not Funded

Role: Co-Principal Investigator

Grant Title: *Center to Improve Social Emotional Learning and Safety*

Funding Agency: U.S. Department of Education, Office of Secondary Education

Amount Requested: \$5,000,000

Role: Co-Principal Investigator

Grant title: *Developing the Trauma Informed Program for Promoting Success (TIPPS)*

Funding agency: International Awards Program of the Society for the Study of School Psychology

Duration: July 2018–June 2022

Role: Co-Principal Investigator

Project title: *The Trauma-Informed Program for Promoting Success for Students: Effects on School Climate and Student Mental Health*

Funding Agency: Society for Study of School Psychology

Amount Requested: \$20,000

Role: Principal Investigator

Grant Title: *Research Training Programs in Special Education. Early Career and Development Mentoring Grant.*

Funding Agency: Institute of Education Sciences

Amount requested: \$399,035.

PROFESSIONAL DEVELOPMENT TRAINING
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Southbridge Public Schools, Southbridge, CT

April 2018- present

Topic: Culturally Responsive Education Practices and School Climate

Bridgeport Public Schools, Bridgeport, CT

August 2017–Present

Topic: Culturally Responsive Education Practices and School Climate

Dekalb Public Schools, Dekalb County, GA

May 2015–May 2018

Topic: School Climate Intervention/Check & Connect

Norwich Public Schools, Norwich, CT

February 2014–Present

Topic: Culturally Responsive Education Practices and Supports

Georgia Department of Education (GADOE)

May 2010–Present

Topic: Georgia Student Health Survey Revisions and Validation

Granby Public Schools, Granby, CT

August 2016–2017

Topic: Culturally Responsive Education Practices and Supports

University of Pittsburgh Department of Education

Topic: Pennsylvania Alternate System of Assessment Alignment

August 2010–November 2010

Mississippi Department of Education

Topic: Mississippi Alternate Assessment of Extended Curriculum Frameworks (MAAECF) Project

March 2008–May 2009

INSTRUCTION & SUPERVISION

- Issues of Cultural Diversity
- Child Psychopathology
- Practicum in School Psychology
- Systems & Organization Intervention
- Academic Interventions

PROFESSIONAL AFFILIATIONS

- National Association of School Psychologists (NASP)
- American Psychological Association (APA)
- Connecticut Association of School Psychologists (CASP)
- International School Psychology Association (ISPA)
- Association for Positive Behavior Support (APBS)

PROFESSIONAL LEADERSHIP & SERVICE

University of Connecticut

School Psychology Accreditation Committee: American Psychological Association and National Association of School Psychologists

June 108- present

Merit Committee, Department of Educational Psychology

Spring 2018–Spring 2020

School Psychology Faculty Search Committee, Department Educational Psychology

Fall 2017–December 2018

Honors Committee, Neag School of Education	Fall 2017–Spring 2018
Women’s Empowerment Panel, National Council Negro Women (NCNW) University of Connecticut Chapter,	November 2016
Undergraduate Honors Student Advising, Neag School of Education	2015–2016
Curricula and Courses Committee Member, Neag School of Education	Fall 2015–Fall 2017
Promotion, Tenure, and Reappointment Policy Committee, Neag School of Education	Fall 2015–Spring 2017
Graduate Student Advising, Department of Educational Psychology	2013–Present
Panelist, The Graduate School Professional Development Event: Academic Job Interviewing Panel.	December 2013
Judge, “Three-Minute Thesis Competition.” University of Connecticut Graduate School	2013-2014

Professional

Co-Chair Association for Positive Behavior Supports Equity and Integrated Actions Committee	February 2019- present
Association for Positive Behavior Support Conference Proposal Reviews	September 2018
Student Affiliates of School Psychology (SASP) Faculty Advisor	August 2018-present
Special Programming Coordinator, Society for the Study of School Psychology Early Career Forum, Executive Committee Member	June 2016–present
Co-Chair, NASP Minority Scholarship Program	2016–present
Ex-Officio, Association for Positive Behavioral Support, Board Member for Equity 2016–present	2016–present
Co-Chair International Association of School Psychologists Research Committee	2015–present

Community

Connecticut State Department of Education, Cultural Competence Workgroup Committee Member	January 2016–present
Connecticut State Department of Education, Cultural Competency Professional Standards Committee Member	2015–2017
Connecticut State Department of Education, Educator Preparation Provider Review Committee Member	January 2017–present

EDITORIAL SERVICE

Editorial Board: School Psychology Review	February 2019- Present
Associate Editor: <i>School Psychology International</i>	January 2019- Present
Guest Editor: <i>School Psychology International</i> Special Issue: International Perspectives of School Climate	2018
Editorial Board Member, <i>Journal of School Psychology</i>	January 2016-present
Editorial Board Member, <i>School Psychology Forum</i>	August 2016–Present
Editorial Board Member, <i>Educational Psychology</i>	March 2016-May 2017
Guest Editor, <i>School Psychology Forum</i> Special Issue: Improving Student Outcomes: Research on School Climate and Violence Prevention and Intervention	2016
Ad Hoc Reviewer, <i>School Psychology Forum</i>	2015-2016
Ad Hoc Reviewer, <i>Youth and Society</i>	2015-present
Ad Hoc Reviewer, <i>Gifted Child Quarterly</i>	2013-present
Ad Hoc Reviewer, <i>Assessment for Effective Intervention</i>	2013-present

HONORS, AWARDS, AND RECOGNITIONS

<p><i>Excellence in Research & Creativity: Early Career Award</i> The University of Connecticut chapter of the American Association of University Professors</p>	2018
<p><i>Invited Panelist</i> <i>School Psychologist Research Collaborative Conference</i> <i>Society for the Study of School Psychology (SSSP)</i></p>	2017
<p><i>Early Career Scholar</i> Society for the Study of School Psychology, School Psychology</p>	2015
<p><i>Early Career Faculty Award</i> Trainers of School Psychology</p>	2014
<p><i>Dissertation Fellowship</i> Southern Regional Education Board (SREB)—State Doctoral Scholars Dissertation Fellowship</p>	2012
<p><i>Outstanding Doctoral Student Award</i> Georgia State University</p>	2011
<p><i>ERT Minority Scholarship Program Award</i> National Association of School Psychologists</p>	2009