

**Lora Henderson Smith, Ph.D., M.Ed.**  
(née Lora J. Henderson)

## EDUCATION AND TRAINING

Doctor of Philosophy in Clinical Psychology  
University of Virginia, Charlottesville, VA (August 2018)

Master of Educational Psychology-School Psychology  
University of Virginia, Charlottesville, VA (August 2014)

Master of Science in Education in Counseling & Mental Health Services  
University of Pennsylvania, Philadelphia, PA (May 2013)

Bachelor of Arts in Psychology  
Clark Atlanta University, Atlanta, GA (May 2010)

## FACULTY APPOINTMENTS

**Assistant Professor**, August 2022 - Present  
University of Virginia, School of Education and Human Development,  
Department of Education and Human Services  
Youth-Nex Center to Promote Effective Youth Development, *Affiliate*  
Center for Race and Public Education in the South, *Affiliate*

**Assistant Professor**, August 2021-July 2022  
James Madison University, Department of Graduate Psychology

## RESEARCH POSITIONS

***Post-doctoral Research Associate*** September 2019-August 2021  
Youth-Nex, School of Education and Human Development, University of Virginia (UVA)

- Trained and provided ongoing coaching to educators implementing an adapted version of the Coping Power social-emotional learning curriculum in rural schools
- Developed content for the online Double Check teacher coaching and professional development program to increase teachers' use of culturally responsive practices
- Facilitated partnerships between UVA and partner schools through the IES-funded National Center for Rural School Mental Health
- Supervised one undergraduate research assistant and provided guidance to graduate student research assistants

***Graduate Student Researcher*** April 2016-August 2018  
Office of African American Affairs, UVA  
Advisor: Dr. Michael Gerard Mason

- Analyzed qualitative data to gain a better understanding of the African American peer support program at UVA
- Consulted with individuals from a Native American tribe in South Dakota about implementing peer support initiatives

***Graduate Student Researcher***

August 2013-August 2018

Race-Ethnicity-Diversity Laboratory, UVA

Advisor: Dr. Joanna Lee Williams

- Studied the relationship between positive youth development, peer social networks, and adolescent ethnic identity in low-income, minority youth
- Investigated the impact of racial and ethnic socialization on adolescent and young adult identity
- Conducted focus groups and analyze qualitative data using a group coding approach

***Graduate Student Researcher***

August 2013-May 2017

Young Women Leaders Program (YWLP) Laboratory, UVA

Advisor: Drs. Edith “Winx” Lawrence &amp; Nancy Deutsch

- Served as teaching assistant for the service-learning class for the YWLP mentors
- Managed and analyzed YWLP social network data
- Conducted longitudinal interviews with previous program participants and parents
- Participated in weekly program evaluation meetings
- Assisted in planning and implementing the annual Mentor Training Retreat

***Graduate Student Researcher***

January 2013-May 2013

Preventing Long-term Anger and Aggression in Youth (PLAAY), University of Pennsylvania

Advisor: Dr. Howard Stevenson

- Assisted and supervised group therapy and basketball sessions to increase coping resources in youth
- Facilitated participant discussion of stress level during basketball sessions
- Provided and received program implementation feedback during weekly lab meetings

**CLINICAL EXPERIENCE****Licensure and Certifications**

Licensed Clinical Psychologist in the State of Virginia: License Number 0810006205

Nationally Certified Trauma-Focused Cognitive-Behavioral Therapist

Nationally Certified Parent-Child Interaction Therapy (PCIT) Clinician

***Associate Supervisor***

December 2019-August 2021

Sheila Johnson Center, UVA

- Supervise advanced graduate students with Parent-Child Interaction Therapy (PCIT) cases
- Provide live observation, feedback, and co-therapy for PCIT cases
- Deliver didactic instruction on PCIT implementation

***Postdoctoral Fellow in Child Trauma***

September 2018-August 2019

Center for Child and Family Traumatic Stress

Kennedy Krieger Institute and the Johns Hopkins School of Medicine, Baltimore, MD

- Delivered trauma-focused cognitive behavioral therapy and Parent-Child Interaction Therapy to children and families who have experienced various traumas
- Provided trauma-informed assessment services to children and adolescents
- Co-lead Yoga-based Group Psychotherapy treatment for boys ages 8-12 and Dialectical Behavior Therapy Skills group for adolescents
- With supervision, supervised (e.g., assisted with measure selection, reviewed scoring and interpretation, edited report drafts) the assessment services provided two predoctoral interns
- Conducted independent research project on the association between racial trauma and psychopathology

***Pre-doctoral Clinical Psychology Intern- Child Track***

August 2017-August 2018

Hartford Hospital/Institute of Living (APA-Approved Site), Hartford, CT

- Provided individual, group, and family therapy services to children and adolescents with acute and chronic psychopathology requiring inpatient hospitalization
- Conducted comprehensive psychological evaluations for inpatient children, adolescents, and adults
- Served as primary clinician and case manager for a caseload of two inpatient children or adolescents
- Provided consultation and liaison services for medically hospitalized youth and their families
- Provided outpatient individual therapy for children and adolescents with co-morbid medical diagnoses
- Co-facilitated therapeutic school-based group for adolescents experiencing early psychosis
- Elected to develop quality improvement research project; conducted literature review and created informational brochure to aid with transitioning children back to school after a psychiatric hospitalization
- Participate in weekly seminars (e.g., psychotherapy, assessment, group therapy, family therapy, child therapy) and Grand Rounds

***Advanced School Psychology Practicum***

August 2016-May 2017

Albemarle County Public Schools, Charlottesville, VA

- Delivered all counseling (i.e., individual and group), consultation, and assessment services at Broadus Wood Elementary School
- Assisted with service delivery at Burley Middle School and Murray High School
- Received weekly supervision from licensed school psychologist

***Psychiatric Hospital Practicum***

September 2015-July 2016

Commonwealth Center for Children and Adolescents, Staunton, VA

- Conducted initial assessment and mental status examinations of newly admitted adolescents
- Provided individual and group therapy to inpatient adolescents with acute and chronic mental health concerns
- Engaged in weekly professional development seminar (i.e., psychopharmacology, attachment, private practice)
- Attended and participated in Pediatric Forensic Seminar series
- Conducted classroom observations and provide recommendations for educational accommodations
- Participated in daily treatment planning meetings with team of 9 mental health professionals
- Consulted with direct care staff on best practices and evidenced-based approaches to use with patients
- Received weekly supervision with licensed clinical psychologist

***Outpatient Assessment Practicum***

July 2014-August 2016

Sheila C. Johnson Center for Human Services, Charlottesville, VA

- Conducted cognitive (WISC-V, WAIS-IV, DAS-II, WJ Cog, KABC-II, etc.), personality (Rorschach Inkblot Test, MCMI-II, MACI, MPACI, MMPI-II, PAI, Roberts, TAT, BAI, BDI, RCMAS, etc.), neuropsychological (DKEFS, NEPSY-II, WRAML-2, Rey, CPT-III, ADOS-2) and educational assessments (WJ Ach, WIAT, KeyMath, Nelson Denny Reading Test) for clients with numerous presenting concerns
- Provided assessment feedback to clients via feedback sessions and comprehensive reports
- Consulted with school officials to assist with implementation of recommendations from assessment results
- Attended four-day training on Autism Diagnostic Observation Schedule, 2<sup>nd</sup> Edition administration

***Outpatient Therapy Practicum***

July 2014-August 2015

Sheila C. Johnson Center for Human Services, Charlottesville, VA

- Conducted intake interviews and utilize initial assessment to create evidence-based treatment plans
- Provided individual therapy (e.g., CBT, Solution-Focused, etc.) to children and adults with various referral concerns under the supervision of a licensed clinical psychologist

***Group Facilitator***

August 2014-May 2015

Young Women Leaders Program, Charlottesville, VA

- Directed weekly group therapy sessions for six mentee/mentor pairs to provide prevention, psycho-education and intervention to socially, emotionally and/or behaviorally at-risk adolescent girls
- Provided supervision to 6 undergraduate student mentors

***School Psychology Practicum***

Albemarle County Public Schools, Charlottesville, VA

January 2014-July 2014

- Conducted cognitive, academic (C-TOPP), and behavioral (BASC-II, BRIEF) assessments for elementary and middle school students
- Observed students in class to inform assessment reports and to provide behavioral consultation to teachers
- Wrote assessment reports, made recommendations, and provided verbal feedback to parents, teachers, and students
- Led social skills therapy groups
- Conducted bi-weekly reading progress monitoring probes

***School Counseling Practicum***

September 2012-May 2013

Stephen Girard Elementary School, Philadelphia, PA

- Conducted individual and group counseling sessions
- Taught classroom guidance lessons
- Provided one-on-one support and mentoring to students with behavioral concerns
- Observed Individualized Education Plan meetings, suspension hearings, and other relevant conferences

**PROFESSIONAL ACTIVITIES**

*Committee Member, National Association of School Psychologist Indigenous Affairs Subcommittee December 2022-  
Society for Research on Child Development, Black Caucus, Student and Early Career Committee, March 2022-  
Committee Member, Parent-Child Interaction Therapy, International, Continuing Education Committee, November  
2020-December 2022*

*Member-at-Large, Education Focus, American Psychological Association of Graduate Students, January 2018-  
January 2020*

*Student Reviewer, National Association of School Psychologists, 2017*

*Convention Committee Member, American Psychological Association of Graduate Students, 2015-2017:*

*American Psychological Association, Member*

*Society for Research on Adolescence, Member*

*Society for Research in Child Development, Member*

*University of Virginia Raven Society, Member*

*Diversity Scholars Network: National Center for Institutional Diversity at the University of Michigan, Member*

**EDITORIAL AND OTHER PEER REVIEW ACTIVITIES**

*Associate Editor, Journal of School Health (JOSH)*

January 2022 - January 2023

*Executive Advisory Board Member, JOSH, Special Issue on Racial and Social Justice in Schools*

2021- present

**Ad hoc Journal Reviews**

Archives of Suicide Research

Social and Emotional Learning: Research, Practice, and Policy

Journal of School Health

School Psychology International

Sage Open

Journal of Games, Self, &amp; Society

Educational Policy

Professional Psychology: Research and Practice

Journal of Psychotherapy Integration

Training and Education in Professional Psychology

**Conference Abstract Reviewer**

National Association of School Psychology Convention 2024- reviewed July 2023

## HONORS AND AWARDS

- Society for the Study of School Psychology: School Psychology Research Collaboration Conference Scholar**, 2023-2024
- iTHRIV Mentored Career Development Program Scholar (UVA NIH CTSA)**, 2023-2025
- National Institute of Mental Health Child Intervention, Prevention, and Services Fellowship**, 2023-2024
- Society for Prevention Research Early Career Prevention Network Travel Award**, 2021, Received funds to support conference registration
- UVA Clinical & School Psychology Program Lucile Michie Award**, 2021, Awarded based on student vote for faculty member devoted to student development
- National Institute of Health Loan Repayment Award**, 2020-2022
- Abidin Award for Excellence in Research Award**, March 2017: Received \$960 award in recognition of my research.
- Society for Research in Child Development (SRCD) Student Travel Award**, February 2017: Received \$300 in travel support for the 2017 SRCD Conference.
- Delta Sigma Theta Sorority, Inc. Financial Aid Scholarship**, fall 2016: Applied and was selected from a national pool of applicants to receive a \$2,000 scholarship.
- American Psychological Association Minority Fellowship Program Psychology Summer Institute Fellow**, July 2016: Selected to attend a one-week professional development workshop at the American Psychological Association
- American Psychological Association Minority Fellowship Program Predoctoral Fellow in Mental Health and Substance Abuse Services**, 2015-2017: Selected from a pool of over 150 national applicants. Awarded an annual stipend and provided with educational and networking opportunities related to ethnic minority behavioral health.
- Doris Buffett Fellowship**, 2014, 2015, 2016: Applied through the UVA Center for Children, Families, & the Law and was awarded \$1,000 each summer for clinical work that would have otherwise been unpaid. I worked in schools, an outpatient community mental health clinic, and a children's psychiatric hospital.
- Social Justice Fellowship**, 2015: One of a select number of \$2,000 grants awarded by the UVA IMP Society and Black Student Alliance; designed and implemented a curriculum on processing racial trauma and developing advocacy skills.
- Delta Sigma Theta Sorority, Inc. Financial Aid Scholarship**, 2014: Applied and was selected from a national pool of applicants to receive a \$750 scholarship.
- Departmental Partial Merit-Based Scholarship** (University of Pennsylvania), September 2012: Selected to receive a partial scholarship.
- Sue Lehmann Excellence in Teaching Award Nominee** (Teach for America, South Louisiana), February 2012: Nominated by Teach for America South Louisiana regional staff for this national award honoring a teacher who accomplished meaningful student achievement in the classroom.
- SRCD Millennium Fellow**, April 2009: Selected from a national pool of undergraduate students to receive funding to attend the SRCD conference. Also included was a graduate student and faculty mentor for support in developing research and graduate school interests.
- National Institute of Mental Health Career Opportunities in Research Scholar**, May 2008-May 2010: Selected from a pool of students at Clark Atlanta University, Morehouse College, and Spelman College. Program enhanced academic study and included two years of research experience and financial support (i.e., tuition and stipend) to develop skills necessary for successful graduate school admission and matriculation.
- Provost's Scholarship** (Clark Atlanta University), August 2006-May 2010: Awarded institutional scholarship for for four years of academic study.
- Target Community Service Scholarship**, 2006: Awarded \$1,000 in recognition of volunteer work

## PUBLICATIONS

\*denotes graduate student co-author

\*\*denotes postdoctoral scholar co-author

### Peer Reviewed

**Henderson Smith, L., Franco, M.P. \*\*, Callahan, K.\*, & Bottiani, J.** (accepted). Examining Teacher and Student Perspectives on Culturally Responsive Practices in a Tribal School. *Journal of American Indian Education*.

- Henderson Smith, L.,** Franco, M.P. \*\* & Bottiani, J.H. (2023). “We’re Teachers Right, We’re Not Social Workers?” Teacher Perspectives on Student Mental Health in a Tribal School. *School Mental Health*. <https://doi.org/10.1007/s12310-023-09607-9>
- Henderson Smith, L.,** Bottiani, J. H., Kush, J. M., & Bradshaw, C. P. (2023). The discipline gap in context: The role of school racial and ethnic diversity and within school positionality on out-of-school suspensions. *Journal of School Psychology, 98*, 61–77. <https://doi.org/10.1016/j.jsp.2023.02.006>
- Debnam, K. J., **Henderson Smith, L.,** Aguayo, D., Reinke, W. M., & Herman, K. C. (2023). Nominated exemplar teacher perceptions of culturally responsive practices in the classroom. *Teaching and Teacher Education, 125*, 104062. <https://doi.org/10.1016/j.tate.2023.104062>
- Debnam, K. J., Camacho, D., **Henderson Smith, L.,** & Bottiani, J. (2022). “A social worker...teacher...principal – we’re everybody”: The School Police Officer Role in Schools. *Journal of School Violence*. <https://doi.org/10.1080/15388220.2022.2108435>
- Henderson Smith, L.,** Hernandez, B. \*, Joshua, K., Gill, D., & Bottiani, J. (2022). Scoping Review of Social-Emotional Learning and Prevention Programs used with Indigenous Students. *Educational Psychology Review*. <https://doi.org/10.1007/s10648-022-09698-x>
- Henderson, L.,** Silver, B.R., Booren, L., Rimm-Kaufman, S.E., & Wyckoff, J. (2020). Fostering Faculty Diversity by Supporting Access to Graduate Study in Education. *Journal of College Student Development, 61*(5), 663-666. doi:10.1353/csd.2020.0065.
- Bottiani, J. H., McDaniel, H. L., **Henderson, L.,** Castillo, J. E.\*, & Bradshaw, C. P. (2020). Buffering Effects of Racial Discrimination on School Engagement: The Role of Culturally Responsive Teachers and Caring School Police. *Journal of School Health, 90*(12), 1019-1029. <https://doi.org/10.1111/josh.12967>
- Henderson, L.,** Williams, J. L., & Bradshaw, C. P. (2020). Examining home-school dissonance as a barrier to parental involvement in middle school. *Preventing School Failure: Alternative Education for Children and Youth, 64*(3), 201-211. <https://doi.org/10.1080/1045988X.2020.1719964>
- Williams, J. L., Molloy Elreda, L., **Henderson, L.,** Deutsch, N. L., & Lawrence, E.C. (2019). Dyadic connections in the context of group mentoring: a social network approach. *Journal of Community Psychology, 47*(5), 1184-1196. <https://doi.org/10.1002/jcop.22180>
- Lyons, M. D., McQuillin, S. D., & **Henderson, L.** (2019). Finding the sweet spot: Investigating the effects of relationship closeness and instrumental activities in school-based mentoring. *American Journal of Community Psychology, 63*(1-2), 88-98. <https://doi.org/10.1002/ajcp.12283>
- Henderson, L.,** Williams, J., & Lawrence, E. (2018). The experiences of behaviorally at-risk adolescent girls in a mentoring program. *Mentoring & Tutoring: Partnership in Learning, 26*(5), 482-502. <https://doi.org/10.1080/13611267.2018.1561000>

### Book Chapters

- Bottiani, J.H., **Henderson Smith, L.,** Franco, M.P.\*, Bradshaw, C.P., & Debnam, K.J. (2023). Triangulation of data: Using student, teacher, parent, and observer data to improve school climate. In T.P. LaSalle (Ed.), *Creating an inclusive school climate: A school psychology model for supporting marginalized students*. Routledge. <https://www.taylorfrancis.com/books/edit/10.4324/9781003400424/creating-inclusive-school-climate-tamika-la-salle-finley>
- Nguyen, A.J., **Henderson, L.,** Beahm, L. \*, Bradshaw, & C.P. (2021). Making hard work count: Building rural schools that meet students’ mental and behavioral health needs to address rural achievement gaps. Accepted chapter in C.V. Meyers & M.J. Darwin (Eds.) *Rural School Turnaround and Reform: It’s Hard Work!* Charlotte, NC: Information Age Publishing.
- Lee-Johnson, J. & **Henderson, L.** (2018). Using Social Media to (Re)center Black Women’s Voices in Educational Research. In R. Winkle-Wagner, J. Lee-Johnson, & A. Gaskew (Eds.), *Critical theory and qualitative data analysis in education*. Routledge.

### Non-Peer Reviewed

- Kipps-Vaughan, D., Jones, N., & **Henderson, L.** (Fall 2017). What about the economic and environmental influences on learning problems? *The Newsletter of the Virginia Academy of School Psychologists, 7-8*.
- Kaiser, L., Wentland, S., Taylor D., Schoener, K., Smith, T., & **Henderson Smith, L.** (Fall, 2022). Consultant’s Corner: Novel Adaptations of the Classroom Check-Up to Support Teachers and Families. *Association of School Psychologists of Pennsylvania Insights, 43*(1), p. 5-9

- Bottiani, J.H., Henderson, L., McDaniel, H.L., Bradshaw, C.P. & Pas, E.T. (2020). Buffering Effects of Racial Discrimination on School Engagement: The Role of Culturally Responsive Teachers and Caring School Police. Maryland PBIS State Leadership Team: PBIS Maryland Research Briefs. Retrieved from <https://drive.google.com/file/d/1IPsLVM0sb8a8bjG8fAh1JTxDYTkGYS8X/view>
- Henderson, L., Bottiani, J.H., \*\*Kush, J., Bradshaw, C.P. (2021) The Discipline Gap in Context: The Role of School Racial and Ethnic Diversity and Socioeconomic Status. Maryland PBIS State Leadership Team: PBIS Maryland Research Briefs. Retrieved from <https://drive.google.com/file/d/1iHNdP7UMVy-cbpn-G0Iha8n2p6QscdB/view?usp=sharing>

## **MEDIA**

- Hoxworth, L. (25, May 2023). UVA Student-Athletes Put Youth Coaches to the Test. <https://education.virginia.edu/news-stories/uva-student-athletes-put-youth-coaches-test>
- Breen, A. (10, April 2023). Partnership Aims to Indigenize Existing Wellness Programs for Indigenous youth. <https://education.virginia.edu/news-stories/partnership-aims-indigenize-existing-wellness-programs-indigenous-youth>
- iThrive Games (22, July 29). New Narrative Game Raises Awareness of ACES & Their Impact on Youth Mental Health. iThrive Games. <https://ithrivegames.org/blog/#id-13640>
- iThrive Games (2022, April 21). One Thing Mental Health Practitioners Who Work With Teens Must Know. iThrive Games. <https://ithrivegames.org/blog/#id-13288>

## **TEACHING**

### **UVA School of Education and Human Development**

#### *Instructor of Record*

- EDHS 8750 Psychological Interventions in Schools, spring 2023  
EDHS 8700 Clinical Psychology Practicum, fall 2022, spring 2023  
EDHS 8730 Family Therapy Theory and Techniques (co-instructor), spring 2020, spring 2021

#### *Guest Lecturer*

- EDHS 2840 Introduction to Youth and Social Innovation, fall 2023  
EDLF 7410 Mixed Methods, fall 2022,  
Professional Issues in Psychology, spring 2022  
EDLF 7300 Foundations of Educational Research, fall 2019, fall 2020, fall 2021,  
EDHS 2895 Engaging Youth in Learning, fall 2019  
EDHS 8700 Practicum/Center Staff, Intro to Parent-Child Interaction Therapy, fall 2019  
EDHS 3895 Peer Counseling Theory and Skills, fall 2016

#### *Teaching Assistant*

- EDHS 8730, Family Therapy Theory and Techniques, spring 2016  
EDHS 5891 Issues Facing Adolescent Girls, fall 2015

### **James Madison University**

- PSYC 878, Practicum (Co-Instructor), spring 2022,  
PSYC 825 Doctoral Seminar: Ethics & Professional Issues (Instructor), spring 2022  
PSYC 825 Doctoral Seminar (Guest lecturer), fall 2021  
PSYC 874 Cognitive Assessment (Instructor), fall 2021

#### **Doctoral Dissertation Committees**

- Belinda Hernandez, Clinical and School Psychology, University of Virginia, proposed 10/2023  
Emily Warren (Co-Chair), Clinical and School Psychology, University of Virginia, proposed 10/2023  
Paris Ball, Clinical and School Psychology, University of Virginia, proposed 12/2022, defended 6/2023

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Noor Alwani, Clinical and School Psychology, University of Virginia, proposed 9/2022

Gayatri Sardana, Department of Graduate Psychology, James Madison University, proposed 10/2021

Ava Sardoni, Department of Graduate Psychology, James Madison University, proposed 10/2021, defended 4/2023

Priyata Thapa, Department of Graduate Psychology, James Madison University, proposed 10/2021, defended 5/2023

Katherine Wilson, Department of Graduate Psychology, James Madison University, proposed 10/2021

***Master's Thesis Committee***

Megan Barnes, Psychology Department, James Madison University, 3/2022

**RESEARCH SUPPORT***Funded*

Oak Foundation (PI: Gabrielle Rappolt-Schlichtmann)

*Co-Design for Classroom Practice* (2023-2024)

Role: UVA Principal Investigator

UVA Center for Global Inquiry and Innovation

*Indigenous Communities and Tallgrass Prairie Resilience in the Face of Changing Climate: A Science, Education, and Co-Design Research Collaboration* (2023-2024)

Role: Co-Investigator

University of Virginia iTHRIV Scholars Career Development Award

*Leveraging Data from Mental Health Emergency Department Visits to Inform An Online Multi-part Mixed-Reality Training for School Mental Health Professionals* (2023-2025)

Role: Principal Investigator

4-VA at University of Virginia

*Supporting K-12 Students after Psychiatric Hospitalizations: Piloting Mixed Reality Simulation Training for School Mental Health Professionals* (2023-2024)

Role: Principal Investigator

Spencer Foundation: 202300169

*Using Game Design to Examine Native Youth Perspectives and Address Educational Inequality* (2023-2024)

Role: Principal Investigator (2023-2024)

Institute of Education Science: R305C190014 (PI: Wendy Reinke, UVA-PI: Catherine Bradshaw)

*Enhancing the Capacity of Rural Schools to Identify, Prevent, and Intervene in Youth Mental Health Concerns*

Role: Co-Investigator (2022-present), Post-doctoral Researcher (2019-2021)

Institute of Education Science: R305A220212 (PI: Jessika Bottiani)

*Development and Validation of the Culturally and Racial Equity Sustaining (CARES) Classroom Assessment System*

Role: Co-Investigator

*Prior support*

James Madison University: College of Health and Behavioral Science Teaching & Research Grant

*Using Mixed-Methods and Game Design to Solicit Youth and Caregiver Perspectives on Culturally Responsive Practices in Schools*

Role: Principal Investigator (February 2022-July 2022)

Objectives: Awarded \$5,000 to examine youth and caregiver perspectives on culturally responsive practices. Participants in this study will identify as Black, Indigenous, or other People of color with the hopes of identifying diverse perspectives.

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James Madison University: Faculty Senate Mini-Grants

*Codesigning Resources for Caregivers of Native American Youth Impacted by Trauma*

Role: Principal Investigator (December 2021-July 2022)

Objective: Awarded \$2,937.70 to support the development and initial acceptability and feasibility of a virtual support group for caregivers of Native American youth impacted by various forms of trauma.

National Institutes of Health Loan Repayment Award

*Developing, Implementing and Evaluating School-Based Interventions to Decrease Mental Health Disparities for Minoritized Youth*

Role: Principal Investigator (2020-2022)

Objective: This award ensures that 50% of my time is devoted to research on school-based mental health interventions and mental health disparities for youth from minoritized backgrounds

Institute of Education Science: R305A190116 (PI: Catherine Bradshaw)

*Coping Power for Rural Middle Schoolers: A Tiered Approach to Increasing Behavioral and Mental Health Supports & Reducing Disparities*

Role: Post-doctoral Researcher (2019-2021)

Objective: To develop, refine, and pilot test an adapted version of the Early Adolescent Coping Power Program (EACP) to efficiently address behavioral and mental health problems among rural middle schoolers, with attention to the cultural and contextual challenges of these settings, with the ultimate goal of improving educational outcomes.

William T. Grant Foundation: 190026 (PI: Jessika Bottiani)

*Career Development Grant*

Role: Co-investigator (July 2019-June 2021)

Objective: \$109,912 award to support Dr. Henderson's career development as an early career scholar and to support Dr. Bottiani's development of skills related to mentoring across lines of difference. Funds supported Dr. Henderson's research on increasing culturally responsive practices for teachers of Native American students.

University of Virginia Raven Society Raven Fellowship: *Helping Native American youth exposed to intergenerational trauma: Examining self-efficacy and coping skills of adult's supporting youth*

Role: Principal Investigator (2017)

Objective: Conducted interviews with adults who work with Native American youth to better understand how intergenerational trauma impacted their own coping skills and their work.

University of Virginia School of Education and Human Development Innovative, Developmental, Exploratory Awards Grant: Home-School Dissonance: Does it exist and how should it be measured

Role: Principal Investigator (2017)

Objective: \$1,000 to fund original mixed-methods dissertation research on student, caregiver, and teacher perspectives of home-school dissonance in middle school.

## CONFERENCE PRESENTATIONS

\*denotes graduate student co-author, \*\*denotes postdoctoral scholar co-author, \*\*\*denotes undergraduate student co-author

**Henderson Smith, L., & Warren, E.** (2024, February). Experiential Professional Development for School Mental Health Professionals Supporting Students After Psychiatric Hospitalization. [Paper presentation]. In M. Marraccini (Chair), *School Re-Entry Following a Mental Health Crisis: Research and Practice Perspectives Across Settings* [Symposium]. National Association of School Psychologists Annual Convention, New Orleans, LA.

Savina, E. & **Henderson Smith, L.** (2024, February). Practices of School Reintegration Following Psychiatric Hospitalization. [Poster presentation]. National Association of School Psychologists Annual Convention, New Orleans, LA.

Wang, Y. & **Henderson Smith, L.** (2024, February). Parental Involvement in Bullying Prevention [Poster presentation]. National Association of School Psychologists Annual Convention, New Orleans, LA.

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- Henderson Smith, L.,** Aguilar, L.N., Hernandez, B.E., Pandey, T., Wang, Y., Sox., D., Joshua, K., & Jessica H. Bottiani. (2024, February). A Mixed-Method Systematic Review of School-Based Prevention Programs for Indigenous Students in North America. [Paper presentation]. National Association of School Psychologists Annual Convention, New Orleans, LA.
- Beahm, L., & **Henderson Smith, Lora.** (2023, November 16-17). Examining the Social Validity of the Double Check Online Program [Paper Presentation]. Teacher Educators for Children with Behavior Disorders, Tempe, AZ.
- Henderson Smith, L.** & Warren, E.\* (2023, October 19-20). Rocking the Return: Supporting School Reintegration after Mental Health Hospitalizations and Emergency Department Visits. [Paper presentation]. Virginia Association of School Psychologists Fall Conference, Harrisonburg, VA.
- Henderson Smith, Lora.** (2023, September 29). Expanding Educational Effectiveness to Mental Health and Suicide: Amplifying Youth Voice and Partnering with Youth for Prevention. [Discussant]. Morris-Perez, P. (Chair). Society for Research on Educational Effectiveness, Arlington, VA.
- Bottiani, J.H., Debnam, K., Kaihoi, **Henderson Smith, L.,** Pandey, T.\*\*, Aguayo, D. Bradshaw, C.P., Herman, K. (June, 2023). Measuring Teachers' Culturally Sustaining and Anti-Racist Classroom Practices. In E. Doolittle (Chair), *Supporting Education Equity and Social Justice in the Classroom: Innovations in Alternatives to Exclusionary Discipline* [Symposium]. 2023 Society for Prevention Research Annual Meeting. Washington, D.C.
- Henderson Smith, L.,** Aguayo, D., Pandey, T.\*\*, Reinke, W., Herman, K., & Debnam, K. (2023, April). How Can Teachers Improve? Using Culturally Responsive Frameworks to Examine Adolescent Perspectives [Flash Talk]. Society for Research on Adolescence, San Diego, CA.
- Bradshaw, C.P., Debnam, K.J., **Henderson Smith, L.,** & Rouiller, S. (2023). *Increasing Cultural Responsiveness Through Double Check Coaching On-Line*. Council for Exceptional Children, Louisville, KY.
- Henderson Smith, L.** (2023, February). Perspectives on Home-School Dissonance: Implications for Culturally Responsive Practice. [Poster Presentation]. National Association of School Psychologists Annual Convention, Denver, CO.
- Henderson, L.,** & Hernandez, B.\* (2022, October). School-Based Prevention Programming and Social-Emotional Learning for Indigenous Youth. [Virtual Presentation]. Advancing School Mental Health Conference.
- Henderson Smith, L.** (2022, August). *School Re-Entry After Psychiatric Hospitalization*. Virginia Department of Education Mental Health in Schools Conference, Newport News, Virginia.
- Debnam, K.J., & **Henderson Smith, L.** (2022, July). Increasing Cultural Responsiveness through Double Check. [Virtual Presentation]. Robert Wood Johnson Foundation School District Leader Conference on Reducing Exclusionary Punishment and Racial/Ethnic Disparities in Discipline. Chicago, IL.
- Debnam, K., Camacho, D., **Henderson, L.** & Bottiani, J. (2022, June). “*We a Police Officer. We Are a Social Worker. We Are the Teacher. We Can be the Principal. We Are Everybody*”: *The School Resource Officer Role in Schools*. In K. Debnam and M. Nation (Chairs), *Investigating Current Issues and Strategies for Promoting School Safety*. Society for Prevention Research, Seattle, Washington.
- Henderson, L.,** Bottiani, J., & Bradshaw, C. (2022, May). *Student and Teacher Perspectives on the Use of Culturally Responsive Practices in a Tribal School* [Flash Talk]. Society for Research in Child Development Construction of the ‘Other’: Development, Consequences, and Applied Implications of Racism, Prejudice, and Discrimination, Rio Grande, Puerto Rico.
- Henderson, L.,** Hernandez, B.\* , Bottiani, J., Joshua, K., & Bradshaw, C. (2022, March). *A Scoping Review of School-Based Prevention Programs for Indigenous Youth* [Poster presentation]. Society for Research on Adolescence, New Orleans, LA.
- Henderson., L.,** & Bradshaw, C. (2022, February). *Online Teacher Coaching to Promote Culturally Responsive Practices*. In L. Kayser (Chair), *Adapting the Classroom Check-Up: Novel Approaches to Teacher Support* National Association of School Psychologist Annual Conference, Boston, MA.
- Henderson, L.,** Bottiani, J., & Bradshaw, C. (2022, January). *The Discipline Gap in Context: The Role of School Racial and Ethnic Diversity in Out-of-School Suspensions*. In K. Larson (Chair), *Reducing Disproportionality in Special Education and Exclusionary Discipline*. Council for Exceptional Children. (virtual conference).
- Henderson, L.,** Nguyen, A., & Bradshaw, C. (2021, October). *Leveraging Rural Teachers’ Strengths & Perspectives to Support Student Mental Health Needs*. Advancing School Mental Health Conference. (virtual conference).
- Debnam, K., **Henderson, L.,** Aguayo, D., Reinke, W., & Herman, K. (2021, June). *Teachers’ Perceptions of Culturally*

L. Henderson Smith

*Responsive Practices in the Classroom.* In. K. Debnam (Chair), *Defining and Measuring Culturally Responsive Practices in Schools.* Society for Prevention Research. (virtual conference).

**Henderson, L.** (2021, March). *Addressing Disproportionality in Exclusionary Discipline Practices* (panelist). Council for Exceptional Children LIVE Virtual Conference.

**Henderson, L.** (2020, October). *Adapting Double Check for Rural and Tribal Schools.* In L. Henderson (Chair), *Decreasing Disproportionality and Increasing Teacher Culturally Responsive Practices through Double Check and Effective Measurement.* [Symposium]. *Advancing School Mental Health.* (virtual conference).

Bottiani, J., **Henderson, L.**, & Bradshaw, C. (2020, March). *Exposure to Violence, Perceived Structural Racism, and Student Mental Health: Examining the Associations of School and Family Buffers among At-Risk Urban 9<sup>th</sup> Graders of Color.* Society for Research on Adolescence, San Diego, CA. (Conference canceled)

**Henderson, L.** (2020, March). *Adapting Evidence-Based Interventions for Rural and Tribal Schools* (Invited Talk). Paper presented at the UVA Diversifying Scholarship Conference. Charlottesville, VA.

**Henderson, L.** & Williams, J. (2019, March). *Strengthening the Quantitative Measurement of Home-school Dissonance: Piloting a new Measure.* Poster presented at the Society for Research in Child Development. Baltimore, MD.

**Henderson, L.** & Coratola, R. (2018, July). *Providing and evaluating a psychiatric hospitalization to school re-entry informational brochure.* Poster presented at the Hartford Hospital Institute of Living Psychology Day. Hartford, CT.

**Henderson, L.** & Mason, M. (2018, April). *The difficulty of learning on the job: Experiences of adults who work with tribal youth.* Poster presented at the University of Virginia Raven Fellowship Symposium. Charlottesville, VA.

**Henderson, L.** & Williams, J. (2018, April). "There's a big disconnect there:" *White Teachers' Perceptions of Dissonance Between Home and School for Diverse Adolescents.* Paper presented at the Society for Research on Adolescence, Minneapolis, MN.

Lazo, D.\*\*\*, **Henderson, L.**, Dickerson, K., Johnson, H. & Williams, J. (2018, April). *You Can Hear Them Talking About You: The Role of Language in Middle School Friendships.* Paper presented at the Society for Research on Adolescence, Minneapolis, MN.

Williams, B.\*\*\*, Dickerson, K., **Henderson, L.**, & Williams, J. (2018, April). "Well the election happened:" *Early Adolescent's Personal and Interpersonal Experiences of the 2016 Presidential Election.* Paper presented at the Society for Research on Adolescence, Minneapolis, MN.

**Henderson, L.**, Hussain, S., Varga, S., Williams, J., & Deutsch, N. (2017, April). *Conversations About Race: What do Mentors and Mentees Have to say?* Poster presented at the Society for Research in Child Development. Austin, TX.

Williams J., Molloy Elreda, L., **Henderson, L.**, Deutsch, N., & Lawrence, E. (2017, April). *Balancing Relational Roles and Dyadic Quality in the Context of Group Mentoring: A Social Network Approach.* Poster presented at the Society for Research in Child Development. Austin, TX.

**Henderson, L.** & Williams, J. (2017, February). *Measuring and Addressing Home-School Dissonance for Diverse Students.* Poster Presented at the National Association of School Psychologists. San Antonio, TX.

**Henderson, L.** (2016, August). *The Experiences of Behaviorally At-Risk Adolescent Girls in a Combined Group and One-on-One Mentoring Program: Qualitative Findings.* Poster presented at the American Psychological Association Convention: Minority Fellowship Program Social Hour. Denver, CO.

**Henderson, L.** (2016, July). *Dissonance between home and school: Does it exist and how should it be measured?* Poster presented at the American Psychological Association Minority Fellowship Program Psychology Summer Institute. Washington, DC.

Molloy Elreda, L., Williams, J., & **Henderson, L.** (2016, June). *Understanding Group Process in in Group-Based Mentoring Program.* Paper presented at the Society for Prevention Research. San Francisco, CA.

**Henderson, L.** (2015, August). *A Mixed-Methods Exploration: The Experiences of Behaviorally At-Risk Adolescent Girls in a Mentoring Program.* Poster presented at the American Psychological Association Convention: Minority Fellowship Program Social Hour. Toronto, Ontario.

Hussain, S., Williams, J., & **Henderson, L.** (2015, March). *School Relationship Patterns of Black Adolescents: Explorations by Race and Gender.* Paper presented at the Society for Research in Child Development. Philadelphia, PA.

**Henderson, L.** (2014, June). *Risky Business: The Experiences of Behaviorally At-Risk Girls in a Mentoring Program.* Paper presented at the Black Graduate Conference in Psychology. Washington, DC.

**Henderson, L.**, & Oliver, K. (2009, October). *Maternal Education Influences Responses on the*

*Modified Checklist for Autism in Toddlers (M-CHAT)*. Poster presented at the National Institute of Mental Health Career Opportunities in Research Annual Colloquium, Albuquerque, NM.

## OTHER PROFESSIONAL EXPERIENCE

### ***Curry Summer Undergraduate Research Program (SURP) Program Advisor***

May 2017-August 2017

UVA, University of Virginia, Charlottesville, VA

- Facilitated weekly small-group sessions with seven undergraduate interns focused on career development, graduate school preparation, developing research skills, and maximizing summer research experiences
- Provided didactic instruction on how to read scholarly articles and facilitated weekly article discussions
- Mentored program participants as needed throughout the duration of the program and post-program as well

### ***Second Grade Teacher***

August 2010-May 2012

Teach for America, Slaughter Elementary School, Slaughter, LA

Level 1 Teaching Certificate: Louisiana Department of Education

- Taught mathematics, social living, spelling, and phonics
- Created and facilitated instructional plans to lead students to at least 80% mastery of Louisiana grade level expectations
- Collaborated with grade-level team to establish effective behavior management plans and family communication mechanisms

## CONSULTING

### **Virginia Mental Health Access Program Emergency Department Clinician Education Pilot Project Licensed Mental Health Professional Consultant**

2023-present

- Contribute to development of emergency department clinician survey to inform education pilot
- Collaboratively develop emergency department clinician training

### **Virginia School Mental Health Providers Recruitment and Retention Tele-ECHO Hub Team Member**

2022-2023

UVA, Charlottesville, VA

- Participate in monthly consultation with school mental health providers to provide treatment recommendations on challenging cases
- Deliver didactic instruction on various mental health topics

### **Nis'to Incorporated (pro bono)**

2017-present

Sisseton, SD

- Consult with Native-American run non-profit on providing mental health and support services to children and caregivers
- Lead support group for caregivers of youth who had experienced a suicide attempt or suicidal ideation

### **iThrive Games Foundation**

April 2021-August 2022

Newton, MA

- Compiled iThrive resources and materials to develop a [Game Design Toolkit](#) for use in educational settings with youth to promote social and emotional learning and design thinking
- Facilitated the co-design (with youth game designers) of a companion workbook on youth development and adverse child experiences to accompany *The Children of the Flame* video game
- Co-facilitated inaugural Frank Batten School of Leadership and Public Policy: [Policy, Leadership, and Advocacy by Youth Program](#)

## INVITED PANELS OR PRESENTATIONS

### **Panelist:**

University of Virginia School of Education and Human Development Post-PhD Job Search and Transition Panel, November 2019

Charlottesville, VA Jump into Health Community Outreach Program, July 2015

**Presenter:**

*Supportive Transitions: Promoting Positive Mental Health for Students Returning to Traditional School Settings*, Presented at the Commonwealth of Virginia State-Operated Programs, Fall Leadership Conference, October 25, 2023

*Supporting Students Returning to School After Psychiatric Hospitalization*, Presented as a part of the Virginia Department of Behavioral and Developmental Health Services Fall Lunch & Learn series, October 4 & 18, 2023

*School Re-Entry After Hospitalization: Mental Health Considerations*, presented to UVA Hospital School staff, August 2023

*School Re-Entry After Psychiatric Hospitalization*, presented to Manassas Park City Schools counselors, August 2023

*Considerations for Conducting Reservation-based Research: Lessons Learned and Future Directions for Promoting Culturally-Informed SEL*, UVA Community Psychology Lunch, October 2022

*Evidenced Based-Practice with Traumatized Children* presented with Dan Hoover, Ph.D., ABPP to the Kennedy Krieger Institute Core Course participants, January 2019

*Sexual Assault Resource Agency Prevention Team In-Service on Group Process and Adolescent Development*, August 2017

*Umoja Self-Love Conference Cultural Awareness Workshop* for 5<sup>th</sup> -12<sup>th</sup> grade girls, February 2016

**SERVICE****University of Virginia:**

UVA School of Education and Human Development Diversity Action Committee Member, 2023-

UVA School of Education and Human Development Strategic Planning Committee Member, 2023

Mentor, UVA Office of African American Affairs GradSTAR Program, 2023-

Faculty Sponsor, UVA NASP Student Representative Program, 2023-

Volunteer Judge, February 2020, UVA Diversifying Scholarship Conference

**James Madison University:**

JMU FYRE Mentor, Spring 2022 Semester