

Jessika Hattie Bottiani, PhD, MPH

Research Assistant Professor
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Youth-Nex Center Faculty Affiliate
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Curriculum Vitae
July 2022

EDUCATION & TRAINING

Doctor of Philosophy in Public Health

Department of Mental Health

Johns Hopkins University, Bloomberg School of Public Health (June 2014)

Institute of Education Sciences (IES) Interdisciplinary Traineeship (PI: Nick Ialongo)

Dissertation Committee Members: Harolyn M. Belcher, M.D., M.H.S., Tamar Mendelson, Ph.D.

(Academic Advisor), Catherine P. Bradshaw, Ph.D., M.Ed. (Thesis Advisor), Anne Riley, PhD, and Norma Day-Vines, PhD. *Dissertation Title*: Inequitable School Climate

Master of Public Health

Johns Hopkins University, Bloomberg School of Public Health, Baltimore, MD (May 2008)

Certifications: *Maternal & Child Health*

Capstone: *Mamás y Bebés: A Case Study in Cultural Adaptation* (Advisor: Deborah Perry)

Bachelor of Arts, cum laude, Smith College, Northampton, MA (May 2001)

Comparative Literature

FACULTY APPOINTMENT

Research Assistant Professor of Education, December 2016 – Present

University of Virginia (Charlottesville), School of Education and Human Development, affiliated with Youth-Nex Center to Promote Effective Youth Development and the Department of Human Services

RESEARCH, TRAINING & PROFESSIONAL EXPERIENCE

Postdoctoral Associate, School-Based Prevention Research | May 2015 – December 2016

University of Virginia, Charlottesville, VA (Mentor/Supervisor: Catherine Bradshaw)

Research Associate, Community Science, Gaithersburg, MD | May 2014 – May 2015

Evaluation of the Substance Abuse and Mental Health Services Administration-funded National Resource Center for Mental Health Promotion and Youth Violence Prevention (part of the Safe Schools/Healthy Students initiative) and National Institute of Minority Health and Health Disparities (NIMHD)-funded JourneyStart Cross-Cultural and Linguistic Competency Assessment.

Johnson & Johnson Community Health Care Scholar, September 2010 – May 2013, Cultural adaptation of evidence-based interventions for African and Caribbean immigrant and refugee children. Johns Hopkins University, Bloomberg School of Public Health, Baltimore, MD

Program Officer | August 2008 - May 2009, **Program Associate** | March 2006 - July 2007
Programs: Health Disparities and Culturally Competent Health Care Systems.
The California Endowment, Sacramento, CA.

Program Manager | September 2003 - March 2006
Edgewood Center for Children and Families, San Francisco, CA

HONORS & SCHOLARSHIPS

- National Institutes of Health, Health Disparities Loan Repayment Program Renewal Award, 2016-21
- *School Psychology Review* Editorial Appreciation Award, 2019
- National Academy of Education/Spencer Postdoctoral Fellowship Award Semi-Finalist, 2018
- Health Disparities Research Institute Scholar, National Institute of Minority Health and Health Disparities (NIMHD), 2019
- Early Career Travel Award for Society for Prevention Research, 2016, 2017
- Article of Year Award Finalist, *Journal of School Psychology*, 2015
- Early Career Travel Award for Society for Research on Child Development, 2015
- US DOE Institute of Education Sciences Predoctoral Training Fellowship 2009 - 2014
- Gordis Teaching Fellowship, *Youth Violence Prevention: A Public Health Approach*, 2013
- Johnson & Johnson Community Health Care Scholar, 2010-2013
- UC Berkeley Summer Institute on Youth Violence Prevention Scholarship, 2010
- First Group Scholar, Smith College, 2001
- Dean's List, Smith College, 1998-2001
- Prize for Best Work in Russian, Departmental Award, Smith College, 2001
- *cum laude*, Smith College, 2001

PROFESSIONAL AFFILIATIONS & ACTIVITIES

- Society for Research in Child Development, Member
- Society for Prevention Research (SPR), Member
 - 2018-2020, Early Career Prevention Network (ECPN) Steering Committee Member
- Society for Research on Adolescence, Member
- Scholars Strategy Network, Member

PUBLICATIONS

Note. *Indicates doctoral student, **indicates postdoctoral fellow. Except where indicated, the following sources were used. Impact Factor (IF): [2021 Clarivate Journal Citation Reports](#).

Articles Published in Peer-Reviewed Journals

1. McDaniel, H.L., **Braun, S., **Bottiani**, J.H., De Lucia, D., Tolan, P., & Bradshaw, C. (accept pending minor revision). Examining developmental differences in teachers' observed classroom management strategies across elementary, middle, and high school. *School Psychology Review*. (IF: **2.136**)
2. **Kaihoi, C.A., **Bottiani**, J. H., & Bradshaw, C. P. (in press). Teachers supporting teachers: A social network perspective on collegial stress support and emotional wellbeing among elementary and middle school educators. *School Mental Health*. (IF: **3.325**)

3. **Bottiani, J. H., **Camacho, D. A., Lindstrom Johnson, S., & Bradshaw, C. P. (2021).** Annual Research Review: Youth firearm violence disparities in the United States and implications for prevention. *Journal of Child Psychology and Psychiatry*, 62(5), 563-579. <https://doi.org/10.1111/jcpp.13392> (IF: **8.265**)
4. Thomas, D. E., Bradshaw, C. P., **Bottiani, J. H., McDaniel, H. L., & Debnam, K. J. (2021).** Coping Power in the City: Promoting coping in African American male students. *Professional School Counseling*, 25(1_part_4). <https://doi.org/10.1177/2156759X211040002>. (Google h5-index = **20** [JCR IF unavailable], as reported on the journal website [here](#)).
5. Debnam, K. J., Milam, A., **Bottiani, J., & Bradshaw, C. P. (2021).** Teacher-student incongruence in perceptions of school equity: Associations with student perceived connectedness in middle and high school. *Journal of School Health*, 91(9), 706-713. <https://doi.org/10.1111/josh.13062> (IF: **2.460**)
6. Larson K.E., Pas E.T., **Bottiani J.H., *Kush J.M., & Bradshaw C.P. (2021).** A multidimensional and multilevel examination of student engagement and secondary school teachers' use of classroom management practices. *Journal of Positive Behavior Interventions*, 23(3), 149-162. <https://doi.org/10.1177/1098300720929352> (IF: **2.597**)
7. **Bottiani, J.H., McDaniel, **Henderson, L., *Castillo, J., & 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> (IF: **2.460**)
8. **Bottiani, J. H., Johnson, S. L., McDaniel, H. L., & Bradshaw, C. P. (2020).** Triangulating school climate: Areas of convergence and divergence across multiple levels and perspectives. *American Journal of Community Psychology*, 65(3-4), 423-436. <https://doi.org/10.1002/ajcp.12410> (IF: **4.019**)
9. Larson, K. E., **Bottiani, J. H., Pas, E. T., *Kush, J. M., & Bradshaw, C. P. (2019).** A multilevel analysis of racial discipline disproportionality: A focus on student perceptions of academic engagement and disciplinary environment. *Journal of School Psychology*, 77, 152-167. <https://doi.org/10.1016/j.jsp.2019.09.003> (IF: **6.033**)
10. **Bottiani, J.H., **Duran, C.A.K., Pas, E.T., & Bradshaw, C.P. (2019).** Teacher stress and burnout in urban middle schools: Associations with job demands, resources, and effective classroom practices. *Journal of School Psychology*, 77, 36-51. <https://doi.org/10.1016/j.jsp.2019.10.002> (IF: **6.033**, highlighted by JSP as among its most cited research based on 2021 Citescore values)
11. ****Gaias, L. M., Lindstrom Johnson, S., Bottiani, J. H., Debnam, K. J., & Bradshaw, C. P. (2019).** Examining teachers' classroom management profiles: Incorporating a focus on culturally responsive practice. *Journal of School Psychology*, 76, 124-139. <https://doi.org/10.1016/j.jsp.2019.07.017> (IF: **6.033**)
12. ***Bistrong, E., Bottiani, J. H., & Bradshaw, C. P. (2019).** Youth reactions to bullying: Exploring the factors associated with students' willingness to intervene. *Journal of School Violence*, 18(4), 522-535. <https://doi.org/10.1080/15388220.2019.1576048> (IF: **2.835**)
13. Lindstrom Johnson, S., **Bottiani, J., Waasdorp, T. E., & Bradshaw, C. P. (2018).** Surveillance or safekeeping? How school security officer and camera presence influence students' perceptions of safety, equity, and support. *Journal of Adolescent Health*, 63(6), 732-738. <https://doi.org/10.1016/j.jadohealth.2018.06.008> (IF: **7.830**); Media attention, TIME: <https://time.com/6187656/school-safety-mass-shootings/>

14. Bradshaw, C. P., Pas, E. T., **Bottiani**, J. H., Debnam, K. J., Reinke, W. M., Herman, K. C., & Rosenberg, M. S. (2018). Promoting cultural responsiveness and student engagement through Double Check coaching of classroom teachers: An efficacy study. *School Psychology Review*, 47(2), 118–134. <https://doi.org/10.17105/SPR-2017-0119.V47-2> (IF: **2.136**)
15. **Bottiani**, J. H., Bradshaw, C. P., & Gregory, A. (2018). Nudging the gap: Introduction to the special issue “Closing in on Discipline Disproportionality.” *School Psychology Review*, 47(2), 109–117. <https://doi.org/10.17105/SPR-2018-0023.V47-2> (IF: **2.136**)
16. *Ludin, S., **Bottiani**, J. H., Debnam, K., Solis, M. G. O., & Bradshaw, C. P. (2018). A cross-national comparison of risk factors for teen dating violence in Mexico and the United States. *Journal of Youth and Adolescence*, 47(3), 547–559. <https://doi.org/10.1007/s10964-017-0701-9> (IF: **5.625**)
17. **Bottiani**, J.H., Larson, K. Debnam, K., *Bischoff, C., & Bradshaw, C.P. (2018). Promoting educators’ use of culturally responsive practices: A systematic review of in-service interventions. *Journal of Teacher Education*, 69(4), 367-385. <https://doi.org/10.1177/0022487117722553> (IF: **4.130**)
18. **Bottiani**, J.H., Bradshaw, C.P., & Mendelson, T.M. (2017). A multilevel examination of racial disparities in high school discipline: Black and White adolescents' perceived equity, school belonging, and adjustment problems. *Journal of Educational Psychology*, 109(4), 532-545. <https://doi.org/10.1037/edu0000155> (IF: **6.856**)
Media attention, APA: <https://www.apa.org/news/press/releases/2016/10/black-students-suspensions>; The Root: <https://www.theroot.com/study-black-students-feel-less-welcome-at-schools-with-1790857456>
19. **Bottiani**, J.H., Bradshaw, C.P., & Mendelson, T.M. (2016). Inequality in Black and White high school students’ perceptions of school support: An examination of race in context. *Journal of Youth and Adolescence*, 45(6), 1176-1191. <https://doi.org/10.1007/s10964-015-0411-0> (IF: **5.625**)
20. Debnam, K., Pas, E., **Bottiani**, J.H., Cash, A.H., & Bradshaw, C.P. (2015). An examination of the association between observed and self-reported culturally responsive teaching practices. *Psychology in the Schools*, 52, 533-548. <https://doi.org/10.1002/pits.21845> (IF: **1.923**)
21. **Bottiani**, J.H., Bradshaw, C.P., & Mendelson, T. (2014). Promoting an equitable and supportive school climate in high schools: The role of school organizational health and staff burnout. *Journal of School Psychology*, 52, 567-582. <https://doi.org/10.1016/j.jsp.2014.09.003> (IF: **6.033**)
22. **Bottiani**, J.H., Bradshaw, C.P., Rosenberg, M.S., Hershfeldt, P.A., Pell, K.L., Debnam, K.D. (2012). Applying Double Check to Response to Intervention: Culturally responsive practices for students with learning disabilities. *Insights on Learning Disabilities*, 9, 93-107. (2-year Google-based Journal Impact Factor [2-GJIF]: **1.714** from journal website [here](#))
23. Le, H. N., †**Zmuda**, J.H., Perry, D. F., & Muñoz, R. F. (2010). Transforming an evidence-based intervention to prevent perinatal depression for low-income Latina immigrants. *American Journal of Orthopsychiatry*, 80, 34-45. <https://doi.org/10.1111/j.1939-0025.2010.01005.x> (IF: **3.407**) †Jessika H. Bottiani, née Zmuda
24. Bradshaw, C.P., †**Zmuda**, J. H., Kellam, S. G. & Ialongo, N. S. (2009). Longitudinal impact of two universal preventive interventions in first grade on educational outcomes in high school. *Journal of Educational Psychology*, 101, 926-937. <https://doi.org/10.1037/a0016586> (IF: **6.856**) †Jessika H. Bottiani, née Zmuda

Chapters in Edited Books

25. **Bottiani, J.H.**, *Heilbrun, A. & Bradshaw, C.P. (2018). Models of health promotion, prevention, and intervention. In M.J. Mayer & S.R. Jimerson (Eds.). *School Safety and Violence Prevention: Science, Practice, and Policy Driving Change*. Washington, D.C.: American Psychological Association. (Cited by: 1)
26. Debnam, K. J., **Bottiani, J. H.**, & Bradshaw, C. P. (2017). Promoting culturally responsive practice to reduce disparities in school discipline among African American students. In N. Finnigan-Carr (Ed.), *Linking Health and Education for African American Students' Success* (pp. 97-114). New York, NY: Routledge Press. (Cited by: 8)
27. Bradshaw, C. P., **Bottiani, J. H.**, Petras, H., Schaeffer, C. M., & Ialongo, N.S. (2016). Trajectories of aggressive-disruptive behavior. In R. J. Levesque (Ed.). *Encyclopedia of Adolescence* (Second edition). New York: Springer. (Cited by: 1)
28. Bradshaw, C. P., **Bottiani, J.**, Osher, D., & Sugai, G. (2014). The Integration of Positive Behavioral Interventions and Supports (PBIS) and Social Emotional Learning. In Weist, M.D., Lever, N. A., Bradshaw, C. P., & Owens, J. (Eds.). *Handbook of School Mental Health: Advancing Practice and Research* (second edition; pp. 101-118). New York: Springer. (Cited by: 71)
29. [†]**Zmuda, J.H.**, & Bradshaw, C.P. (2012). Social and emotional learning and academic achievement. In Hattie, J., & Anderman, E.M. (Eds.), *International Handbook of Student Achievement*. New York: Routledge. [†]Jessika H. Bottiani, née Zmuda (Cited by: 9)

Special Issues Edited

30. Bradshaw, C.P., **Bottiani, J.**, & Gregory, A. (Eds.) (2018). *School Psychology Review*. Guest editor for special issue *Closing in on Disproportionality in Discipline*. (IF: **2.136**)

Reviews

31. *Powers, M. & **Bottiani, J.** (2019, October 29). [Review of the book *Creating Safe, Equitable, Engaging Schools: A Comprehensive Evidence-Based Approach to Supporting Students*, by D. Osher, D. Moroney, & S. Williamson]. *Teachers College Record*. <https://www.tcrecord.org> ID Number: 23125

Translational Research Briefs and Commentaries

1. Anyon, Y., **Bottiani**[§], J., & Gregory, A. (2021). Office for Civil Rights (OCR), US Department of Education. Docket ID #: ED-2021-OCR-0068, <https://www.regulations.gov/document/ED-2021-OCR-0068-0001/comment>, Comment Tracking Number: krg-izim-p88k. [§]Authorship alphabetically listed.
2. **Bottiani, J.H.** (2020). Teacher stress and burnout in urban middle schools. Scholars Strategy Network. Retrieved from: <https://scholars.org/contribution/teacher-stress-and-burnout-urban-middle>
3. **Bottiani, J.H.**, Larson, K., Debnam, K.J., *Bischoff, C., Bradshaw, C.P. (2018). Promoting educators' use of culturally responsive practices: A systematic review of in-service interventions [blog post]. *Journal of Teacher Education (JTE) Insider*. Retrieved from: <https://edwp.educ.msu.edu/jte-insider/2018/author-post-bottiani-larson-debnam-bischoff-bradshaw/>

4. **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](https://drive.google.com/file/d/1IPsLVMOSb8a8bjG8fAh1JTxDYTkGYS8X/view)*. Retrieved from <https://drive.google.com/file/d/1IPsLVMOSb8a8bjG8fAh1JTxDYTkGYS8X/view>
5. **Bottiani, J.H., Lindstrom Johnson, S., McDaniel, H.L., Bradshaw, C.P. & Pas, E.T. (2020)** Triangulating School Climate Data. *Maryland PBIS State Leadership Team: [PBIS Maryland Research Briefs](https://drive.google.com/file/d/1ajkVoPGqXvVJSSl-eq5x4qmWomf8x6WW/view)*. Retrieved from <https://drive.google.com/file/d/1ajkVoPGqXvVJSSl-eq5x4qmWomf8x6WW/view>
6. **Bottiani, J.H., **Kaihoi (Duran), C., Pas, E.T., Bradshaw, C.P. (2020).** Teacher Stress and Burnout in Urban Middle Schools. *Maryland PBIS State Leadership Team: [PBIS Maryland Research Briefs](https://drive.google.com/file/d/1DivGvZqpfV1o8pgQx-bJXh2vDLKoIruq/view)*. Retrieved from <https://drive.google.com/file/d/1DivGvZqpfV1o8pgQx-bJXh2vDLKoIruq/view>
7. ****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](https://drive.google.com/file/d/1iHNdP7UMVy-cbpn-GoIha8n2p6Qsc-dB/view?usp=sharing)*. Retrieved from <https://drive.google.com/file/d/1iHNdP7UMVy-cbpn-GoIha8n2p6Qsc-dB/view?usp=sharing>
8. **Bottiani, J.H., **Kush, J., McDaniel, H.L., Pas, E.T., Bradshaw, C.P. (2022, March).** Are We Moving the Needle on Racial Discipline Disproportionality? *Maryland PBIS State Leadership Team: [PBIS Maryland Research Briefs](https://drive.google.com/file/d/14M8dSVC8uNqFC963VbFg-cDESAihCqfo/view?usp=sharing)*. Retrieved from <https://drive.google.com/file/d/14M8dSVC8uNqFC963VbFg-cDESAihCqfo/view?usp=sharing>
9. **Bottiani, J., Bradshaw, C. P., & Debnam, K. (2019, March 1).** More Guns Are Not the Solution: Arming Teachers with Tools for Prevention and Equity by Drs. Bottiani, Bradshaw, & Debnam) [Blog post]. Retrieved from <https://equityalliance.stanford.edu/content/more-guns-are-not-solution-armingteachers-tools-prevention-and-equity>
10. **Bottiani, J.H. (2020, June 5).** Positive Discipline in the Era of COVID-19 to Increase Student Engagement. Retrieved from: <https://www.trepeducator.org/covid-19-ed-conference>. Direct link [here](#).

Other Recent Media Attention (in 2022)

- Fortune: <https://fortune.com/2022/02/09/school-belonging-community-mental-health/>

GRANT PARTICIPATION

Current Principal Investigator and Co-Principal Investigator External Grant Awards

Institute of Education Sciences Bottiani (PI) 7/1/22-6/30/26
Development and Validation of the Culturally- and Racial Equity-Sustaining (CARES) Classroom Assessment System.

Objective: The purpose of this project is to extend, refine, and validate a measurement system to assess culturally- and racial equity-sustaining (CARES) practices in the classroom. We will iteratively refine and validate the multi-rater CARES classroom assessment system to be a streamlined, psychometrically sound, and useful to teachers as a source of professional development feedback.

Award Amount: \$1,999,969

Role: Principal Investigator

William T. Grant Foundation Bottiani (PI) 4/1/18-3/31/23

Implementing state-level policy reform to eliminate school discipline disparities: A mixed methods examination of effectiveness and lessons learned.

Objective: To evaluate the effectiveness of a state-level policy to reduce discipline disparities for Black youth.

Role: Principal Investigator

Award Amount: \$150,403

1R01MD013808-01 Bradshaw (PI) 4/1/19-11/30/23

National Institute on Minority Health and Health Disparities (R01 Clinical Trial)

R-CITY: Reducing Racism and Violence through Collaborative Intervention with Teachers and Youth. Objective: To test the effects of adding racism and discrimination-focused elements to a

universal, classroom-based implementation of Second Step in tandem with implementing an equity-focused version of the Double Check professional development and coaching intervention for teachers and youth in Baltimore area schools.

Role: Co-Principal Investigator

Award Amount: \$2,852,979

Current Co-Investigator External Grant Awards

County of Loudoun, Virginia. Adams-Bass (PI) 11/1/2021-9/30/2022

Youth Survey Evaluation.

Objective: The scope of work will include consultation with County staff and committee(s), survey design, survey building, survey distribution (with the county handling the advertising and communications based on their networks), data management and analysis, and reporting on findings. In addition, focus group data will be collected to expand on survey results or additional consultation will be provided with county staff to develop recommendations and next steps.

Role: Co-Investigator

Award Amount: \$20,000

R305A180111 Herman (PI) 8/1/18-7/30/23

Institute of Education Sciences

Identifying Discrete and Malleable Indicators of Culturally Responsive Instruction and Discipline.

Objective: To derive, refine and validate a classroom observation tool, teacher self-report, and student survey to measure culturally response instruction and discipline.

Role: Co-Investigator

Award Amount: \$1,399,990

R305A200071 Pas (PI) 7/1/20-6/30/24

Institute of Education Sciences

Leveraging Restorative Practices and Social Emotional Learning to Enhance Transitioning and Early High School Students' Engagement.

Objective: To develop and pilot test *Spiral Up!*, a preventive classroom intervention for 9th and 10th graders that integrates social emotional learning and restorative practices in order to build early high school engagement, reduce problem behaviors, and improve achievement.

Role: Co-Investigator
Award Amount: \$1,399,269

R305C190014 Reinke (PI) 2/1/19-1/31/24

Institute of Education Sciences

National Center for Rural School Mental Health: Enhancing the capacity of rural schools to identify, prevent, and intervene in youth mental health concerns.

Objective: A consortium of researchers and rural school districts across Missouri, Virginia, and Montana are establishing the National Center for Rural School Mental Health (NCRSMH) to enhance the capacity of rural schools to identify, prevent, and intervene in youth mental health concerns. NCRSMH will develop and evaluate a comprehensive, public health, and prevention science approach to systematic mental health screening and supports for rural schools.

Role: Co-Investigator

Award Amount: \$9,999,729

R305A150221 Bradshaw (PI) 7/1/15-6/30/22

Institute of Education Sciences

Testing the Efficacy of Double Check: A Cultural Proficiency Professional Development Model in Middle Schools.

Objective: To determine the efficacy of an integrated model of data-based decision-making, cultural proficiency, and coaching to support student engagement and classroom management, in order to reduce disproportionality in special education referrals and other discipline data.

Role: Co-Investigator

Award Amount: \$3,496,525

R305H150027 Bradshaw (PI) 6/1/15-5/31/22

Institute of Education Sciences

Evaluating Maryland State Policies to Improve School Climate.

Objective: To work in partnership with the Maryland State Department of Education and Sheppard Pratt Health System to conduct an evaluation of Positive Behavior Support.

Role: Co-Investigator

Award Amount: \$2,756,311

Completed External Grants as Principal Investigator and Co-Investigator

William T. Grant Foundation, 7/1/19-6/30/21, *Mentoring Grant.*

Objective: Dr. Lora Henderson (postdoctoral research associate) collaborated with a tribal community to develop a culturally-adapted evidence-based intervention to improve tribal youth educators' competencies in mental health promotion. Group mentorship of Dr. Henderson's research was led by Dr. Bottiani.

Role: Principal Investigator

Award Amount: \$109,912

2015-CK-BX-0023, Bradshaw (PI), 1/1/16-12/31/21, National Institute of Justice. *Coping Power in the City: Promoting Safety and Coping Skills in Baltimore City High Schools.*

Objective: To increase safety and reduce rates of violence, discipline problems, and related mental health concerns among City Schools 9th graders.

Role: Co-Investigator
Award Amount: \$4,987,399

Institute of Education Sciences, R305A140070, Bradshaw (PI), 7/1/14-6/30/21, *Testing the Efficacy of the Middle School Coping Power Program*.

Objective: Conduct a randomized controlled trial of a developmentally adapted middle school version of the evidence-based Coping Power.

Role: Co-Investigator
Award Amount: \$3,499,996

External Grant Involvement as a Pre-Doctoral Scholar

U.S. Department of Education: *Maryland's Safe and Supportive Schools Project* (PI Bradshaw, 10/1/10-9/30/14). To develop a statewide system for monitoring school climate and safety, and conduct a 4-year randomized controlled trial of a three-tiered prevention model in 60 high schools.

Role: Predoctoral Researcher

Institute of Education Sciences (R324A110107): *Double Check: A Cultural Proficiency and Student Engagement Model* (PI Bradshaw, 5/1/11-4/30/14). To develop and feasibility test an integrated model of data-based decision-making, cultural proficiency, and coaching to support student engagement and classroom management, in order to reduce disproportionality in special education referrals and other discipline data.

Role: Predoctoral Researcher

William T. Grant Foundation *Observing the Setting-level Impact of a High School Behavioral Change Intervention: A 60 School Randomized Trial* (PI Bradshaw, 10/15/11-10/14/14).

Objective: To collect observational data on student behavior, classroom context, and school climate in conjunction with the 60 high school randomized trial of the Maryland Safe and Supportive Schools grant. *Role:* Predoctoral Researcher

Internal Seed Funding

Active

University of Virginia, Innovative, Developmental, Exploratory Awards (IDEA).

Developing the R-CITY model: An integrated intervention to prevent school-based racism/discrimination and youth violence. (PI Bottiani, 7/1/18-6/30/23)

Objective: To develop an adapted curriculum integrating Double Check and Coping Power interventions to the universal level and including racism/discrimination prevention strategies.

Role: Principal Investigator
Award Amount: \$10,000

Youth-Nex Center for Effective Youth Development, Translational Research Seed Grant. *Evaluating the Impact of Youth-Police Dialogues on Police: A Seed Funding Proposal for Survey Development.*

Objective: To develop and validate a new survey measure to assess police officers' attitudes and behaviors towards youth of color. (PI Wahl, 7/1/18-6/30/23)

Role: Co-Principal Investigator
Award Amount: \$15,000

Completed

University of Virginia, Innovative, Developmental, Exploratory Awards (IDEA) Seed Grant. *A brief mindfulness intervention for reducing pre-service teachers' stress associated with managing challenging student behaviors* (PI Jennings, 7/1/18-6/30/19).

Role: Co-Principal Investigator

Award Amount: \$10,000

Youth-Nex Center for Effective Youth Development, Translational Research Seed Grant.

Roots & Wings: Promoting Positive Youth Development and Educational Equity in Charlottesville Middle Schools through Integrated Music Programming (PI Bottiani, 7/1/18-6/30/19).

Objective: To develop classroom-based English, math, and science instruction through a set of six music arts-integrated academic lesson plans for middle grade levels. Role: Principal Investigator

Role: Principal Investigator

Award Amount: \$15,000

CONFERENCE PRESENTATIONS

Conferences Organized

1. Bradshaw, C.P., **Bottiani**, J.H., Debnam, K.J., & Herman, K. (2018, October). *Closing in on Disproportionality Mini-Conference*, University of Virginia, School of Education & Human Development.
2. Bradshaw, C.P., Nguyen, A., **Bottiani**, J.H., & Debnam, K.J. (2018, November). *Rural Research-Practitioner Engagement Mini-Conference*, University of Virginia, School of Education and Human Development.

Scientific Conference Symposia Chaired and Sessions Organized

3. **Bottiani**, J.H. (Chair). (2022, May). *Observational measurement of teachers' culturally responsive classroom practices* [Symposium]. The Construction of the 'Other': Development, Consequences, and Applied Implications of Prejudice and Discrimination, SRCD Special Topic Meeting 2022. Rio Grande, Puerto Rico.
4. **Bottiani**, J.H. (Chair). (2019, June). *Measuring equity and culturally responsive practices: multiple informant approaches* [Symposium]. Society for Prevention Research 2019 Annual Meeting, Washington, D.C.
5. **Bottiani**, J.H. (Chair). (2017, April). *How do teacher stress and burnout affect students' social, emotional, and behavioral outcomes? Findings from 3 Randomized Trials* [Symposium]. Society for Research in Child Development Biennial Conference, Austin, TX.
6. **Bottiani**, J.H. (Chair). (2017, June). *Deconstructing the black box: Synergizing fidelity and adaptation processes to enhance intervention engagement and effectiveness for students of color* [Symposium]. Society for Prevention Research 2017 Annual Meeting, Washington, D.C.
7. Debnam, K., Doty, J., Gaias, L. M., Nishioka, S. A., Cooper, D., Exner-Cortens, D., **Bottiani**, J.H... & Kim, E. (2021, June). *Strategies and skills for incorporating an equity lens into prevention research*. Early Career Preventionist Network (ECPN) Luncheon at the 2021 Society for Prevention Research Virtual Meeting.

8. **Bottiani, J.H.**, Creamer, M., Pas, E. (2019, June). *Starting and managing a research portfolio*. Early Career Preventionist Network (ECPN) Luncheon at the 2019 Society for Prevention Research Meeting, San Francisco, CA.
9. **Bottiani, J.H.**, Vanapalli, J., Debnam, K., Pas, E., & Kim, B.K.E. (2018, June). *Critical dialogue skills to address microaggressions in prevention science*. Early Career Preventionist Network Luncheon at the 2018 Society for Prevention Research Annual Meeting, Washington, D.C.

Invited Research Presentations

10. **Bottiani, J.H.** & Pas, E.T. (2022, March). Are we moving the needle on racial discipline disproportionality? Invited presentation at the *Virtual Meeting of the Maryland PBIS State Leadership Team*.
11. **Bottiani, J.H.** (2021, February). National Institute of Justice. *Promoting student safety and wellbeing in urban high schools: Exploring the role of school police*. Invited presentation at the Virtual School Safety Conference, Bridging Research to Practice to Safeguard Our Schools.
12. **Bottiani, J.H.**, (2020, June). *Positive discipline in the era of COVID-19 to increase student engagement*. Invited presentation at the Trauma Responsive Educational Practices Project COVID Virtual Conference. Evidence-Based Guidance for How Schools Can Respond to A National Mental Health Crisis in the Wake of COVID-19.
13. **Bottiani, J.H.** & Debnam, K.J. (2019, February). *Climate and culture in middle grades*. Invited presentation at The Youth-Nex Remaking Middle School Summit, Sponsored by New York Life Foundation, Association for Middle Level Education (AMLE), and Altria. Gallup Headquarters, Washington, D.C.
14. **Bottiani, J.H.** & Bradshaw, C.P. (2015, August). *School-based prevention to curb school violence and promote safety and equity in schools*. Invited presentation at the Center for Evidence-Based Crime Policy, Fairfax, VA.
15. **Bottiani, J.H.** (2014, December). *Schools as developmental contexts: Implications of racial inequity in adolescents' school experiences*. Invited presentation at the Room to Grow: Journey to Cultural and Linguistic Competency Conference (Kennedy Krieger Institute), Baltimore, MD.

Scientific Conference Oral Presentations

16. Debnam, K.J., **Bottiani, J.H.**, **Henderson, L., Camacho, D., Bradshaw, C.P. (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* [Conference Session]. Society for Prevention Research 30th Annual Meeting, Seattle, WA.
17. Pas, E.T., Debnam, K.J., Crimmins, C., De Lucia, D., **Bottiani, J.**, Bradshaw, C.P. (2022, June). *Developing an integrated student wellness approach in high schools* [Conference Session]. Society for Prevention Research 30th Annual Meeting, Seattle, WA.
18. Bradshaw, C.P., Debnam, K.J., **Bottiani, J.H.**, & Pas, E.T. (2022, May). *Promoting cultural proficiency and student engagement through coaching of classroom teachers: An efficacy study of Double Check in middle schools* [Conference session]. Society for Research in Child Development Special Topic Meeting Construction of the 'Other': Development,

- Consequences, and Applied Implications of Prejudice and Discrimination, Rio Grande, Puerto Rico. (Conference postponed due to COVID-19)
19. **Bottiani, J.H.**, Bradshaw, C.P., & Debnam, K.J. (2022, May). *Preventing youth violence by targeting racial bias and racial stress: A collaborative intervention with middle schoolers and their teachers* [Conference session]. Society for Research in Child Development Special Topic Meeting Construction of the ‘Other’: Development, Consequences, and Applied Implications of Prejudice and Discrimination, Rio Grande, Puerto Rico.
 20. **Bottiani, J.H.**, Bonifay, W., **Kaihoi (Duran), C., Herman, K., & Bradshaw, C.P. (2022, May). *Measurement properties and convergent validity of a live classroom observational measure of culturally responsive practices* [Conference session]. Society for Research in Child Development Special Topic Meeting Construction of the ‘Other’: Development, Consequences, and Applied Implications of Prejudice and Discrimination, Rio Grande, Puerto Rico.
 21. *Powers, M. D., **Bottiani, J. H.**, Debnam, K. J., Bonifay, W., Bradshaw, C. P., & Herman, K. (2021, June 4). *Challenges measuring teachers’ culturally responsive practices in the classroom* [Conference Session]. The Society for Prevention Research 29th Annual Meeting. Virtual Conference.
 22. *Powers, M. D., §**Bottiani, J. H.**, Karras, J., Suárez-Orozco, C., & Bradshaw, C. P. (2022, May 2). *Observational assessments of culturally responsive teaching: Leveraging the Measures of Effective Teaching (MET) study* [Conference Session]. The Construction of the ‘Other’: Development, Consequences, and Applied Implications of Prejudice and Discrimination, SRCD Special Topic Meeting 2022. Rio Grande, Puerto Rico.
 23. **Gaias, L.M., Arnold, K.T., **Bottiani, J.H.**, Duong, M.T., McGovern, G. Smith, E.P. (2021, June) *Enhancing equity in social-emotional, behavioral, and mental health in Schools: Lessons for prevention science.* [Conference Session]. Society for Prevention Research 29th Annual Meeting (Virtual).
 24. Powers, M. D., **Bottiani, J. H.**, & Bradshaw, C. (2020, June) *Cultivating Warm-Demand: How teachers' use of culturally responsive practices relates to classroom climate* [Conference session]. Society for Prevention Research 28th Annual Meeting, Washington, D.C. (Virtual Conference due to COVID-19).
 25. **Bottiani, J.H.**, Debnam, K.J., & Bradshaw, C.P. (2020, June). *Preventing youth violence by targeting racial bias and racial stress: a collaborative intervention with middle schoolers and their teachers* [Conference session]. Society for Prevention Research Annual Meeting, Washington, DC. (Session cancelled due to COVID-19).
 26. **Bottiani, J.H.**, **Henderson, L., & Bradshaw, C.P. (2020, March). *Examining school and family racial, relational, and cultural resilience factors and urban black 9th graders’ mental health* [Conference session]. Society for Research on Adolescence Biennial Conference, San Diego, CA. (Conference cancelled due to COVID-19).
 27. Debnam, K.J., Milam, A., **Bottiani, J.H.**, & Bradshaw, C.P. (2020, March). *Staff-student incongruence in perceived school equity: Associations with student perceived connectedness in middle and high school* [Conference session]. Society for Research on Adolescence Biennial Conference, San Diego, CA. (Conference cancelled due to COVID-19).

28. **Bottiani, J.H.**, **Kaihoi (Duran), C., Pas, E., & Bradshaw, C.P. (2019, June). *Understanding teacher stress in relation to classroom context: Implications for effective teaching practices with black adolescents in urban middle schools*. Oral presentation at the Society for Prevention Research Annual Meeting, San Francisco, CA.
29. **Bottiani, J.H.**, Bonifay, W., Pas, E., Herman, K., & Bradshaw, C.P. (2019, June). *Understanding teacher and classroom contextual factors associated with observed culturally responsive practices (CRP) in predominantly black, urban schools*. Oral presentation at the Society for Prevention Research Annual Meeting, San Francisco, CA.
30. Thomas, D., Bradshaw, C., **Bottiani, J.H.**, McDaniel, H., & Debnam, K. (2019, June). *Promoting healthy coping among urban high schoolers: Preliminary findings from the Coping Power in the City Project*. Oral presentation at the Society for Prevention Research Annual Meeting, San Francisco, CA.
31. Debnam, K., Milam, A., **Bottiani, J.**, & Bradshaw, C. (2019, June). *Teacher-student incongruence in perceptions of school equity*. Oral presentation at the Society for Prevention Research Annual Meeting, San Francisco, CA.
32. **Bottiani, J.H.**, Debnam, K.J., Lindstrom Johnson, S., & Bradshaw, C.P. (2019, March). *Associations of observed school climate on perceived connectedness among Black, Latino, and White high schoolers*. Oral presentation at the Society for Research in Child Development Biennial Conference, Baltimore, MD.
33. **Bottiani, J.H.**, Lindstrom Johnson, S., Debnam, K.J., & Bradshaw, C. (2018, April). *School engagement, safety, and environment in multilevel perspective: convergence and divergence in independently observed and student-reported measures of school climate*. Oral presentation at the Society for Research on Adolescence Biennial Meeting, Minneapolis, MN.
34. Bradshaw, C.P., Debnam, K.J., **Bottiani, J.H.**, & Thomas, D. (2018, June). *Identifying and intervening with at-risk urban high school students through the Coping Power in the City model*. Oral presentation at the Society for Prevention Research Annual Meeting, Washington, D.C.
35. **Gaias, L. M., Lindstrom Johnson, S., Debnam, K. J., **Bottiani, J. H.**, & Bradshaw, C.P. (2018, June). *A person-centered approach to understanding teacher's culturally responsive practices*. Oral presentation at the 2018 Society for Prevention Research Annual Meeting, Washington, D.C.
36. Nguyen, A., **Bottiani, J.H.**, Bradshaw, C.P., Schaefer, H., Debnam, K.D., Pas, E., & Lochman, J.E. (2017, June). *Getting under the skin: Exploring physiological indicators of program engagement in the Early Adolescent Coping Power program*. Oral presentation at the Society for Prevention Research Annual Meeting, Washington, D.C.
37. **Bottiani, J.H.**, Pas, E.T., Asuncion-Bates, L., Hardee, S., & Bradshaw, C. (2017, June). *Cultural adaptation of a teacher coaching intervention to improve classroom practices with diverse students*. Oral presentation at the Society for Prevention Research Annual Meeting, Washington, D.C.
38. **Bottiani, J.H.**, Pas, E., Debnam, K.J., Larson, K., & Bradshaw, C.P. (2017, April). *The role of teacher job-related stress, burnout, and racial/ethnic composition in observed student-teacher classroom interactions*. Oral presentation at the Society for Research in Child Development Biennial Conference, Austin, TX.

39. **Bottiani, J.H.**, Molloy Elreda, L. Pas, E.T., Debnam, K.D., & Bradshaw, C.P. (2016, June). *School-and individual-level characteristics associated with key opinion leaders in positive behavior support & working with students of color*. Oral presentation at the Society for Prevention Research Annual Meeting, San Francisco, CA.
40. **Bottiani, J.H.** & Bradshaw, C.P. (2016, March). *#BlackLivesMatter: Can adolescent researchers contribute to racial justice? A discussion of Coping Power in the City Project*. Oral presentation at the Society for Research on Adolescence Biennial Conference, Baltimore, MD.
41. Bradshaw, C.P., **Bottiani, J.**, Debnam, K., Ellison, A., & Leaf, P. (2016, June). *Leveraging school police to reduce youth violence in Baltimore city high schools*. Society for Prevention Research Conference, San Francisco, CA.
42. **Bottiani, J.H.** & Bradshaw, C.P. (2015, March). *Inequitable school discipline practices and disparate psychosocial outcomes among black and white high school-aged youth*. Oral presentation at the Society for Research in Child Development Biennial Conference, Philadelphia, PA.
43. **Bottiani, J.H.** & Bradshaw, C.P. (2015, March). *School racial/ethnic diversity: A contextual influence on inequitable experiences of supportive school climate among black and white adolescent boys*. Oral presentation at the Society for Research in Child Development Biennial Conference, Philadelphia, PA.
44. **Bottiani, J.H.**, Debnam, K., & Bradshaw, C.P. (2014, March). *Equitable school support: An approach to reducing racial disparities in student engagement and social-emotional health*. Oral presentation at the Society for Research on Adolescence Biennial Conference, Austin, TX.

Scientific Poster Presentations

45. **Bottiani, J.H.**, Debnam, K.D., & Bradshaw, C.P. (2016, October). *Understanding views of school equity and culturally responsive practices in boys of color: The role of racial/ethnic belonging*. Poster session presented at the Babies, Boys, & Men of Color Special Meeting of the Society for Research in Child Development, Tampa, FL.
46. **Bottiani, J.H.**, Lindstrom Johnson, S., Debnam, K.J., & Bradshaw, C. (2017, June). *Triangulating school climate: Areas of convergence and divergence in multilevel perspective*. Poster session presented at the Society for Prevention Research Annual Meeting, Washington, D.C.
47. **Bottiani, J.H.**, Debnam, K., & Bradshaw, C.P. (2013, June). *Enhancing teacher cultural proficiency through improved measurement: Exploring the factor structure of cultural proficiency continuum measures*. Poster session presented at the Society for Prevention Research Annual Conference, San Francisco, CA.
48. **Bottiani, J.H.** & Bradshaw, C.P. (2013, June). *Understanding the schooling experiences of children of immigrants: the role of discrimination, psychological adjustment, and academics*. Poster session presented at the Society for Prevention Research Annual Conference, San Francisco, CA.
49. **Bottiani, J.H.**, Debnam, K., Larson, K., & Bradshaw, C.P. (2012, December). *Enhancing teacher cultural proficiency to bridge the discipline gap: Measurement challenges in the*

evaluation of intervention effectiveness. Poster session presented at the Summit on the Science of Eliminating Health Disparities (sponsored by the National Institutes of Health), National Harbor, MD.

50. **Bottiani, J.H.,** Waritay, O.R., & Fonseca-Becker, F. (2012, December). *Preventing obesity among African and Caribbean immigrant and refugee children in Philadelphia: A multisectoral effort to measure effectiveness.* Poster session presented at the Summit on the Science of Eliminating Health Disparities (sponsored by the National Institutes of Health), National Harbor, MD.

TEACHING

Instructor, EDHS 4995, Independent Study/Research Assistantship, Youth and Social Innovation

- 3 semesters: Fall 2018, Spring 2019, Fall 2019. 2 students: Andie Goodman (YSI 2019 grad) and Juliana Parra (YSI 2020 grad). Research projects: (1) Through a collaboration of The Front Porch and Community Public Charter School (CPCS) and Tandem School, and with seed funding and evaluation support from the Youth-Nex, a music arts-integrated academic curriculum was developed and piloted in classroom-based instruction. Through participation at regular meetings at both schools, consenting for data collection and conduct of interviews with faculty, and participant observation field notes during curriculum design and implementation sessions, Andie Goodman learned about partnership-building with schools and conducting applied school based research on the feasibility, acceptability, and sustainability of music arts-integrated core subject instruction as a strategy for promoting positive youth development and educational equity for middle school youth in Charlottesville. (2) With seed funding from a SEHD IDEAs grant, and collaboration with Baltimore City Public School Police Force, our research team conducted a focus group with school police officers to gain a deeper knowledge of the local perspectives influencing officer roles in schools (protocol #: 2018-0452). Juliana edited transcripts of the focus group, analyzed data, and annotated a bibliography, which were subsequently used to support the development of a racial equity literacy curriculum for students.

Instructor, AS.280.408.01: *Youth Violence Prevention: A Public Health Approach*

Johns Hopkins University, Krieger School of Arts & Sciences

- Fall 2013. Semester-long seminar to 18 advanced undergraduate Public Health majors. Faculty Mentors: Drs. James Goodyear and Kelly Gebo.

Invited Guest Lectures

- UVA SEHD EDLF 5700: Race, Ethnicity, and Diversity in Youth Development (2017 Instructor: Joanna Lee Williams, 2018 Instructor Chauncey Smith)
 - February 23, 2017, lecture entitled “Schools as Developmental Contexts: Implications of Racial Inequity in School Discipline Practices”
 - March 19, 2018, lecture entitled “The Discipline Gap in Schools: Intervention and Policy to Reduce Racial Inequity in School Discipline Practices”
- UVA SEHD EDLF 7210: Advanced Adolescent Development (2017 Instructor: Patrick Tolan)

- April 5, 2017, lecture entitled, “Emerging Solutions to Racial Inequity in School Discipline”
- UVA SEHD EDHS 2840: Intro to Youth and Social Innovation (2018 Instructor: Melissa Levy)
 - September 25, 2018, lecture entitled, “Translating Research to Practices in Bullying Prevention” (co-lecture with Amanda Nguyen): Invited by Melissa Levy
- UVA SEHD EDLF 7402: Introduction to Program Evaluation (Instructor: Katrina Debnam)
 - October 4, 2017, lecture entitled, “The O-Process Model and Community Organization Evaluation Capacity Building” (based on Johnson & Johnson Fellowship)
 - October 3, 2019, lecture entitled, “Building Community Organization’s Capacity to Evaluate Programs”
- UVA SEHD EDLF 7410: Mixed Methods Research Design (Instructor: Katrina Debnam)
 - September 21, 2018, lecture entitled, “Implementing State-Level Policy Reform to Eliminate School Discipline Disparities: A Mixed Methods Examination of Effectiveness and Lessons Learned”

Teaching Assistant, Spring 2013, *Social, Psychological, & Developmental Processes in the Etiology of Mental Disorders*, Course Instructor: Dr. Catherine Bradshaw. Supported online course for 40 students by co-facilitating “Live Talk” sessions; assisted students via the course bulletin board system, email, and in-person; graded written assignments; developed and maintained online syllabus and library.

Teaching Assistant, Fall 2010 & Fall 2011, *Introduction to Mental Health Services*, Course Instructor: Dr. Ramin Mojtabai, Supported in-person course for 30 students; guest lectured; graded written assignments and exams; assisted students in-person and via email with questions; developed and maintained online syllabus and library.

MENTORING

Faculty Mentorship

- 2021, Johari Harris, PhD: Assistant Professor of Education
- 2019-present, Heather McDaniel, PhD: Assistant Professor of Education

Postdoctoral Mentees

- 2019-2021, Lora Henderson, PhD (2018 graduate of CSP): Tenure-track Assistant Professor at James Madison University in the Department of Graduate Psychology
- 2018-2021, Chelsea Kaihoi (formerly Duran), PhD (2018 graduate of the EP-ADS): Researcher, Center for Applied Research and Educational Improvement, University of Minnesota

Doctoral Mentees

- Dissertation committee co-chair and primary research co-mentor
 - Meredith Powers, University of Virginia, 4th Year. Dissertation Title: Culturally Responsive Practices in PK-12 Classrooms: Identification and Validation of Discrete Indicators.
- Dissertation committee member and research co-mentor
 - Elizabeth Bistrong, Ph.D., 2019, University of Virginia, Dissertation Title: A Developmental Perspective on Bullying: Exploring Risk Factors from Preschool through High School. APPIC Clinical Psychology Internship at Henry Ford Health Sciences Center (Pediatric Neuropsychology)
 - Samantha Ludin, Ph.D., 2019, University of Virginia, Dissertation Title: Teen Dating Violence: Associations with Individual and Contextual Factors, APPIC Clinical Psychology Internship at University of Michigan.

Other Undergraduate Mentorship

U.S. Department of Education Science Funded Summer Undergraduate Research Program (SURP) to support diverse undergraduate students gain admission to and successfully complete doctoral degree. School of Education and Human Development, University of Virginia

- **Research Advisor**, 2019, 10-week internship. Provided intensive, mentored research training in the context of an NIH-funded trial for two interns.
- **Cultural Competency Workshop, Co-Facilitator**, June 2017, June 2018
- **Faculty Advisor**, 2016, 10-week internship. Provided psychosocial and instrumental mentorship, resources, and supports to 8 interns.

REVIEWER SERVICE

Journal Editorial Boards

School Psychology Review, Editorial Board Member, 2019 – 2021 (JCR 2021 IF: 2.136)

Prevention Science, Early Career Editorial Board Member, 2016 – 2019 (JCR 2021 IF: 3.931)

Ad-Hoc Journal Invited Reviewer

- *Child Development*
- *Educational Psychology Review*
- *American Educational Research Journal*
- *Journal of Educational Psychology*
- *Journal of Teacher Education*
- *Journal of School Violence*
- *Journal of Urban Health*
- *Prevention Science*

- *Social Science & Medicine*
- *Assessment for Effective Intervention*
- *Journal of Child and Family Studies*
- *Advances in School Mental Health Promotion*

Invited Foundation Grant Reviewer

- The Spencer Foundation, 2021-Present
- William T. Grant Foundation (ad hoc), 2017 – Present
- Sierra Health Foundation, 2011-2015

UNIVERSITY AND DEPARTMENTAL SERVICE

- Member of the Charlottesville City Schools (CCS) Virginia Tiered Systems of Support (VTSS) Positive School Culture Team, 2022
- PhD Admissions for the Combined Clinical and School Psychology Program (CSP), 2015-2022
- Faculty Mentoring Workgroup (Chairs: Robert Berry and Catherine Bradshaw), 2021
- Assistant Research Professor Search Committee (Chair: Amanda Williford), 2020
- UVA Youth-Nex Center's *Remaking Middle Schools* Initiative, Lead Author, White Paper on Culture, Climate, & Community, 2019

SPECIAL TRAINING

The Virginia Chapter of the National Association for Multicultural Education, [Enacting Anti-Bias Teaching and Leadership: Practical Applications and Advocacy in Our Schools and Communities](#). James Madison University, October 15, 2021.

William T. Grant Foundation - Scholars Strategy Network, Policy Engagement Cohort, February 2019 – Present, 1-to-1 mentoring and coaching for a select group of scholars to increase likelihood of research utilization by policymakers to reduce inequality and improve the lives of young people.

Equity-Informed Measurement (EIM) Workshop at PITT, Pittsburgh Summer Methodology Series, Instructor: Matthew Diemer, <https://www.pittmethods.com/measurement>

Health Disparities Research Institute Scholar, National Institute of Minority Health and Health Disparities (NIMHD). August 2019. One of 50 scholars competitively selected. Interactive sessions with leading scientists and NIH staff designed to increase likelihood of NIH funding awards. <https://nihrecord.nih.gov/2019/10/18/program-provides-blueprint-young-researchers>

Person-Centered Methods in Educational Research Course, Arya Ansari, University of Virginia School of Education, January 2017

Hierarchical Linear Modeling Short Course with Dr. Robert Croninger, University of Maryland, College Park. March 2013.