

Catherine P. Bradshaw, Ph.D., M.Ed.

University Professor & Senior Associate Dean for Research
Senior Faculty Fellow, Office of the Vice President for Research
School of Education & Human Development ▪ University of Virginia

[Preventive Interventions Team: Collaborative Research on Engagement and Wellbeing](#)

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EDUCATION AND TRAINING

Doctorate of Philosophy in Developmental Psychology

Cornell University, Ithaca, NY (August 2004)

Doctoral Committee Chairperson: James Garbarino, Ph.D.

Doctoral Committee Members: Cindy Hazan, Ph.D., Stephen F. Hamilton, Ed.D.

Dissertation Title: *Social-Cognitive Mediators of the Link between Social-Environmental Risk and Aggression in Adolescence*

Master of Education in Counseling and Guidance

University of Georgia, Athens, GA (May 1999)

Certifications: *Marriage and Family Therapy, Drug and Alcohol Therapy*

Bachelor of Arts in Psychology

University of Richmond, Richmond, VA (May 1997)

Phi Beta Kappa, *magna cum laude*, Departmental Honors

PROFESSIONAL EXPERIENCE

Senior Associate Dean for Research and Faculty Development (title changed to Faculty Affairs in 2022)

Professor (with tenure), Department of Human Services, January 2013 – present

Program areas: School and clinical psychology; special education

School of Education & Human Development, University of Virginia, Charlottesville, Virginia

Faculty Affiliate

Wendy Klag Center on Autism, February 2013 - present

Johns Hopkins Bloomberg School of Public Health, Baltimore, Maryland

Associate Chair for Prevention

Department of Mental Health, September 2012 – February 2013

Johns Hopkins Bloomberg School of Public Health, Baltimore, Maryland

Deputy / Co-Director

Johns Hopkins Center for the Prevention of Youth Violence, September 2011– present

Johns Hopkins Bloomberg School of Public Health, Baltimore, Maryland

Associate Professor

Department of Mental Health, January 2010 - February 2013; Adjunct Effective 2013 - present

Johns Hopkins Bloomberg School of Public Health, Baltimore, Maryland

Joint Appointment, School of Education, Johns Hopkins University, March 2008 – February 2013

Co-Director

Johns Hopkins Center for Prevention and Early Intervention, September 2008 – 2020

Johns Hopkins Bloomberg School of Public Health, Baltimore, Maryland

Associate Director

Johns Hopkins Center for the Prevention of Youth Violence, October 2004 – August 2011

Johns Hopkins Bloomberg School of Public Health, Baltimore, Maryland

Assistant Professor

Department of Mental Health, August 2004 – 2009
 Johns Hopkins Bloomberg School of Public Health, Baltimore, Maryland

Graduate Research Assistant

Family Life Development Center, May 2000 - August 2004
 Department of Human Development, Cornell University, Ithaca, New York
 Supervisor: James Garbarino, Ph.D.

Guidance Counselor and Site Administrator

Institute for Academic Advancement of Youth, May - August 1999
 Johns Hopkins University, Center for Talented Youth, Baltimore, Maryland

Graduate Clinical Intern

Athens-Clarke County Juvenile Court and Youth Detention Center, January 1998 - May 1999
 University of Georgia; Supervisors: Brian Glaser, Ph.D. & Georgia Calhoun, Ph.D.

Graduate Research Assistant

Juvenile Counseling and Assessment Program, September 1997 - May 1999
 Athens-Clark County Department of Juvenile Justice, Athens, Georgia
 Department of Counseling and Human Development Services, University of Georgia
 Supervisors: Brian Glaser, Ph.D. & Georgia Calhoun, Ph.D.

ACADEMIC SERVICE*Vice President for Research (VPR) Senior Faculty Fellow, 2019 – present*

- Serve as the inaugural faculty fellow to the VPR. Collaborate on and lead special projects on behalf of the VPR related to team science, interdisciplinary research, research development, and COVID-impacts on field-based research and policies. Provide support and leadership to the Strategic Research Infrastructure Initiative. Developing a program to increase faculty engagement with federal agencies.

School of Education & Human Development, University of Virginia

- **Senior Associate Dean for Research and Faculty Development**, January 2013 - present

Core Responsibilities:

- Oversee the School's Research Administration, which includes all sponsored research activities and research compliance activities
- Provide faculty development support services related to recruitment, hiring, retention, onboarding, promotion, scholarship etc.
- Oversee the School's Promotion and Tenure Committee
- Oversee endowed chair appointments and reviews
- Oversee pre-tenure review process
- Manage early career and new faculty mentoring program
- Developed and manage a Research & Development Small Grants Program for faculty and graduate students
- Collaborate with School Foundation and Dean on fundraising and donor stewardship
- Oversee the School's doctoral studies program committee
- Support DEI efforts within the School and across UVA
- Supervise and support 4 research centers within the School
- Support Postdoctoral Research Fellows Programs within the School
- Faculty representative to the student-led Hunter Research Conference
- Collaborate with Partnership for Leaders in Education with Darden School
- Collaborate with Data Sciences Institute and serve as advisory board member
- Collaborate with UVA Brain Institute and serve as advisory board member

- Collaborate with UVA STAR Autism Initiative
- Support implementation of pan-university research efforts, strategic investment fund (SIF) projects, and cluster hire programs

UVA Leadership Positions

- Vice President for Research’s Advisory Committee, Research Net, and Research Roundtable
- Serve on UVA’s Conflict of Interest Committee, 2013-present
- Serve on UVA Policy Review Committee, 2018-present
- Contribute to UVA-wide faculty orientation and P&T related activities and events
- UVA 2030 Strategic Planning Committee, 2018 - 2019
- UVA Strategic Research Infrastructure Initiative, Steering Committee Chairperson, 2022-2023
- University leadership training
 - UVA Representative to ACC Academic Leaders Network Program, 2018-2019
 - Leadership in Academic Matters, 2011
- Participation in select faculty leadership search committees
 - Vice President for Research Search, 2023 - present (Chair)
 - UVA Chief Information Officer, 2023 - present
 - Dean, School of Education and Human Development, 2021 - 2022
 - UVA Cluster Hire in Health Disparities, 2019-2020 (Co-chair)
 - Associate Dean for Research, School of Nursing, 2020
 - Associate Dean for Academic Affairs, School of Data Sciences, 2019-2021
 - UVA Cluster Hire in Autism Spectrum Disorder Search, 2015 (Chair)
 - UVA Cluster Hire in Violence Prevention Search, 2015–2017 (Co-chair)
 - Vice President for Research Search, 2015 – 2017 (Chair 2015-2016, Co-Chair 2016-2017)
 - Associate Vice President for Research Development Search, 2021- 2022 (Chair)
 - Assistant Provost for Professional Development Search, 2016 – 2017
 - Executive Vice President and Provost Search, 2014–2015
 - Assistant Vice President for Research Administration Search, 2015
 - Vice President for Information Technology Search, 2014
 - Endowed Chair Search for Talbot Visiting Professor, 2013–2014 (Chair)

Department of Mental Health, Johns Hopkins Bloomberg School of Public Health

- Associate Chair for Prevention, Johns Hopkins Bloomberg School of Public Health Department of Mental Health, 2012 - 2013
- Departmental Self-Study Committee, Johns Hopkins Bloomberg School of Public Health Department of Mental Health, 2010 - 2011
- Admissions Committee, Johns Hopkins Bloomberg School of Public Health Department of Mental Health, 2007 - 2013
- Departmental Comprehensive Exam Chairperson, Johns Hopkins School of Public Health Department of Mental Health, 2005 - 2011
- Committee on Academic Standards, Johns Hopkins Bloomberg School of Public Health Department of Mental Health, 2004 - 2013

Johns Hopkins Bloomberg School of Public Health

- Fulbright Fellowship Review Committee, Bloomberg School of Public Health, 2006
- Faculty Senate, Bloomberg School of Public Health, 2005 - 2007

Johns Hopkins University

- Center for Talented Youth Director Search Committee, 2010-2011
- Center for Talented Youth Research Committee, 2012-2013

Other Academic Service

- Graduate Student Mentor, Cornell University; Department of Human Development, 2003-2004

- Chi Sigma Iota Counseling Psychology Honorary Society, Secretary & Treasurer; Department of Counseling and Human Development, University of Georgia, 1997 - 1999

PROFESSIONAL ACTIVITIES

Society Membership

Society for Prevention Research
 Society for Research in Child Development
 Society for Research on Adolescence
 Association for Positive Behavior Support
 Society for the Study of School Psychology
 American Educational Research Association

Society Leadership

Awards Reviewer, *American Educational Research Association*, 2019
 Awards Reviewer and Subcommittee Chair, *Society for Research on Adolescence*, 2015 - 2020
 Executive Board Member, *Society for Prevention Research*, 2014 – 2017
 Peer Relations Pre-conference Co-chair, *Society for Research in Child Development*, 2013-2015
 Awards Reviewer, *Society for Research in Child Development*, 2013
 Conference Reviewer, *Society for Research in Child Development*, 2012, 2014
 Board Member, *Association for Positive Behavior Support*, 2010-2013
 Junior Mentor, Millennium Fellows Program, *Society for Research in Child Development*, 2003

Select Participation on Advisory Panels

Board of Directors Member

Collaborative for Academic, Social, and Emotional Learning (CASEL), University of Illinois, Chicago, January 2017 – present

- Serving as a member of the CASEL Board of Directors, which provides input on research, policies, and programmatic priorities for CASEL. Leading the CASEL research advisory board.

Consensus Study Panel Member

National Academies of Science, Engineering, & Medicine, March 2014 – 2017

- Appointed to the Committee on the Biological and Psychosocial Effects of Peer Victimization Lessons for Bullying Prevention consensus study panel.

Workshop Planning Committee Member

National Academies of Sciences, Engineering, & Medicine, November 2015 – 2016

- Appointed to the Workshop Planning Committee focused on Defining and Measuring Character and Character Education.

Workshop Planning Committee Member

Institute of Medicine and the National Research Council, December 2013 – 2014

- Appointed to the Workshop Planning Committee focused on Increasing Capacity for Reducing Bullying and Its Impact on the Lifecourse of Youth Involved.

Advisory Panel Member

Baltimore City Police Commissioner, November 2012 – 2014

- Appointed by the Baltimore City Police Commissioner as a member of an academic advisory board to support the development of an action plan for the Baltimore City Police Department.

Advisory Panel Member

Maryland State Department of Education, November 2012 – 2017

- Appointed by the Maryland State Department of Education (MSDE) to serve as a member of a taskforce to develop a student discipline school board report.

Advisory Panel Member

Ad Council, August 2011 – 2012, 2015 - 2017

- Served as a member of an expert panel to inform the development of a national social marketing campaign to prevent bullying.

Advisory Panel Member

Centers for Disease Control and Prevention & U.S. Department of Education, March 2011 – 2013

- Served as a member of an expert panel to develop a definition and measurement of bullying for the CDC and US. Department of Education.

Advisory Panel Member

White House Expert Bullying Panel, October 2010 – March 2011

- Served as a member of an expert panel on bullying, prepared two ‘white papers’ for the White House briefing, and was 1 of 4 researchers selected to present at the White House Bullying Summit.

Advisory Panel Member

Sesame Street Workshop, February 2011 – 2015

- Served as a member of an expert panel on bullying and child resilience. Provide consultation on program development.

Advisory Panel Member

U.S. Department of Education, July 2010 – 2015

- Served as a member of an expert panel on bullying to develop conferences, give presentations, and prepare educational and informational materials on various topics (e.g., suicide and the media).

Advisory Panel Member

Centers for Disease Control and Prevention, August 2009, August 2022

- Served as a member of an expert panel on connectedness and suicide.

Advisory Panel Member

Maryland State Department of Education, February 2009 – June 2009

- Appointed by the Maryland State Department of Education (MSDE) to serve as a member of a taskforce to develop the 2009 Dropout Prevention Summit.

Advisory Panel Member

Collaborative for Academic, Social, and Emotional Learning (CASEL), University of Illinois, Chicago, January 2009 – 2013

- Served as a member of the CASEL Research Advisory Group, which provides input on research, funding, and programmatic priorities for CASEL (Board Co-Chairs: R. Weissberg & M. Greenberg). Drafted a research brief on the integration of social and emotional learning and PBIS.

Data Safety Monitoring Board (DSMB) Member

Virginia Commonwealth University, December 2008 – August 2011

- Served as a member of a DSMB for the NIMH-funded Writing for Health school-based randomized controlled trial (PI: Wendy Kliewer).

Advisory Panel Member

Maryland State Department of Education, August 2008 – June 2009

- Appointed by the Maryland State Department of Education (MSDE) to serve as a member of a taskforce to develop a model policy for bullying and harassment prevention for the MSDE as directed by the Maryland General Assembly.

Member of the Governor’s Taskforce to Study Compulsory Public School Attendance

Maryland State Department of Education, September 2006 - December 2007

- Appointed by the Governor of Maryland to serve as a member of a state-wide taskforce to study the potential impact of a proposed Maryland House Bill which would increase the compulsory public school attendance age to 18.

Member of the Maryland PBIS State Leadership and Management Teams

State-Wide Scale-up of Positive Behavioral Interventions and Supports (PBIS), August 2004 - present

- Collaborative effort, including the Maryland State Department of Education, Sheppard Pratt Health System, and Johns Hopkins University to support state-wide scale-up and evaluation of PBIS in over 1000 public schools.

Member of the Anne Arundel County Public Schools (AACPS) Bullying Prevention Workgroup

AACPS Bullying Prevention Initiative, February 2005 - 2011

- Created and supporting a district-wide bullying and violence prevention initiative that includes bullying prevention lessons, training of administrators, and technical assistance to schools. Led the development of web-based bullying and school climate assessment, which is administered annually to parents, students, and teachers across the district's 117 schools (grades 4-12).

*Other Professional Service and Participation on Advisory Panels*Advisory Panel Member

Google – Vulnerable Journeys Initiative. 2021- 2022

- Provided consultation regarding humanitarian efforts related to user mental health and wellbeing.

Panel Member

Institute of Education Science, What Works Clearinghouse. Washington, DC, October 2018 – present

- Consulting on the review of school-wide programs focused on school climate, equity, and discipline.

Advisory Panel Member

Ohio University, July 2020 – present (PI: Julie Owens)

- Consulting on an IES “developmental” grant related to culturally responsive practices.

Panel Member

Institute of Education Science, What Works Clearinghouse Guides to Research that Assists Practitioners in Education: Practice Guide on Tiered Interventions

Washington, DC, April 2022 – present

- Co-author on a What Works Clearinghouse Practice Guide covering strategies tiered interventions.

Panel Member and Committee Chair

Institute of Education Science, What Works Clearinghouse Guides to Research that Assists Practitioners in Education: Practice Guide on Supporting Prosocial Behavior in the Elementary School Classroom

Washington, DC, May 2019 – 2022

- Chaired and co-authored practice guide covering strategies for promoting prosocial behavior in elementary schools. [2M Research Services. Contract No. 92990019F0319. Arlington, TX](#)

Consultant

U.S. Department of Education's [National Center on Safe and Supportive Learning Environments](#) (American Institutes for Research), Washington, DC, October 2012 – 2019, 2021-present

- Serving as a paid consultant to provide technical assistance, professional development, and consultation on bullying, social aggression, PBIS, and translation of research to practice. Chairing a Research to Practice Advisory Group.

Advisory Panel Member

University of Connecticut, July 2017 – present (PI: Golda Ginsberg)

- Consulted on a series of IES grants related to bullying, social-emotional learning, school nurses, and mental health.

Advisory Panel Member

MUBU, Oslo, Norway, June 2017 – 2019 (PI: Oddbjørn Raaum)

- Consulted on a federal grant focused on examining the country-wide scale-up effects of PBIS and the Olweus Bullying Prevention Program which draws on registry data from the county of Norway.

Advisory Panel Member

University of North Carolina, Chapel Hill, July 2017 – 2019 (PI: Desiree Murray)

- Consulted on an IES Goal 2 Grant focused on adapting Coping Power to address executive functioning and mindfulness.

Advisory Panel Member

UCLA – Duke University National Center for Child Traumatic Stress, November 2018 – 2019 (PI: Greg Leskin)

- Consulted on National Traumatic Stress Network professional development series for Department of Defense staff related to the prevention of problem sexual behavior in youth.

Advisory Panel Member

World Bank, Washington, DC, November 2014 – December 2015

- Advised on the development of training materials and resources on school climate, PBIS, and social-emotional learning.

Advisory Panel Member

National Association of Elementary School Principals, Alexandria, VA, December 2013 - 2014

- Supported the development of training materials and resources on bullying prevention.

Advisory Panel Member

United Nations, New York, NY, May 2013 - 2014

- Served as a paid consultant to prepare a [report on the prevention of behavioral and mental health](#) problems in youth across the globe.

Consultant

Prevent Child Abuse America, Chicago, IL, March 2012 – January 2013

- Served as a paid consultant to develop a national integrated bullying and child abuse prevention effort.

Consultant

Substance Abuse and Mental Health Services Administration, Washington, DC, 2011 - 2014

- Served as a consultant on topics related to bullying prevention, including developing media training on bullying and suicide, providing training on bullying and suicide prevention, and creating training materials on bullying prevention.

Consultant

Virginia Commonwealth University, Richmond, VA, August 2010 - 2011

- Served as a consultant on school-wide bullying and school violence prevention efforts for an IES-funded grant (PI: Terri Sullivan).

Consultant

U.S. Department of Education, Office of Special Education Programs (OSEP), Washington, D.C., August 2010

- Served as a paid consultant on ‘3+2’ evaluation of an OSEP Technical Assistance Center.

Consultant

National Education Association (NEA), Washington, D.C., September 2009 - 2014

- Served as a paid consultant on school climate, bullying prevention, and school-wide bullying prevention efforts. Developed a survey on school connectedness, school climate, and bullying prevention for members of the NEA. Creating materials to prevent workplace bullying.

Consultant

Collaborative for Academic, Social, and Emotional Learning (CASEL), University of Illinois, Chicago, January 2009 - 2011

- Served as a consultant on the integration of Positive Behavioral Interventions and Supports (PBIS) and Social and Emotional Learning (SEL).

Project Consultant and Taskforce Member

Bullying and Harassment Prevention Project, June 2006 - June 2008

Frederick County Public Schools

- Served as a paid consultant to the district to collaborate on the creation of a district-wide bullying, violence, and harassment prevention initiative that includes an assessment which is administered district-wide annually to students, parents, and staff. Provided professional development and technical assistance regarding the use of evidence-based bullying prevention programs.

Evaluation Consultant

Keep a Clear Mind Substance Abuse Prevention Program, May 2005 - 2010

Safe and Drug Free Schools, Anne Arundel County Public School System, Annapolis, MD

- Served as a paid consultant to the district to conduct an annual evaluation of the Keep a Clear Mind substance abuse prevention program in approximately 40 elementary schools.

Consultant and Trainer

Baltimore City Public School System School Safety Committee, September 2004 - 2010

Baltimore City Public School System, Maryland

- Provided consultation regarding Positive Behavioral Interventions and Supports (PBIS), program development, evaluation, and dissemination and conducted training sessions for school staff on strategies to promote school safety and a positive school climate.

Evaluation Consultant

Baltimore City Public School System, September 2004 - August 2005

Baltimore City Public School System, Maryland

- Evaluated the Promoting Alternative Thinking Strategies (PATHS) model in an alternative elementary school for a for a SAMHSA grant.

Evaluation Consultant

University Counseling and Assistance Network, December 2000 - January 2004

Gannett Health Center, Cornell University, Ithaca, NY

- Evaluated a university-wide suicide and mental health problem prevention program.

Evaluation Consultant

Alternative Positive Learning Used for Success Program, September 1999 - July 2003

New York State Board of Cooperative Educational Services, Elmira, NY

- Conducted a longitudinal evaluation of a multi-site alternative middle school program.

Testimony and Briefings

U.S. Congressional Briefing

Reestablishing Conditions for Teaching and Learning, April 2023

Universal Benefits of Programs that Bolster the Behavioral Health and Educational Success of our Youth, Virtual Briefing.

- Provided oral briefing regarding research on effective strategies related to COVID-19 pandemic recovery and school climate promotion and mental health issues for students and staff.

U.S. Congressional Briefing

School-based Prevention of Bullying and Related Behavior Problems, March, 2015

- Provided oral briefing regarding the research on effective strategies for preventing bullying, including the use of Positive Behavioral Interventions and Supports.

U.S. Congress, Washington, DC

Maryland General Assembly

The Evidence Base for Positive Behavioral Interventions and Supports (PBIS), March 2009

Appropriations Committee, Maryland House of Delegates, Annapolis, MD

- Provided written and oral testimony regarding the research base and outcomes associated with Positive Behavioral Interventions and Supports, including a summary of the results from a federally-funded Maryland randomized controlled trial.

EDITORIAL ACTIVITIES

Edited Books

Bradshaw, C. P., Rosenberg, M., & Debnam, K.J. (Eds.). (in preparation). *Promoting Culturally Responsive Behavior Support and Enhanced Student Engagement: The Double Check Model*. Guilford Press.

Evans, S., Owens, J., **Bradshaw**, C. P., & Weist, M.D. (Eds.). (2023). *Handbook of School Mental Health: Innovations in Science and Practice (third edition)*. New York: Springer.

Bradshaw, C. P., & Waasdorp, T. (2020). *Preventing Bullying in Schools: A Social and Emotional Learning Approach to Prevention and Early Intervention*. New York: Norton.

Bradshaw, C. P. (Ed.). (2017). *Handbook on Bullying Prevention: A Lifecourse Perspective*. New York: National Association of Social Workers Press.

National Academies of Science, Engineering, and Medicine. (2016). *Preventing Bullying Through Science, Policy, and Practice*. Washington, DC: National Academies Press. Doi: 10.17226/23482.

Weist, M.D., Lever, N. A., **Bradshaw**, C. P., & Owens, J. (Eds.). (2014). *Handbook of School Mental Health: Advancing Practice and Research (second edition)*. New York: Springer.

Bradshaw, C. (2012). Section 4: Influences from the school. In E. Anderman & J. Hattie (Eds.). *International Handbook of Student Achievement*. New York: Routledge. *Special Issues Edited*

Edited Special Issues of Journals

Morgan-López, A., Musci, R., & **Bradshaw**, C.P., (Eds.) (2024). *Prevention Science*. Guest editor for a special issue on *Impact of COVID on Prevention Science*.

Morgan-López, A., Musci, R., & **Bradshaw**, C.P., (Eds.) (2023). *Prevention Science*. Guest editor for a special issue on *Innovations and Applications of Integrative Data Analysis (IDA) and Related Data Harmonization Procedures in Prevention Science*.

Niehoff, D. & **Bradshaw**, C.P., (Eds.) (2023). *Violence and Gender*. Guest editor for a special issue on *Exposure to violence in Early Childhood*.

Grant, S., Gardner, F., & **Bradshaw**, C.P., (Eds.) (2022). *Prevention Science*. Guest editor for a special issue on *Transparency, Reproducibility, and Open Science*, 23(4).

Bradshaw, C.P., & Pas, E.T. (Eds.) (2021). *Prevention Science*, 22(6). Guest editor for a special issue *Optimizing the Implementation and Effectiveness of Preventive Interventions through Motivational Interviewing*.

McDaniel, S., Bruhn, S., & **Bradshaw**, C.P. (Eds.) (2020). *Journal of Applied School Psychology*, 36. Guest editor for a special issue on *Tier 2 Adaptations to Behavioral Interventions*.

Schoenwald, S.K. & **Bradshaw**, C.P., (Eds.) (2020). *Administration and Policy in Mental Health and Mental Health Services Research*, 47(5). Guest editor for a special issue *The Future of Children's Mental Health Services* <https://link.springer.com/journal/10488/volumes-and-issues/47-5>.

Bradshaw, C.P., Bottiani, J., & Gregory, A. (Eds.) (2018). *School Psychology Review*, 47. Guest editor for a special issue *Closing in on Disproportionality in Discipline*.

Sullivan, T., & **Bradshaw**, C.P. (Eds.) (2012). *Behavioral Disorders*, 37. Guest editor for a special issue on serving the needs of youth with disabilities through violence prevention efforts.

Bradshaw, C.P. & Haynes, K.T. (Eds.) (2012). *Administration and Policy in Mental Health and Mental Health Services Research*, 39(4). Guest editor for a special issue on partnerships in child mental health services and prevention research. doi:10.1007/s10488-012-0427-7

Bradshaw, C.P. & Johnson, R. (Eds.) (2011). *Journal of School Violence*, 10(2). Guest editor for a special issue on the social context of bullying and peer victimization.

Bradshaw, C.P., Tandon, S. D., & Leaf, P. J. (Eds.) (2010). *Progress in Community Health Partnerships: Research, Education, and Action*, 4(3). Guest editor for a special issue on community-based participatory research approaches to youth violence prevention.

Guerra, N.G. & **Bradshaw, C.P. (Eds.) (2008).** *New Directions for Child and Adolescent Development*, 122. Guest editor for a special issue on core competencies to prevent problem behaviors and promote positive youth development.

Editorship

- Senior Associate Editor, *Social & Emotional Learning: Research, Practice, & Policy*, 2021 - present
- Editor: *Prevention Science*, 2013 – present
- Associate Editor: *Journal of Research on Adolescence*, 2010 – 2014

Editorial Board Membership

School Psychology Review; Behavioral Disorders, Journal of Clinical Child and Adolescent Psychology, Journal of School Violence, School Psychology [Quarterly], Journal of Elementary Education, Journal of School Psychology, School Mental Health

Select Ad Hoc Reviewer

Remedial and Special Education; JAMA Pediatrics; Advances in School Mental Health Promotion: Training and Practice, Research and Policy; Aggressive Behavior; American Journal of Public Health; American Journal of Community Psychology; Child and Youth Care Forum; Child Development; Child Maltreatment; 44T44T; 44T44TCriminal Justice Review; Criminology; Developmental Psychology; Exceptionality; JAMA; Journal of Adolescence; 44T44TJournal of Adolescent Health; Journal of Behavioral Health Services & Research; 44T44TJournal of Community Psychology; Journal of Educational Psychology; Journal of Pediatric Psychology; Journal of Positive Behavior Interventions; Journal of Primary Prevention; 44T44TJournal of Research in Personality; Journal of School Psychology; 44T44TProgress in Community Health Partnerships: Research, Education, and Action; Psychology in the Schools; School Psychology Review

GRANT REVIEW ACTIVITIES

National Institute of Health (NIH/NIMHD/NIMH): Panel Member, 2017, 2021, 2022, 2023, 2024a, 2024b

Institute of Education Sciences (IES): Arts & Education Review Panel Member & Chair, 2017, 2018

Institute of Education Sciences (IES): Training Grant Review Panel Member, 2014 - 2015

Institute of Education Sciences (IES): Social and Behavioral Review Panel Member, 2009 – 2013

Templeton Foundation, 2018; Spencer Foundation: Grant Reviewer, 2016 – 2018, 2020, 2021

William T. Grant Foundation: Grant Reviewer, 2012, 2013, 2014, 2015, 2017, 2019-23

Centers for Disease Control and Prevention (CDC), 2007, 2012, 2014, 2016, 2017, 2020, 2021, 2022, 2023, 2024

National Science Foundation (NSF), 2009, 2014

Substance Abuse and Mental Health Services Administration (SAMHSA), 2005, 2006

HONORS AND AWARDS

- University Professorship, Endowed Chair, University of Virginia, June 2020 - present
- 2020 Paper of the Year Award, *Journal of School Psychology* (Pas, Ryoo, Musci, & Bradshaw, 2019)
- Vice President of Research's Office's Research Award, 2020, 2021
- Significant Research Contributions Award, Society for Prevention Research, 2019
- 1PPstPP Annual Excellence in Research Award, Center for School Mental Health Award, 2018
- Mid-Career Award for Excellence in Research, Society for Research on Adolescence, 2018
- Alumni of the Year Award, North Cross School, Roanoke, VA, 2018
- Excellence in Teaching and Mentorship Recognition, UVA School, 2016
- Alumni Achievement Award, University of Georgia, School of Education, 2016
- *Psychology of Violence*, Best of 2011 Violence Research Paper, 2012
- National Association of School Psychologists, Paper of the Year (Honorable Mention), 2011
- Society for Research in Child Development (SRCD) Early Career Research Award, 2011
- Early Career Award, Society for Prevention Research, 2010
- Advising, Mentoring, & Teaching Recognition Award, Johns Hopkins S. of Public Health, 2010
- Excellence in Teaching Recognition, Johns Hopkins School of Public Health, 2010
- Presidential Early Career Award for Scientists and Engineers (PECASE), United States Office of Science and Technology Policy, 2009
- Child Intervention Prevention & Service (CHIPS) Fellowship, NIMH, 2005-2007
- Graduate Research Fellowship, National Institute of Justice, 2003-2004
- Predoctoral Research Fellowship, National Consortium on Violence Research, 2002-2004
- Youth Violence Prevention Summer Research Fellowship, 2002
- College of Human Ecology Flora Rose Fellowship (\$28,000), Cornell University, 2003-2004
- Two Department of Human Development Summer Fellowships, Cornell University, 2002, 2003
- Two College of Human Ecology Travel Awards, Cornell University, 2001, 2003
- Two College of Education Regents' Competitive Scholarships, Univ. of Georgia, 1997-1999
- Chi Sigma Iota (Counseling honorary society), University of Georgia, 1997-1999
- Two University Undergraduate Research Grants, University of Richmond, 1995-1997
- Golden Key International Honour Society, University of Richmond, 1995-1997
- Psi Chi National Honor Society in Psychology, University of Richmond, 1995-1997
- Phi Beta Kappa, University of Richmond, 1997
- magna cum laude, University of Richmond, 1997

PUBLICATIONS

† indicates student / postdoc co-author

Peer Reviewed

300. Downer, J., Braun, S.S., **Bradshaw**, C.P., Elreda, L., Ialongo, N.S., & Tolan, N. (accepted pending revision). Testing the Combined Effects of the PAX Good Behavior Game and MyTeachingPartner™ coaching for early career teachers: Impacts on teacher-student interaction quality and teachers' occupational health. *Journal of School Psychology*.
299. †Franco, M., Bottiani, J.H., Debnam, K.J., Bonifay, W., Pandey, T., Karras, J., & Bradshaw, C.P. (accepted pending revision). The CARES Classroom Observation Tool: Psychometrics of an observational measure of culturally responsive practices. *Journal of School Psychology*.
298. †Beahm, L., Henderson Smith, L., & **Bradshaw**, C.P. Examining the social validity of the Double Check Online Program: Helping to scale-up professional development for culturally responsive practices. (in press). *Teaching and Teacher Education*.
297. Nguyen, A.J., Hersh, J., †Beahm, J., Henderson Smith, L., †Newman, C., Birchfield, K., Michael, K., & **Bradshaw**, C.P. (2024). Coping Power – Rural: Iterative adaptation of an evidence-based preventive intervention for rural upper elementary and middle schools. *Journal of School Mental Health*. <https://doi.org/10.1007/s12310-024-09632-2>

296. †Hernandez, B., McDaniel, H., & **Bradshaw**, C. (in press). Urban adolescents' exposure to violence and racial discrimination: Gender differences in coping and mental health. *Journal of Child and Family Studies*. DOI [10.1007/s10826-023-02731-9](https://doi.org/10.1007/s10826-023-02731-9)
295. Saavedra, L. M., Lochman, J. E., Morgan-López, A. A., McDaniel, H. L., **Bradshaw**, C. P., Powell, N. P., Qu, L., †Budavari, A. C., & Yaros, A. C. (2023) Collateral effects of coping power on caregiver symptoms of depression and long-term changes in child behavior. *Development and Psychopathology*.
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Bradshaw, C.P., & Mumphurd, E. (2012). *Keep A Clear Mind Substance Abuse Prevention Program: Evaluation Summary for 2005-2012*. Technical report prepared for the Division of Safe & Drug-Free Schools, Anne Arundel County Public School System, Annapolis, MD.

Bradshaw, C.P., †Has, E., & †Deutsch, H. (2011). *Keep A Clear Mind Substance Abuse Prevention Program: Evaluation Summary for 2005-2011*. Technical report prepared for the Division of Safe & Drug-Free Schools, Anne Arundel County Public School System, Annapolis, MD.

Bradshaw, C.P., †Sawyer, A., & †Deutsch, H. (2010). *Keep A Clear Mind Substance Abuse Prevention Program: Evaluation Summary for 2005-2010.* Technical report prepared for the Division of Safe & Drug-Free Schools, Anne Arundel County Public School System, Annapolis, MD.

Bradshaw, C., †Waasdorp, T. & †O'Brennan, L. (2010). *Teachers' and Education Support Professionals' Perspectives on Bullying and Prevention.* Technical report prepared for the National Education Association (NEA). Washington, DC.

Bradshaw, C. P., †Waasdorp, T. E., & †O'Brennan, L. M. (2010). *Whole-school Approaches to Bullying Prevention: Engaging Teachers and Education Support Professionals in the Prevention Process.* Technical report prepared for the National Education Association, Washington, DC.

Bevans, K., **Bradshaw, C., & Leaf, P. (2005).** *Evaluation of the Baltimore City Public School System's Alternative Learning Center: Fall 2002 – Spring 2005.* Technical report prepared for the Baltimore City Public School System, Johns Hopkins Center for the Prevention of Youth Violence, Baltimore, MD.

Bradshaw, C.P. & Izzo, C. (2003). *University Counseling and Advising Network (U-CAN) Final Evaluation Report: Fall 2001 through Winter 2002.* Technical report prepared for the U-CAN Program Managers at Gannett Health Services, Cornell University, Ithaca, NY.

Bradshaw, C.P. (2003). *Alternative Positive Learning Used for Success Evaluation Summary: The First Three Years.* Technical report prepared for the Schuyler-Chemung-Tioga Board of Cooperative Educational Services, Elmira, NY.

Bradshaw, C.P. & Kinoshita, N. (1999). *Community Counseling Training Program Evaluation Summary.* Technical report prepared for the Community Counseling Program Director, University of Georgia, Athens, GA.

Selected Policy Briefs

Bradshaw, C. & Waasdorp, T. (2011). *Effective Strategies In Combating Bullying.* White paper prepared for the White House. Washington, DC. http://www.stopbullying.gov/references/white_house_conference/index.html

Gulemetova, M., Drury, D., & **Bradshaw, C. (2011).** *Findings from the National Education Association's Nationwide Study of Bullying: Teachers' and Staff Members' Perspectives.* White paper prepared for the White House. Washington, DC. http://www.stopbullying.gov/references/white_house_conference/index.html

Bradshaw, C., †Waasdorp, T. †O'Brennan, L., & Gulemetova, M. (2011). *Findings from the National Education Association's Nationwide Study of Bullying: Teachers' and Staff Members' Perspectives on Bullying and Prevention.* Report prepared for the National Education Association. Washington, DC. <http://www.nea.org/home/Findings-from-the-NEAs-Nationwide-Study-of-Bullying.htm>

Additional Research Briefs Prepared by Our Team for the Maryland State Department of Education

<http://www.pbismaryland.org/resources/research-briefs>

Published Interview

Stormont, M., Cohen, D. R., & Green, A. L. (2020). Catherine Bradshaw: The Role of Prevention Science in School-Based Programming. *Intervention in School and Clinic, 55(5)*, 325–330. <https://doi.org/10.1177/1053451219881709>

TEACHING

Doctoral Advisees

- Courtney Newman, Ph.D., 2027 (anticipated), University of Virginia
- Eujene Chung, Ph.D., 2026 (anticipated), University of Virginia
- Belinda Hernandez, Ph.D., 2025 (anticipated), University of Virginia
- Meredith Powers Franco, PhD., 2023, University of Virginia
- Lydia Beahm, PhD., 2022, University of Virginia (Co-Mentor)
Current Position: Assistant Professor: Clemson University
- Meghan Clifford, PhD., 2022, University of Virginia
- Joseph Kush, PhD., 2021, University of Virginia (Co-Mentor)
Current Position: Assistant Professor: James Madison University
- Elizabeth Bistrong, Ph.D., 2019, University of Virginia
- Samantha Ludin, Ph.D., 2019, University of Virginia
- Andrea Xisto, PhD, 2019, University of Virginia
- Paula Aduen, Ph.D., 2018, University of Virginia
- Mercedes Orozco, PhD., 2017, University of Guadalajara, Mexico
Current Position: Associate Professor, University of Guadalajara, Mexico
- Hillary Morin, Ph.D., 2016, University of Virginia
Current Position: Assistant Professor, University of Montana
- Lynne Crotts, Ed.D., 2015, UVA
Current Position: Head of Charter School, Charlottesville, VA
- Jessika Bottiani, Ph.D., 2014, Johns Hopkins University
Current Position: Associate Professor, University of Virginia
- Jeffrey Duong, Ph.D., 2014
Current Position: Medical Student, University of California, Davis
- Benjamin Zablotsky, Ph.D., 2012
Dissertation Title: *Raising a Child with an Autism Spectrum Disorder*
Current Position: Researcher, Centers for Disease Control and Prevention
- Lareina La Flair, Ph.D., 2012
Dissertation Title: *Patterns of Alcohol Use, Traumatic Stress, and Women's Revictimization Risk*
Current Position: Research Associate, Mathematica
- Keri Jowers, Ph.D., 2009
Dissertation Title: *Examining the Role of Early Family Risk in the Development of Aggressive and Disruptive Behavior in Childhood*
Current Position: Data Specialist, Maryland State Department of Education
- Lilian Ghandour, Ph.D., 2009
Dissertation Title: *Young Adult Alcohol Involvement: The Role of Parental Monitoring, Child Disclosure, and Parental Knowledge During Childhood*
Current Position: Associate Professor, American University of Beirut, Lebanon

Preliminary Oral / Proposal Defense Participation

- Belinda Hernandez, School of Education, UVA (October 2023, Advisor)
- Lydia Beahm, School of Education, UVA (November 2021, Co-Advisor)
- Meredith Powers Franco, School of Education, UVA (November 2021, Advisor)
- Joseph Kush, School of Education, UVA (August 2019, Co-Advisor)
- Elizabeth Bistrong, School of Education, UVA (October 2017, Advisor)
- Samantha Ludin, School of Education, UVA (October 2017, Advisor)
- Andrea Xisto, School of Education, UVA (October 2017, Advisor)
- Lora Henderson, School of Education, UVA (June 2016)
- Paula Aduen School of Education, UVA (September 2016, Advisor)
- Bart Ragon, School of Education, UVA (March 2016)

- *Lorie Hood*, School of Education, UVA (August 2015, *Advisor*)
- *Anna Heilbrun*, School of Education, UVA (July 2015)
- *Shanna Hirsch*, School of Education, UVA (May 2015)
- *Mercedes Orozco*, University of Guadalajara, Mexico (December 2014)
- *Hillary Morin*, School of Education, UVA (October 2014, *Advisor*)
- *Lynne Crofts*, School of Education, UVA (December 2014, *Advisor*)
- *Kristine Larson*, School of Education, JHU (April 2014, *Co-Advisor*)
- *Manuela Jimenez*, School of Education, UVA (October 2013)
- *Jeffrey Duong*, Department of Mental Health, JHSPH (April 2013, *Advisor*)
- *Bess Rose*, School of Education, JHU (December 2012)
- *Jessika Bottiani*, Department of Mental Health, JHSPH (December 2012, *Advisor*)
- *Michelle Taylor*, Dept. Population, Family, & Repro. Health, JHSPH (December 2012)
- *Chris Echo*, Department of Special Education, University of Maryland (October 2012)
- *Maya Nadison*, Department of Mental Health, JHSPH (August 2012)
- *Rebecca Hock*, Department of Mental Health, JHSPH (June 2012)
- *McHale Newport-Berra*, Dept. Population, Family, & Repro. Health, JHSPH (June 2012)
- *Shanda Crowder*, School of Education, Morgan State University (June 2012)
- *Grace Lee*, Department of Mental Health, JHSPH (April 2012)
- *Adam Milam*, Department of Mental Health, JHSPH (June 2011)
- *Benjamin Zablotsky*, Department of Mental Health, JHSPH (April 2011)
- *Sachi Kuwabara*, Department of Mental Health, JHSPH (August 2010)
- *Morgan Philbin*, Department of Health, Behavior, & Society, JHSPH (July 2010)
- *Lindsey O'Brennan Grimm*, University of California, Santa Barbara (June 2010)
- *Lisa Wyman*, Department of Epidemiology, JHSPH (June 2010)
- *Preety Gadhoke*, Department of International Health, JHSPH (May 2010)
- *Katie Bonebrake*, Department of Mental Health, JHSPH (March, 2009)
- *Lareina La Flair*, Department of Mental Health, JHSPH (September, 2009, *Advisor*)
- *Pritika Chatterjee*, Department of Health, Behavior, & Society, JHSPH (March 2009)
- *Pallab Maulik*, Department of Mental Health, JHSPH (February 2009)
- *Adena Galinsky*, Dept. Population, Family, & Repro. Health, JHSPH (February 2009)
- *Lilian Ghandour*, Department of Mental Health, JHSPH (June 2008, *Advisor*)
- *Keri Jowers*, Department of Mental Health, JHSPH (May 2008, *Advisor*)
- *Anne Sawyer*, Department of Mental Health, JHSPH (March 2008)
- *Brent Mancha*, Department of Mental Health, JHSPH (March 2008)
- *Jessica Williams*, Johns Hopkins School of Nursing (February, 2008)
- *Craig Martinez*, Dept. Population, Family, & Repro. Health, JHSPH (July 2007)
- *Tracy Patterson*, Department of Mental Health, JHSPH (November 2006)
- *Melissa Azur*, Department of Mental Health, JHSPH (October 2006)
- *Jonathan Brown*, Department of Health, Policy & Management, JHSPH (August 2006)

Final Oral/Dissertation Defense Participation

- *Meghan Clifford*, PhD., School of Education, UVA (December 2021, *Advisor*)
- *Joseph Kush*, School of Education, UVA (March 2021, *Co-Advisor*)
- *Andrea Xisto*, School of Education, UVA (June 2019, *Advisor*)
- *Elizabeth Bistrong*, School of Education, UVA (May 2019, *Advisor*)
- *Samantha Ludin*, School of Education, UVA (August 2018, *Advisor*)
- *Bart Ragon*, School of Education, UVA (March 2018)
- *Lora Henderson*, School of Education, UVA (May 2017)
- *Paula Aduen* School of Education, UVA (May 2017, *Advisor*)
- *Mercedes Orozco*, University of Guadalajara, Mexico (January 2017)
- *Anna Heilbrun*, School of Education, UVA (June 2016)
- *Shanna Hirsch*, School of Education, UVA (April 2016)
- *Lorie Hood*, School of Education, UVA (December 2015, *Advisor*)

- *Hillary Morin*, School of Education, UVA (May 2015, *Advisor*)
- *Kristine Larson*, Ph.D., Johns Hopkins University (May 2015)
- *Lynne Crotts*, School of Education, UVA (March 2015, *Advisor*)
- *Manuela Jimenez*, School of Education, UVA (June 2014)
- *Jeffrey Duong*, Department of Mental Health, JHSPH (May 2014, *Advisor*)
- *Jessika Bottiani*, Department of Mental Health, JHSPH (May 2014, *Advisor*)
- *Shanda Crowder*, School of Education, Morgan State University (December 2013)
- *Rebecca Hock*, Department of Mental Health, JHSPH (May 2013)
- *Benjamin Zablotsky*, Department of Mental Health, JHSPH (November 2012, *Advisor*)
- *Lareina La Flair*, Department of Mental Health, JHSPH (August 2012, *Advisor*)
- *Ciara Zachary*, Department of Health, Behavior, & Society, JHSPH (May 2012, *Chair*)
- *Adam Milam*, Department of Mental Health, JHSPH (March 2012)
- *Lindsey O'Brennan Grimm*, University of California, Santa Barbara (June 2011)
- *Katie Bonebrake Nugent*, Department of Mental Health, JHSPH (June, 2011)
- *Pritika Chatterjee*, Department of Health, Behavior, & Society, JHSPH (March 2011)
- *Craig Martinez*, Dept. Population, Family, & Repro. Health, JHSPH (October 2009)
- *Keri Jowers*, Department of Mental Health, JHSPH (August 2009, *Advisor*)
- *Brent Mancha*, Department of Mental Health, JHSPH (May 2009)
- *Pallab Maulik*, Department of Mental Health, JHSPH (February 2009)
- *Adena Galinsky*, Dept. Population, Family, & Repro. Health, JHSPH (February 2009)
- *Lilian Ghandour*, Department of Mental Health, JHSPH (June 2008, *Advisor*)
- *Amy Buchanan*, Department of Mental Health, JHSPH (May 2008)
- *Jessica Williams*, Johns Hopkins School of Nursing (February, 2008)
- *Melissa Azur*, Department of Mental Health, JHSPH (October 2006)
- *Jonathan Brown*, Department of Health, Policy & Management, JHSPH (August 2006)

Master of Public Health (MPH) & Master of Health Science (MHS) Degree Advising

- *Michelle Chin*, Johns Hopkins Bloomberg School of Public Health MPH Advisor (August 2016)
- *Anne Sawyer*, Johns Hopkins Bloomberg School of Public Health MHS Thesis Advisor (June 2012)
- *Haley Deutsch*, Johns Hopkins Bloomberg School of Public Health MHS Thesis Advisor (June 2012)
- *Jeffrey Duong*, Johns Hopkins Bloomberg School of Public Health MHS Thesis Advisor (June 2009)
- *Luthar Kalb*, Johns Hopkins Bloomberg School of Public Health MHS Thesis Advisor (June 2008)
- *Ashok Krishnan, M.D.*, Johns Hopkins Bloomberg School of Public Health MPH Capstone and Academic Advisor (June 2008)
- *Sarah Krassenbaum*, Johns Hopkins Bloomberg School of Public Health MHS Thesis Advisor (June 2007)
- *Diane Elmore, Ph.D.*, Johns Hopkins Bloomberg School of Public Health MPH Capstone and Academic Advisor (June 2007)

Postdoctoral Fellowship Advising and Co-Advising

- *Paloma Clark Perez, Ph.D.*, School of Education, University of Virginia (2023 - present)
- *Alexa Budavari, Ph.D.*, School of Education, University of Virginia (2022 - 2023)
- *Lydia Beahm, Ph.D.*, School of Education, University of Virginia (2022 - 2023)
- *Toshna Pandey, Ph.D.*, School of Education, University of Virginia (2021 - present)
- *Joe Kush, Ph.D.*, Johns Hopkins School of Public Health (2021 - 2022)
- *Daniel Camacho, Ph.D.*, School of Education, University of Virginia (2019 - 2021)
- *Lora Henderson, Ph.D.*, School of Education, University of Virginia (2019 - 2021)

- *Summer Braun, Ph.D.*, School of Education, University of Virginia (2019 - 2021)
- *Chelsea Duran, Ph.D.*, School of Education, University of Virginia (2018 - 2021)
- *Amanda Nguyen, Ph.D.*, School of Education, University of Virginia (2016 - 2017)
- *Kristine Larson, Ph.D.*, Johns Hopkins Bloomberg School of Public Health (2015 - 2018)
- *Kathan Shukla, Ph.D.*, School of Education, University of Virginia (2015 - 2016)
- *Jessika Bottiani, Ph.D.*, School of Education, University of Virginia (2015 - 2016)
- *Stacy Johnson, Ph.D.*, Johns Hopkins Bloomberg School of Public Health (2014 - 2017)
- *Amir Francois, Ph.D.*, Johns Hopkins Bloomberg School of Public Health (2014-2016)
- *Juliette Berg, Ph.D.*, School of Education, University of Virginia (2013-2015)
Current Position: Research Associate, AIR
- *Elizabeth Parker, Ph.D.*, Johns Hopkins Bloomberg School of Public Health (2013-2015)
Current Position: Research Associate, University of Washington, School of Medicine
- *Sarah Jensen Racz, Ph.D.*, Johns Hopkins Bloomberg School of Public Health (2012-2014)
Current Position: Assistant Professor, University of Maryland
- *Lindsey O'Brennan, Ph.D.*, Johns Hopkins School of Public Health (2012-2014)
Current Position: Faculty, University of South Florida
- *Shonali Saha, M.D.*, Johns Hopkins School of Medicine (2011-2014)
Current Position: Assistant Professor, Emory University
- *Rashelle Musci, Ph.D.*, Johns Hopkins Bloomberg School of Public Health (2012-2013)
Current Position: Assistant Professor, Johns Hopkins Bloomberg School of Public Health
- *Christina Pate, Ph.D.*, Johns Hopkins Bloomberg School of Public Health (2011-2013)
Current Position: Research Associate, WestEd
- *Anne Henry Cash, Ph.D.*, Johns Hopkins Bloomberg School of Public Health (2010-2012)
Current Position: Assistant Professor, University of North Carolina, Charlotte
- *Kimberly Goodman, Ph.D.*, Johns Hopkins Bloomberg School of Public Health (2009-2011)
Current Position: Society for Research on Child Development Policy Fellow
- *Asha Goldweber, Ph.D.*, Johns Hopkins Bloomberg School of Public Health (2009-2011)
Current Position: Research Associate, SRI
- *Sarah Lindstrom Johnson, Ph.D.*, Johns Hopkins School of Medicine (2009-2011)
Current Position: Assistant Professor, Arizona State University
- *Elise Pas, Ph.D.*, Johns Hopkins Bloomberg School of Public Health (2008-2010)
Current Position: Associate Scientist, Johns Hopkins Bloomberg School of Public Health
- *Tracy Waasdorp, Ph.D.*, Johns Hopkins Bloomberg School of Public Health (2008-2010)
Current Position: Research Associate, Johns Hopkins Bloomberg School of Public Health
- *Caryn Rodgers, Ph.D.*, Johns Hopkins Bloomberg School of Public Health (2007-2009)
Current Position: Assistant Professor, Albert Einstein College of Medicine
- *Richard Sechrest, Psy.D.*, Johns Hopkins Bloomberg School of Public Health (2007-2009)
Current Position: Program Specialist, Department of Defense/NSA
- *Katherine Bevans, Ph.D.*, Johns Hopkins Bloomberg School of Public Health (2004-2006)
Current Position: Associate Professor, University of Pennsylvania School of Medicine

Training Grant Affiliations

- Research Institute for Implementation Science in Education (RIISE)
Role: Core Faculty; PI: Aaron Lyon
IES-funded summer training institute
- Blue Ridge LEND (Leadership Education in Neurodevelopmental and Related Disabilities)
Role: Associated Faculty; PI: Micah Mazurek
Maternal and Child Health Bureau (MCHB)
- Child Intervention Prevention & Service (CHIPS) Fellowship (Early Career Mentoring)
Role: Associated Faculty; PI: Neal Ryan
National Institute of Mental Health
- Virginia Education Science Training (VEST) (Pre and Postdoctoral) Fellowship

- Role: Associated Faculty; PI: Sara Rimm-Kaufman
Institute of Education Sciences
- Special Education Teachers and Researchers Initiative for Virginia Education (STRIVE) (Predoctoral)
Role: Associated Faculty; PI: Bill Therrien
Office of Special Education Programs
 - Drug Dependence Epidemiology Training Program (Pre & Postdoctoral)
Role: Co-Investigator; PI: Renee Johnson
National Institute of Drug Abuse
 - Leadership Education in Adolescent Health (LEAH) (Pre & Postdoctoral)
Role: Research Director
Maternal Child Health Bureau (MCHB), T71 MC08054 PI: Hoover Adger
 - Prevention Research Training Program (Postdoctoral)
Role: Co-Director
National Institute of Mental Health. T32 MH18834; PI: Nicholas Ialongo
 - Children's Mental Health Services Training Program (Pre & Postdoctoral)
National Institute of Mental Health. T32 MH19545-11; PI: Philip Leaf
 - Interdisciplinary Training Program in Education Research (Predoctoral)
Institute of Education Sciences. R305B080020; PI: Karl Alexander
 - Interdisciplinary Research Training Grant on Violence (Pre & Postdoctoral)
National Institute of Mental Health. T32 MH20014; PI: Jacqueline Campbell
 - Kellogg Community Health Scholars Program (Postdoctoral)
W. K. Kellogg Foundation. Co-PIs: Lee Bone & Janice Bowie

Mentorship on Federally Sponsored Awards

- NIH/NIMHD Loan Repayment Award, Mentor to Katrina Debnam, 2013-2018
- NIH/NIMHD Loan Repayment Award, Mentor to Jessika Bottiani, 2015- present
- NIH Loan Repayment Award, Mentor to Amanda Nguyen, 2019-present
- NIH/NIMHD Loan Repayment Award, Mentor to Lora Henderson Smith, 2019-present
- NIH Loan Repayment Award, Mentor to Charity Griffin, 2023-present
- NIH/NIMHD Loan Repayment Award, Mentor to Lora Henderson Smith, 2019-present
- NIH KL2 Mentor Amanda Nguyen, 2019-2022
- NIH KL2 Mentor Rose Neville, 2023-present
- NIH KL2 Mentor Lora Henderson Smith, 2022-present

Classroom Instruction

Instructor

Department of Human Services, EHD, UVA, 2nd Semester, 2023
Development and Prevention of Youth Violence (EDHS 3055)

- Teaching an undergraduate-level course for approximately 18 students on the major social, psychological, and developmental theories of youth violence and its prevention.

Instructor

Department of Mental Health, JHSPH, 3rd Quarter 2006 - 2013
Social, Psychological, and Developmental Processes in the Etiology of Mental Disorders

- Teaching a graduate-level course for approximately 40 students on the major social, psychological, and developmental theories of mental and behavioral disorders. Solely responsible for all aspects of course, including development of syllabus, assignments, examinations, and lectures. Course was offered on-line for 2013.

Instructor

Department of Human Development, Cornell University, Spring Semester 2004

Interdisciplinary Perspectives on the Development of Violent and Problem Behavior Course

- Independently taught an advanced course for 25 junior and senior undergraduates. Solely responsible for all aspects of course, including development of syllabus, assignments, examinations, and lectures.

Other Significant Teaching

Research Supervisor & Mentor

Summer Internship Program (SIP), Diversity Programs, Johns Hopkins Bloomberg School of Public Health, 2010 - 2012

- Served as a research mentor to 2 student interns annually who were participating in the SIP, which provides opportunities for ethnic minority students to gain public health research experience.

Research Supervisor & Mentor

Research Initiative for Student Enhancement (RISE), Kennedy Krieger Institute, 2006 - 2013

- Served as a research mentor to 6 graduate student interns who were participating in the CDC-funded RISE internship program. The program provides opportunities for ethnic minority students to receive first-hand experience conducting research.

Research Supervisor & Mentor

Department of Mental Health, Johns Hopkins School of Public Health, 2005 - 2008

- Served as a research mentor to 3 undergraduate students from Morgan State University who were participating in CDC- and NIH-funded internship programs. The programs provided opportunities for ethnic minority undergraduates to receive first-hand experience conducting prevention research.

Group Organizer & Facilitator

Department of Mental Health, Johns Hopkins School of Public Health, 2004 - 2006

Mental Health Student Writing Group

- Began and led a weekly writing group for approximately 12 graduate students to workshop manuscripts and receive feedback on their writing.

Research Supervisor

Department of Human Development, Cornell University, 2000 - 2004

- Supervised 7 undergraduate research assistants working on group and independent projects. Led monthly lab meetings and trained students to collect, code, and enter data and conduct analyses.

Teaching Practicum

Department of Teacher Education, College of Education, Univ. of Georgia, Fall Semester 1998

Supervisor: Brenda Manning, Ed.D.

Selected Guest Lectures at Johns Hopkins

- Johns Hopkins School of Medicine, Department of Child & Adolescent Psychiatry, October 2012
Bullying: What is all the fuss about?
- Department of Mental Health, Johns Hopkins School of Public Health, September 2012
School-Based Prevention of Behavior Problems: Integrating and Advancing the Evidence Base
- Johns Hopkins School of Medicine, Department of Child & Adolescent Psychiatry, November 2011
Positive Behavioral Interventions and Supports: Overview of the research
- Johns Hopkins School of Education, March 2010 & September 2011
Prevention of mental & behavioral health problems in schools: A public health perspective
- Department of Mental Health, Johns Hopkins School of Public Health, October 2010 & 2011
Navigating the peer review process
- Department of Mental Health, Johns Hopkins School of Public Health, April 2008 & 2009
Gender differences in aggressive and violent behavior
- Department of Population, Family, and Reproductive Health, JHSPH, May 2008 - 2011
Evaluating school-based prevention programs

- Department of International Health, Johns Hopkins School of Public Health, April 2008
Child in crisis: Exposure to violence among urban youth
- School of Education, Johns Hopkins University, September 2007
Using logic models to inform program design and evaluation
- Department of Mental Health, Johns Hopkins School of Public Health, April 2007 & 2008
School-based prevention of child mental health problems
- Department of Mental Health, Johns Hopkins School of Public Health, December 2006
Multilevel modeling in public health research
- 21T21TDepartment of Health Policy & Management21T21T, JHSPH, April 2005 - 2013
Developmental pathways to violent behavior problems
- Department of Mental Health, Johns Hopkins School of Public Health, February 2005
Externalizing mental health problems

RESEARCH GRANT PARTICIPATION

Pending

NICHD: R01 (PI: Catherine Bradshaw) 9/1/24–8/31/29
Efficacy Trial To Evaluate A Primary Prevention Program Targeting Youth Problem Sexual Behaviors Towards Younger Children (Total award \$2,887,045)
Objective: Conduct a 40-middle school RCT to prevent child sexual abuse prevention testing the Responsible Behavior for Younger Children (RBYC) curriculum, previously demonstrating promising impacts in a NICHD-funded R21 (PI: Letourneau, Co-I: Bradshaw).
Role: PI

Awarded

Institute of Education Science: R305A230398 (PI: Angie Henneberger) 7/1/23–6/31/25
Long-term Follow-up of a PBIS RCT: Impacts on Academics, Behavior, and Juvenile Justice Involvement (\$1,456,260)
Objective: Conduct a long-term (15-year) follow-up of an IES-funded efficacy trial for which I was the PI to examine the main, moderated, and generalized effects, as well as the long-term cost-benefits of the multi-tiered Positive Behavioral Interventions and Supports (PBIS) framework.
Role: Co-PI

NIMH: 1RF1MH132345-01 (PI: Mike Lyons) 9/1/22–8/31/25
Evidence-Informed Mental health Prevention, Assessment, Collaboration, and Treatment in Middle Schools (E-IMPACTS) (\$2,910,771)
Objective: Test the combination of mental health screening and the ECHO model in middle schools on youth outcomes using an RCT design across three states.
Role: Co-I

Institute of Education Science: R305A220244 (PI: Heather McDaniel) 7/1/22 – 6/30/25
An Integrative Data Analysis of the Coping Power Program: Exploration of Academic Outcomes, Subgroup Effects, Mechanisms, and Implementation Factors (\$1,293,703)
Objective: Conduct an integrative data analysis (IDA) which combines individual-level student data collected across 11 randomized controlled trials (RCTs) of the Coping Power Program (CP), an evidence-based, school-based, preventive intervention effective in reducing externalizing behaviors in children demonstrating aggressive, disruptive behaviors.
Role: Co-PI

Institute of Education Science: R305A220212 (PI: Jessika Bottiani) 7/1/22 – 6/30/26
Development and Validation of the Culturally and Racial Equity Sustaining (CARES) Classroom Assessment System (\$1,999,969)

Objective: To extend, refine, and validate a measurement system to assess culturally- and racial equity-sustaining (CARES) practices in the classroom, leveraging the model that was previously developed with the same acronym to highlight its 5 relevant domains: Connections to curriculum, Authentic relationships, Reflective thinking, Effective communication, and Sensitivity to student culture.

Role: Co-PI

NIMH: [3R01MH124438-03S1](#) (PI: Antonio Morgan-Lopez) 7/1/22-6/30/24

Integrative Data Analysis of Coping Power: Effects on Adolescent Suicidality (\$223,359)

Objective: Administrative supplement related to integrative data analysis of Coping Power RCT data to examine child measures of suicidality.

Role: Subcontract PI/Co-I

NIMH: [3R01MH124438](#) (PI: Antonio Morgan-Lopez) 7/1/20-4/30/24

Secondary Data Analysis to Examine Long-Term & Potential Cross-Over Effects of Prevention

Interventions: PI: A. Morgan-Lopez (\$497,097)

Objective: Integrative data analysis to examine impact of the Coping Power program on suicidality and related mental health problems.

Role: Subcontract PI/Co-I

Institute of Education Science: [R305B210004](#) (PI: Aaron Lyon) 7/1/21 – 6/30/24

A Research Institute for Implementation Science in Education (RIISE) to Address the "Last Mile" in Education (\$799,709)

Objective: This three-year methods training grant will increase the number of education scholars with expertise in conceptualizing, designing, and executing implementation research studies. Train 12 fellows per year in a 24-month series of learning activities focused on various aspects of implementation science.

Role: Core Faculty

NIH-NIMHD: [1R01MD013808-01](#) (\$2,787,273) 4/1/19 – 3/31/24

R-CITY: Erasing Racism and Violence through Collaborative Intervention with Teachers and Youth

Objective: Conduct a RCT of the R-CITY model for preventing and eliminating racism and bias in 40 upper elementary and middle schools. Assess impact on youth violence and risk factors for co-occurring mental health concerns.

Role: PI

Institute of Education Science: [R305A190116](#) 7/1/19 – 6/30/23

Coping Power for Rural Middle Schoolers: A Tiered Approach to Increasing Behavioral and Mental Health Supports & Reducing Disparities (\$1,399,768)

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.

Role: PI

Institute of Education Science: [R305A190162](#) (PIs: Patrick Tolan & C Bradshaw) 7/1/19 – 6/30/24

Long Term Effects of Professional Development to Support New Teachers' Use of Effective Classroom Management Techniques (\$1,098,752)

Objective: Conduct a follow-up of a recently completed IES-funded Goal 3 Good Behavior Game and MyTeachingPartner (GBG+MTP) RCT of early career teachers in order to determine whether effects on teacher practices and attitudes, and subsequent students' behavior and achievement, are sustained beyond the initial two years of data collection, by tracking growth patterns over a 5-7 year span.

Role: Co-Investigator 2019-2022, PI from 2022 – 2024

Institute of Education Science: [R305C190014](#) (PI: Wendy Reinke) \$9,999,729; 2/1/2019 – 1/31/26

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

Objective: Support rural schools in the implementation and scale-up of prevention programs to prevent behavioral and mental health concerns, and improve student academic performance. Research Center spanning Virginia, Missouri, and Montana. [National Center for Rural School Mental Health](#).

Role: PI of UVA subaward / Center Co-Director/Co-PI

Institute of Education Science: [R305A180111](#)

7/1/18-6/31/24

Identifying Discrete and Malleable Indicators of Culturally Responsive Instruction and Discipline

Objective: Develop measures of culturally-responsive instruction and behavior management.

Role: Co-Principal Investigator (PI: Keith Herman) (\$1,399,990)

Institute of Education Sciences: [R324A200061](#)

7/1/20-6/30/24

Building the FRaME: Using Feedback, Reflection, and Multimedia Pedagogy to teach Evidence-based Practices in Classroom Management; PI: M. Kennedy. (\$1,399,756)

Objective: To develop, refine, and pilot test a classroom coaching model focused on improvement classroom management.

Role: Co-I

Institute of Education Sciences: [R305H150027](#)

6/1/15-5/31/24

Evaluating Maryland State Policies to Improve School Climate

Role: Principal Investigator (\$2,756,311)

Objective: Work in partnership with the Maryland State Department of Education to conduct an evaluation of Positive Behavior Support.

Institute of Education Sciences: [R305A200071](#)

7/1/20-6/30/24

Leveraging Restorative Practices to Enhance Social Emotional Learning and High School (PI: Elise Pas) (\$1,399,269)

Objective: To develop, refine, and pilot test a social-emotional learning program in high schools.

Role: Co-Principal Investigator /Subcontract PI

USDOE/Virginia Department of Ed.:

10/1/19-9/30/24

Virginia Statewide Partnership for School Mental Health Professional Development (PI: Mike Lyons)

Objective: Provide training, professional development, and technical assistance to educators related to mental health and address training issues for school mental health staff.

Role: Co-I

National Institute of Child and Human Development ([R01HD102491](#)):

6/2021-5/2026

Coaching Teachers in Bullying Detection and Intervention. (PI: Elise Pas)

Objective: Conduct an RCT of a classroom coaching model for teachers to examine impacts on bullying.

Role: Co-Principal Investigator /Subcontract PI

Selected Prior Awards

National Institute of Health: [NCATS/CTSA U11](#) (PIs: Karen Johnston, Don Brown) 3/1/19 – 2/29/24

Integrated Translational Health Research Institute of Virginia (iTHRIV): Using data to improve health

Objective: iTHRIV is a network of researchers and community partners across Virginia who are focused on using research and health data in novel ways to improve the health and well-being of people from diverse backgrounds and geographic locations.

Role: Co-Lead, Community and Collaboration Core/Team Science, Co-Investigator

William T. Grant Foundation: (PI: Jessika Bottiani) \$154,003

6/1/18-5/31/23

Implementing State-Level Policy Reform to Eliminate School Discipline Disparities: A Mixed Methods Examination of Effectiveness and Lessons Learned

Role: Co-Principal Investigator

Objective: To evaluate the effects of a new state-level policy to monitor and intervene on school discipline disparities using a regression discontinuity design.

Institute of Education Sciences: [R305A150221](#)

6/1/15-5/31/23

Testing the Impact of Double Check (\$3,500,000)

Objective: Conduct a RCT of the Double Check cultural proficiency model in 40 middle schools.

Role: Principal Investigator

US Department of Education: H325D170083 (PI: William Therrien)

1/1/18 – 12/31/22

Special Education Teachers and Researchers Initiative for Virginia Education (STRIVE)

Objective: Provide leadership training in research to predoctoral students in special education.

Role: Co-Investigator/Mentor

National Institute of Justice:

1/1/21-12/31/22

Statewide Implementation of School Threat Assessment in Florida. (PI: Jennifer Maeng)

Objective: Evaluate the scale-up of the Virginia threat assessment model in Florida.

Role: Co-I

National Institute of Justice: *Coping Power in the City: RCT of Coping Power in Baltimore City High Schools* (5M) (1/1/16 – 12/31/21) 2015-CK-BX-0023

Role: Research Principal Investigator

Objective: Conduct a 600 student randomized controlled trial of the high school version of Coping Power, with training and supports to Baltimore City School Police.

Institute of Education Sciences: *Testing the Efficacy of the Middle School Coping Power Program* (6/1/14-6/31/21) (\$3,499,996) [R305A140070](#)

Role: Principal Investigator

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

National Institute of Justice: *Coaching Teachers to Prevent and Intervene in Bullying Situations* (1/1/16 – 3/31/19) (\$1,000,000) 2015-CK-BX-0008

Role: Principal Investigator

Objective: Develop a teacher coaching model to reduce bullying using a mixed reality simulator.

Institute of Education Sciences: *Development of Project DREAM: An After-School Program to Promote Academic Success via Social and Emotional Learning and Connectedness with Adults* [R305A150028](#)

Role: Co-Investigator, PI: Noelle Hurd (\$1,449,915)

Objective: Develop and feasibility test a program to support adult/youth relationships in middle schools.

National Institute of Justice: *Student Threat Assessment as a Safe and Supportive Prevention Strategy* (1/1/15 – 12/31/19)

Role: Co-Investigator (\$2,500,000) (PI: Dewey Cornell)

Objective: Conduct an evaluation of Virginia's mandated threat assessment policy.

National Institute of Justice: *Comprehensive Assessment of School Climate to Improve Safety in Maryland Middle Schools* (1/1/15 – 12/31/19) 2014-CK-BX-0005

Role: Principal Investigator (\$3,600,000)

Objective: Conduct a 40 middle school RCT of Positive Behavioral Interventions and Supports (PBIS).

NICHD: *Prevention of Child Sexual Abuse in Schools* (1/1/17-3/31/19) R21

Role: Co-Investigator (PI: Elizabeth Letourneau)

Objective: Develop and pilot test a child sexual harm prevention program for implementation in middle schools.

Spencer Foundation: *Increasing Teachers' Use of Classroom-based Behavior Supports through Coaching* (1/1/14-12/31/18)

Role: Principal Investigator (\$500,000)

Objective: Develop a teacher to teacher coaching model to reduce aggressive behavior problems and disproportionality, and to increase student engagement.

Institute of Education Sciences: *Evaluation of a Classroom Management Training Program for Middle School Teachers* (8/01/13 -7/31/18) (\$2,998,403) [R305A130143](#)

Role: Co-Investigator, PI: Keith Herman

Objective: Conduct a randomized controlled trial of the CHAMPS middle school classroom management program.

Institute of Education Sciences: *National Evaluation of Multi-tiered System of Support for Behavior* (6/1/14-5/31/18) (\$250,000 subcontract through MDRC) Contract ED-IES-14-C-0003

Role: Principal Investigator on Subcontract

Objective: Conduct a randomized controlled trial of PBIS in 90 elementary schools. Provide technical assistance on data collection, fidelity assessment, observations, and research design.

Centers for Disease Control and Prevention (CDC): *Johns Hopkins Center for the Prevention of Youth Violence* (9/15/11-9/14/17) (\$6,500,000)

Role: Co-Principal Investigator for the Center, Center Deputy Director, & Director for School-based Research Projects (PI: Philip Leaf)

Center Objective: Increase the use of evidence-based practices to prevent youth violence in Baltimore.

Institute of Education Sciences: [R305A130107](#) *Professional Development to Support New Teachers' Use of Effective Classroom Management Techniques* (7/1/13-12/31/17) (\$3,499,721)

Role: Co-Principal Investigator, PI: Patrick Tolan

Objective: Efficacy test the impact of an integrated model of the Good Behavior Game and My Teaching Partner for new teachers on child outcomes using a randomized controlled trial design.

William T. Grant Foundation: *Observing the Setting-level Impact of a High School Behavioral Change Intervention: A 60 School Randomized Trial* (10/15/11-10/14/16) (\$750,000)

Role: Principal Investigator

Objective: 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.

Institute of Education Sciences: [R305A130107](#) *Identifying Predictors of Program Implementation to Inform A Tailored Teacher Coaching Process* (9/1/13-8/31/16) (\$700,000)

Role: Principal Investigator

Objective: Identify teacher, classroom, and school contextual factors that influence the implementation quality of classroom-based prevention programs.

Institute of Education Sciences: *Enhancing the Capacity of School Nurses to Reduce Excessive Anxiety in Children* (7/1/14-6/30/17) [R305A140657](#) (\$1,439,623)

Role: Co-Investigator, PI: Golda Ginsburg

Objective: Develop a school-based anxiety prevention program for school nurses.

Wendy Klag Center for Autism and Developmental Disabilities, Johns Hopkins Bloomberg School of Public Health: *Reducing Behavior Problems Among Students with ASD through Coaching Teachers in a Mixed-Reality Setting* (\$30,000 pilot) (6/1/14 – 6/30/16)

Role: Co-PI (PI: Elise Pas)

Objective: Conduct a pilot of a teaching simulator for teachers at Kennedy Krieger Institute in the use of classroom management strategies with students with *Autism Spectrum Disorder*

National Institute of Mental Health (NIMH): *Center for Prevention and Early Intervention* (7/1/09-6/30/15) (\$9,804,880) (P30 MH08643)

Role: Co-Principal Investigator, Co-Director (PI: Nicholas Ialongo)

Center Objective: Develop integrated models of universal, selective, and indicated preventive interventions for implementation in urban public schools.

Role: Co-Principal Investigator, *Integrating PBIS, PATHS, and PAX/Good Behavior Game: An Integrated Universal Preventive Intervention*

Project Objective: Create an integrated version of School-wide Positive Behavioral Interventions and Supports (PBIS), the Promoting Alternative Thinking Strategies (PATHS) social-emotional learning curricula, and the PAX/Good Behavior Game for use in elementary schools.

Role: Principal Investigator, *Middle School Coping Power: An Indicated Preventive Intervention for Early Adolescence*

Project Objective: Create a developmentally appropriate, adaptive, and integrated version of the Coping Power Program and the Family Check-up Program for middle school students not responding adequately to School-wide Positive Behavioral Interventions and Supports (PBIS).

U.S. Department of Education: Maryland's Safe and Supportive Schools Project (10/1/10-9/30/15)

Role: Site Principal Investigator; Research & Evaluation Director (\$2,410,650 research, \$13.4M total)

Objective: 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.

Maryland State Department of Education: 107T107TMD53 Support107T107T. (9/1/14-8/31/15) (\$60,000)

Role: Principal Investigator

Objective: 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.

Institute of Education Sciences (IES): (R324A110107): Double Check: A Cultural Proficiency and Student Engagement Model (5/1/11-4/3/15) (\$1,676,579)

Role: Principal Investigator

Objective: 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.

National Institute on Drug Abuse (NIDA): Prevention Services for Early Drug Abuse Risk: Teachers Implement, Sustain, Adapt (R01DA030452) (1/11-12/14)

Role: Co-Investigator (PI: Jeanne Poduska)

Objective: Examine contextual factors associated with the implementation and sustainability of the Good Behavior Game in Houston Public Schools.

Maternal Child Health Bureau (MCHB): (T71 MC08054): Leadership Education in Adolescent Health

Role: Research Director (PI: Hoover Adger) (6/1/07-5/31/17)

Objective: The mission of the pre and postdoctoral training program is to develop the next generation of leaders in the most innovative and effective interdisciplinary approaches to adolescent health promotion and disease prevention with a primary goal of reducing health disparities.

Maryland State Department of Education: 107T107TStudent Risk Trends Dashboard Project107T107T. (4/1/13-6/1/14) (\$50,000)

Role: Principal Investigator

Objective: Develop the data dashboard algorithm for the MSDE as a part of the Maryland Race to the Top federal grant.

Sheppard Pratt Health System: Observations in the Maryland Safe and Supportive Schools Project. (10/15/11-10/14/14) (\$175,000)

Role: Principal Investigator

Objective: 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.

Prevention of Child Sexual Abuse Project (\$2,000,000 private gift)

5/1/12-4/31/13

Role: Co-Investigator (PI: Elizabeth Letourneau)

Objective: Conduct research on the prevention of child sexual abuse and sexual harm reduction. Integrate sexual harm prevention and bullying prevention efforts in public schools.

National Institute on Alcohol and Alcoholism (NIAAA): (F31AA 018935-01A1): *Patterns of Alcohol Use, Traumatic Stress, and Women's Revictimization Risk* (NRSA) (8/18/10-8/17/13)

Role: Sponsor (\$192,888) (PI: Lareina La Flair)

Objective: Use longitudinal data analysis methods to examine the effects of violence victimization on alcohol intake and patterns of alcohol use.

Institute of Education Sciences (IES): ([R305A090307](#)): *Examining Variation in the Impact of School-Wide PBIS* (7/1/09-6/30/13) (\$700,000)

Role: Principal Investigator

Objective: Link existing data from a randomized controlled effectiveness trial of school-wide PBIS with archival academic and attendance data from the Maryland State Department of Education to identify characteristics of children who do not respond adequately to school-wide PBIS.

Institute of Education Sciences (IES): ([R324A070118](#)): *Testing the Impact of PBIS Plus* (5/1/07-4/31/12)
PI: Philip Leaf (\$2,850,000)

Role: Co-Principal Investigator

Objective: Conduct a four-year randomized controlled trial in 45 elementary schools to test the efficacy of an expanded version of Maryland's Positive Behavioral Interventions and Supports (PBIS) Initiative which includes training on a simplified version of functional behavioral assessment.

Institute of Education Sciences (IES): ([R305A080326](#)): *A Randomized Controlled Trial of the Combination of Two Preventive Interventions* (7/1/08-6/30/12) (\$2,807,781)

Role: Co-Principal Investigator (PI: Nicholas Ialongo)

Objective: Conduct a randomized controlled trial of the PATHS to PAX prevention model, which integrates the Promoting Alternative Thinking Strategies (PATHS) social-emotional learning curriculum and the PAX-Good Behavior Game classroom management system, in 27 Baltimore elementary schools.

Centers for Disease Control and Prevention (K01CE001333-01): *Increasing Utilization of Evidence-Based Violence Prevention Programs in Schools* (9/30/07-9/29/11) (\$450,000)

Role: Principal Investigator

Objective: Pilot the feasibility of an adaptive preventive intervention which combines existing evidence-based violence prevention programs for use in schools.

Centers for Disease Control and Prevention (1U49CE 000728-011): *Johns Hopkins Center for the Prevention of Youth Violence* (9/15/05-9/14/11) PI: Philip Leaf

Role: Co-Principal Investigator for the Center, Associate Director

Center Objective: Increase the use of evidence-based practices to prevent youth violence.

Role: Principal Investigator, *Enhancing Schools' Capacity for Bullying & Harassment Prevention*

Project Objective: Build the capacity of Baltimore City Public Schools to prevent bullying and harassment through dissemination of evidence-based practices.

National Institute of Mental Health (1 R01 MH67948-1A1): *MH Outcomes of PBIS Whole School Intervention* (8/17/04-11/30/09) PI: Philip Leaf

Role: Co-Principal Investigator

Objective: Determine the effectiveness of the Positive Behavioral Interventions and Support (PBIS) strategy in reducing disruptive and aggressive behavior.

National Institute on Drug Abuse (NIDA) (1 R01 DA018318): *Community Violence & Youth: Affect, Behavior, Academics* (9/05 - 9/12) PI: Michele Cooley

Role: Co-Investigator

Objective: A prospective longitudinal study of the prevalence of community violence exposure among an epidemiologically-based community sample of African American children who attend public elementary schools located in urban neighborhoods with varying levels of crime.

Abell Foundation: *Exploring the Impact of Vitamins & Micronutrients on Children's Behavior* (9/1/10-12/31/10)

Role: Principal Investigator

Objective: Host a mini-conference on the impact of micronutrients (e.g., omega-3) on children's behavior and academic performance.

U.S. Department of Defense: Military Child Initiative
(4/1/05-4/30/07) PI: Robert Blum

Role: Co-Investigator

Objective: Identify and develop strategies to support the students of military service members attending public schools.

Hamilton Fish Institute on School and Community Violence (50T50T941-2150)50T50T: Building District-Level School Violence Prevention Capacity through Web-Based Assessment and Monitoring
(1/1/06-9/30/06)

Role: Principal Investigator (\$75,000)

Objective: Facilitate use of data in selecting evidence-based violence prevention practices and develop the district-wide infrastructure to evaluate school violence prevention efforts.

Centers for Disease Control and Prevention (R49/CCR318627): Johns Hopkins Center for the Prevention of Youth Violence (8/17/04-9/29/06) PI: Philip Leaf

Role: Co-Investigator & Associate Director

Center Objective: Increase the use of evidence-based practices in local communities and determine factors that affect pathways to violence.

National Institute of Justice (2003-70115-NY-IJ): Testing a New Mediation Model of the Link between Maltreatment and Reactive Aggression in Adolescence

Funding Period 8/1/03 -7/31/04 (\$20,000)

Role: Principal Investigator

Objective: Examined the impact of social rejection on the development of behavior problems during adolescence.

SELECTED PRESENTATIONS

† indicates student or postdoc co-author

Selected Invited Policy and Agency Relevant Presentations

Bradshaw, C.P. (2023, May). *Keynote*. Institute of Education Sciences grantees opening plenary session. Virtual Conference.

Bradshaw, C.P. (2021, October). *Research that Informs Resilient Education Systems*. Virtual Briefing through the Friends of IES, Hosted by AERA.

Bradshaw, C.P. (2019, July). *Leveraging Research on Behavioral & Mental Health to Inform Community Violence Intervention: A Focus on School Design Considerations*. White House Community Violence Prevention Initiatives (Virtual).

Astor, R. A., & **Bradshaw, C. P.** (2016, April). *Supporting Military Connected Children and Families*. Invited panel with Dr. Jill Biden, AERA, Washington, DC.

Bradshaw, C.P. (2014, December). *School Climate Assessment in High Schools*. World Bank, Washington, DC.

Bradshaw, C.P. (2014, December). *School-wide Positive Behavioral Interventions and Supports*. World Bank, Washington, DC.

Bradshaw, C.P. (2014, August). *Social Inclusion of Youth with Mental Health Conditions*. Invited talk at the United Nations, New York, NY.

Bradshaw, C.P. (2014, August). *Maryland Safe and Supportive Schools Project (MDS3): Lessons Learned Preventing Bullying and Improving School Climate in High Schools*. National Bullying Summit. U.S. Department of Education. Washington, DC.

- Bradshaw, C.P.** (2014, August). *Building Capacity to Reduce Bullying and Its Impact on Youth across the Lifecourse: An Institute of Medicine Workshop*. National Bullying Summit. U.S. Department of Education. Washington, DC.
- Bradshaw, C.P.** (2014, June). *Creating A Positive School Climate to Prevent Bullying*. Promise Neighborhoods National Network Conference. U.S. Department of Education. Washington, DC.
- Bradshaw, C.P.** (2014, May). *School-based bullying prevention*. Increasing Capacity for Reducing Bullying and Its Impact on the Lifecourse of Youth Involved. *Institute of Medicine and the National Research Council, Washington, DC*.
- Bradshaw, C.P.** (2014, November). *Using Data to Inform Decision-Making in Maryland Public Schools: Maryland Safe and Supportive Schools Project & Race to the Top Data Dashboards*. Institute of Medicine and the National Research Council, Washington, DC.
- Bradshaw, C. P.** (2011, March). *Preventing Bullying and Harassment in Schools and Classrooms*. US Department of Education's Office of Civil Rights Conference. New Orleans, LA.
- Bradshaw, C.P.** (2011, March). *Overview of Research on Bullying, School Climate, and Prevention*. White House Summit on Bullying Prevention. U.S. White House, Washington, DC.
- Gulemetova, M. & **Bradshaw, C.P.** (2011, March). *The NEA's Nation-wide Bullying Survey: Perspectives of Education Support Professionals (ESPs) and Teachers*. National Education Association's Education Support Professionals Annual Conference, Washington, DC.
- Bradshaw, C.P.** (2010, December). *Military Youth: A School Perspective*. Third Annual Trauma Spectrum Conference. National Institute of Health and U.S. Department of Defense. Bethesda, MD.
- Bradshaw, C.P.** (2010, November). *Teachers' and Education Support Professionals' View on Bullying and Prevention: Findings from a National Study*. National Education Association, Washington, DC.
- Bradshaw, C.P.** (2010, October). *Overview of Research on Bullying, School Climate, and Prevention*. National School Bullying Summit Follow-up. U.S. Department of Education, Washington, DC. Live webinar for over 1000 registrants.
- Bradshaw, C.P.** (2010, September). *Examining Implementation in School-based Prevention and Statewide Scale-up Efforts*. Implementation Research Methods Meeting. Office of Planning, Research and Evaluation of the Administration for Children and Families. Silver Spring, MD.
- Bradshaw, C.P.** (2010, August). *Student, Staff, & Parent Perspectives On Bullying And School Climate: Implications For School-Wide Bullying Prevention*. National Bullying Summit. U.S. Department of Education, National Institute of Health, & Centers for Disease Control and Prevention, Washington, DC.
- Bradshaw, C.P.** (2010, August). *Bullying Policies and Prevention Efforts*. National Bullying Summit. U.S. Department of Education, National Institute of Health, and Centers for Disease Control and Prevention, Washington, DC.
- Bradshaw, C.** (2010, June). *Strengths of the Science in Behavior Disorders: Reflections and Future Directions*. Annual Institute of Education Sciences (IES) Research Conference. National Harbor, MD.
- Bradshaw, C.P.** (2009, December). *Whole-school Approaches to Bullying Prevention: Engaging Teachers and Educational Support Professionals in the Prevention Process*. National Education Association (NEA), Washington, DC.
- Bradshaw, C.P.** (2009, August). *Involving School Staff in School-wide Bullying Prevention Efforts*. Member of Expert Panel on Bullying Prevention. National Education Association, Washington, DC.
- Bradshaw, C.P.** (2009, August). *School-based Approaches to Promotion and Prevention through Connectedness*. Member of Expert Panel on Connectedness and Suicide. Centers for Disease Control and Prevention (CDC), Atlanta, GA.

Selected Invited Research Presentations

Bradshaw, C.P. (2019, January). *The Future of Child Sexual Abuse Prevention: Leveraging Implementation Science to Reach the Next Level*. Pennsylvania State University, State College, PA.

Bradshaw, C.P. (2019, May). *Lessons Learned from Testing & Scaling-up PBIS in Maryland*. Oslo, Norway.

Bradshaw, C.P. (2019, May). *Integrating and Advancing the Evidence-base in Prevention Programming Through PBIS*. Oslo, Norway.

Bradshaw, C.P. (2019, November). *School-Based Prevention of Behavioral & Mental Health Problems: A Few Findings, A Lot Of Lessons Learned, & Several Opportunities To Move The Needle*. University of Texas, Austin School of Education.

Bradshaw, C.P. (2018, November). *The Centrality of Education Science in the Contemporary Research University: Further Leveraging Strategic Investments in Transdisciplinary Research*. Invited talk. University of Oregon, Eugene, OR.

Bradshaw, C.P. (2018, November). *Leveraging Research on Behavioral & Mental Health to Inform School Design Considerations*. American Institute of Architects. Washington, D.C.

Bradshaw, C.P. (2018, April). *Advancing and Integrating School-based Prevention*. Two invited talks. Duke University, Durham, NC.

Bradshaw, C. (2018, April). Invited talk on *Advances in Bullying Prevention* at the Pennsylvania School Safety Center, Bullying Prevention Research Symposium, Harrisburg, PA.

Bradshaw, C.P. (2018, March). *Using Technology in the Coaching of Classroom Teachers*. Invited talk at the Association for Positive Behavior Support, San Diego, CA.

Bradshaw, C.P. (2018, February). *Advancing and Integrating School-based Prevention*. Society for the Study of School Psychology (SSSP) invited distinguished speaker talk at the National Association of School Psychologists, Chicago, IL.

Bradshaw, C.P. (2018, January). *Advances in Implementation Science*: Invited speaker talk at the Annual IES Grantees' Meeting, Washington, DC.

Bradshaw, C.P. (2017, December). *Youth Violence Prevention*. Johns Hopkins School of Public Health, Baltimore, MD.

Bradshaw, C. P. (2017, October). *Overview of Double Check and Coping Power in the City Projects*. Invited talk on culturally-responsive practices and adaptations. Cultural Responsiveness and Equity Practice Group, School Mental Health Conference, Washington, DC.

Bradshaw, C.P. (2017, October). *School-based Prevention Programming: Advancing and Integrating the Research Base*. Invited Talk. Department of Psychology, Florida International University. Miami, Florida.

Bradshaw, C.P. (2017, September). *Promoting Positive Learning Environments through Improved School Climate*. Keynote at the PBIS Implementers' Forum. Chicago, IL.

Bradshaw, C.P. (2017, September). *Coaching for Equity*. Invited talk at the PBIS Implementers' Forum. Chicago, IL.

Bradshaw, C.P. (2017, September). *Implementing Tier 3 Interventions*. Invited talk at the PBIS Implementers' Forum. Chicago, IL.

Bradshaw, C.P. (2017, April). *School-based Youth Violence Prevention*. Urban Health Institute, Johns Hopkins School of Public Health, Baltimore, MD.

- Bradshaw, C.P. (2017, March). *Research Innovations in Coaching and Implementation Supports for Teachers and Schools*. Invited talk at the Association for Positive Behavior Support, Denver, CO.
- Bradshaw, C.P. (2017, January). *School-based Prevention Programming: Advancing and Integrating the Research Base*. Invited Talk. Department of Child Psychiatry, University of Washington, Seattle, WA.
- Bradshaw, C.P. (2016, December). *Culturally-responsive Practices*: Invited speaker talk at the Annual IES Grantees' Meeting, Washington, DC.
- Bradshaw, C. P. (2016, November). *Helping teachers to prevent and intervene in bullying situations in the classroom: A focus on coaching tools and strategies*. Invited talk at the International Bullying Prevention Association, New Orleans, LA.
- Bradshaw, C. P. & Vaillancourt, T. (2016, November). *Preventing bullying through science, policy, practice: A report of the National Academies of Sciences, Engineering, and Medicine*. International Bullying Prevention Association, New Orleans, LA.
- Bradshaw, C.P. (2016, September). *School climate and school mental health: Integrating and advancing the evidence-base*. Keynote at the Advancing School Mental Health Conference, San Diego, CA.
- Bradshaw, C. P. & Flannery, D. (2016, May). *Preventing bullying through science, policy, practice: A report of the National Academies of Sciences, Engineering, and Medicine*. Society for Prevention Research, San Francisco, CA.
- Bradshaw, C. P., Flannery, D., & Graham, S. (2016, March). *Preventing bullying through science, policy, practice: A report of the National Academies of Sciences, Engineering, and Medicine*. Society for Research on Adolescence, Baltimore, MD.
- Bradshaw, C.P. (2016, January). *School-Based Prevention of Behavioral and Mental Health Problems: Integrating and Advancing the Evidence Base*. University of Alabama, Birmingham.
- Pas, E., Johnson, S. R., Larson, K., Brandenburg, L., Church, R., Bradshaw, C. P. (2015, October). *Reducing behavior problems among students with an ASD: A pilot study of coaching teachers in a mixed-reality setting*. Wendy Klag Center Symposium, Baltimore, MD.
- Bradshaw, C., Pas, E., & Debnam, K. (2015, November). *Double Check: A model for promoting cultural proficiency and equitable practices in schools*. Invited presentation at the Advancing School Mental Health Conference, New Orleans, LA.
- Bradshaw, C.P. (2014, December). *PBIS, Olweus, and Zero Tolerance Policies, Oh My! Strengthening Connections: Fostering a Positive School Climate*. Virginia Department of Health. Richmond, VA.
- Bradshaw, C.P. (2014, December). *School-based Prevention of Behavior Problems: A Focus on School Climate*. University of Guadalajara, Mexico.
- Bradshaw, C.P. (2014, December). *Preventing Bullying and Improving School Climate*. University of Guadalajara, Mexico.
- Bradshaw, C. P., Hershfeldt, P., Lindstrom Johnson, S., Debnam, K., & Alexander, A. (2014, October). *Using School Climate Data to Engage High School Staff: Lessons Learned from the Maryland Safe and Supportive Schools Project (MDS3)*. Implementers Forum, Rosemont, IL.
- Bradshaw, C. P. (2014, September). *Supporting the Social & Emotional Growth of Children*. Invited Symposium on Measuring Healthy Elementary Classroom Environments: Emotional, Behavioral and Relational Perspectives. Society for Research on Educational Effectiveness, Washington, DC.
- Bradshaw, C.P. (2014, May). *The Latest Research on Bullying & Its Prevention*. Virginia Department of Education. Richmond, VA.

- Bradshaw, C.P. (2014, April). *School-Based Prevention of Behavior and Mental Health Problems: Integrating and Advancing the Evidence Base*. Cornell University, John Doris Memorial Lecture, Ithaca, NY.
- Bradshaw, C.P. (2014, April). *School-Based Prevention of Behavior and Mental Health Problems: Integrating and Advancing the Evidence Base*. University of Missouri, Keynote Address, Columbia, MO.
- Bradshaw, C.P. (2013, November). *Research Keynote: The Link between Bullying and School Climate*. International Bullying Prevention Association. Nashville, TN.
- Bradshaw, C.P. (2013, October). *Promoting Cultural Proficiency through Coaching Classroom Teachers*. Positive Behavior Support Implementers Forum. Chicago, IL.
- Bradshaw, C.P. (2013, October). *Overview of the Research on the Impact of PBIS on Students, Staff, and the School Environment*. Positive Behavior Support Implementers Forum. Chicago, IL.
- Bradshaw, C.P. (2013, October). *Preventing Bullying through Improved School Climate*. National Education Association's Bully-Free Summit. Washington, DC.
- Bradshaw, C.P. (2013, August). *Preventing Bullying and Improving School Climate*. American Psychological Association, Honolulu, HI.
- Bradshaw, C.P. (2013, June). *What the Government Can Do to Prevent Bullying*. CUNY, New York.
- Bradshaw, C.P. (2013, May). *Keynote: Preventing Bullying through the Improved School Climate*. University of Toronto, PrevNet. Toronto, Canada.
- Bradshaw, C.P. (2013, May). *Positive Behavior Support*. University of Toronto, PrevNet. Toronto, Canada.
- Bradshaw, C.P. (2013, March). *Keynote: Past, Present, and Future of Positive Behavior Support and APBS*. Association for Positive Behavior Support. San Diego, CA.
- Bradshaw, C.P. (2013, March). *School-Based Prevention of Aggressive Behavior Problems: Integrating and Advancing the Evidence Base*. University of Virginia, Charlottesville, VA.
- Bradshaw, C.P. (2012, November). *School-Based Prevention of Aggressive Behavior Problems: Integrating and Advancing the Evidence Base*. University of Nebraska, Lincoln, Nebraska.
- Bradshaw, C.P. (2012, October). *Research on the Impact of Positive Behavioral Interventions and Supports on Students and Staff*. PBIS Implementers' Forum, Chicago, IL.
- Bradshaw, C.P. (2012, October). *Positive Behavioral Interventions and Supports: An Overview of the Research and Practice*. U.S. Department of Education, Washington, DC.
- Bradshaw, C.P. (2012, August). *Safe and Supportive Schools to Promote Conditions for Learning*. Keynote at the annual Safe and Supportive Schools Conference. U.S. Department of Education, Washington, DC.
- Bradshaw, C.P. (2012, July). *School-Based Prevention of Behavior Problems: Integrating and Advancing the Evidence Base*. Office of Special Education Programs Directors Meeting, Washington, DC.
- Bradshaw, C.P. (2012, July). *School-Based Prevention of Behavior Problems: Integrating and Advancing the Evidence Base*. Vanderbilt University, Nashville, TN.
- Bradshaw, C.P. (2012, June). *Understanding and Preventing Bullying: A School-wide Perspective*. Keynote at the Virginia Bullying Summit, University of Virginia, Charlottesville, VA.
- Bradshaw, C.P. (2012, May). *Scaling-up PBIS: Implementation and Integration across the Tiers*. Keynote at the Northeast PBIS Regional Conference, University of Connecticut, Storrs, CT.
- Bradshaw, C.P. (2012, May). *Understanding and Preventing Bullying: A Public Health Perspective*. Grand Rounds, New York Medical College, Westchester, NY.

- Bradshaw, C.P. (2012, April). *Preventing Behavior Problems and Promoting School Climate through Positive Behavioral Interventions and Supports (PBIS)*. SUNY IT, Utica, NY.
- Bradshaw, C.P. (2012, April). *Understanding and Preventing Bullying: A Public Health Perspective*. Keynote at the Annual Psychology Conference, SUNY IT, Utica, NY.
- Bradshaw, C.P. (2012, April). *Promoting Competencies in Youth through School-based Prevention*. University of Virginia, Charlottesville, VA.
- Bradshaw, C.P. (2012, March). *Interpersonal Violence: Bullying and Suicide Prevention*. Substance Abuse and Mental Health Administration, Baltimore, MD.
- Bradshaw, C.P. (2012, March). *Examining Variation in the Effects of School-wide Positive Behavioral Interventions and Supports (PBIS): Implications for RtI*. Association for Positive Behavior Support, Atlanta, GA.
- Bradshaw, C.P. (2011, November). *Understanding and Preventing Bullying: A School-wide Perspective*. Keynote at the Annual Bullying Summit, Maryland State Department of Education, Ellicott City, MD.
- Bradshaw, C.P. (2011, June). *Preventing Bullying and Harassment through Improved School Climate*. Harvard University, Boston, MA. Harvard Conference on Bullying Prevention.
- Bradshaw, C. P. (June 2011). *System Science Meets Implementation Science: A Call To Address Complexity And Dynamical Systems Encountered In Real-World Prevention Settings*. Society for Prevention Research. Washington, DC.
- Bradshaw, C.P. (2011, May). *Promises and Pitfalls in School-wide Positive Behavioral Interventions and Supports (PBIS)*. Penn State University, State College, PA.
- Bradshaw, C.P. (2011, March). *Understanding and Preventing Bullying*. American Psychological Association, Washington, DC.
- Bradshaw, C.P. (2011, January). *Violence against Children*. Keynote at Conference On Destructive Procedures: When Children And Youths Face Disrespect, Abuse, And Violence In Social Institutions. Center for Interdisciplinary Research, Bielefeld University, Bielefeld, Germany.
- Bradshaw, C.P. (2010, April). *School-Based Prevention and Promotion: Integrating and Advancing the Evidence Base*. Georgia State University, Atlanta, GA.
- Bradshaw, C.P. (2009, December). *Student, Parent, and Staff Perspectives on Bullying Prevention*. New York State Educational Conference Board. New York State United Teachers. Albany, NY.
- Bradshaw, C.P. (2009, May). *Prevention of Mental Health Disorders: A Public Health Perspective*. Delaware Psychiatric Center, Psychiatry Residency Program, New Castle, DE.
- Bradshaw, C.P. (2009, March). *Update on Positive Behavioral Interventions and Supports (PBIS) in Maryland Schools*. Youth Investment Partnership, Baltimore, MD.
- Bradshaw, C.P. (2009, February). *A Public Health Approach to Bullying Prevention*. Center for Injury Research & Policy. Johns Hopkins Bloomberg School of Public Health. Baltimore, MD.
- Bradshaw, C.P. (2009, January). *Update on the Outcomes of Positive Behavioral Interventions and Supports (PBIS) in Maryland Schools*. Maryland State Department of Education, Ocean City, MD.
- Bradshaw, C.P. (2008, December). *Positive Behavioral Interventions and Supports (PBIS) in Maryland Schools*. Advocates for Children and Youth, Columbia, MD.
- Bradshaw, C. P. (2008, November). *Update on PBIS Maryland and Collaborative Research Efforts*. Maryland State Department of Education, Baltimore, MD.
- Bradshaw, C. P. (2008, September). *PBIS Maryland in Maryland Schools*. State Taskforce on School Safety, Co-Chaired by State Superintendent Dr. Nancy Grasmick and U.S. Congressman Elijah Cummings. Maryland State Department of Education, Baltimore, MD.

- Bradshaw, C. P. (2008, May). *Using Positive Behavioral Interventions and Supports (PBIS) to Enhance the School Environment and Reduce Children's Disruptive Behavior Problems*. Grand Rounds, Delaware Psychiatric Center, Psychiatry Residency Program, New Castle, DE.
- Bradshaw, C. P. (2007, December). *Evaluating PBIS in Maryland Elementary Schools: A Research Update*. Maryland State Department of Education, Baltimore, MD.
- Bradshaw, C.P. (2006, May). *A District-Wide Bullying Prevention Initiative*. Maryland State Department of Education's Division of Student Services Annual Directors' Meeting, Columbia, MD.
- Bradshaw, C.P. (2006, April). *Positive Behavioral Interventions and Supports in Maryland Schools*. Center for Children, Relationships, and Culture, University of Maryland, College Park, MD.
- Bradshaw, C.P. (2006, April). *Overview of the Anne Arundel County Public School System's Bullying Prevention Initiative*. Anne Arundel County Public School System's Division of Student Services Review, Annapolis, MD.
- Bradshaw, C.P. (2006, February). *Anne Arundel County Public School System's Bullying Prevention Initiative*. Anne Arundel County Public School System Directors' Meeting, Annapolis, MD.
- Bradshaw, C.P. (2005, December). *A Public Health Framework to Inform School-Based Behavioral Interventions*. Division of Child & Adolescent Psychiatry, Department of Psychiatry & Behavioral Sciences, Johns Hopkins Medicine, Baltimore, MD.
- Bradshaw, C.P. (2005, October). *Planning and Evaluation Youth Violence Prevention Initiatives*. Anne Arundel County Local Management Board, Annapolis, MD.
- Bradshaw, C.P. (2005, March). *Positive Behavioral Interventions and Supports (PBIS) in Maryland*. Prevention Research Center for the Promotion of Human Development, Pennsylvania State University, State College, PA.

Selected Peer-Reviewed Presentations at Scientific Meetings (since 2010)

- †Pandey, T., †Budavari, A.C., & **Bradshaw**, C.P. (February, 2024). Identifying classes of effective coaching activities: The role of coach personality traits, self-efficacy, and socio-demographic factors. National Association of School Psychologists Conference. New Orleans, LA.
- Henderson Smith, L., Beahm, L., & **Bradshaw**, C.P. (2023, December). Examining the Social Validity of the Double Check Online Program. Advancing School Mental Health Conference, New Orleans, LA.
- Bradshaw**, C. P. Nguyen, A. J., Hersh, J., Beahm, L., Henderson Smith, L., †Newman, C., Birchfield, K., & Michael, K. (2024). Coping Power – Rural (2023, December). Advancing School Mental Health Conference, New Orleans, LA.
- Bradshaw**, C. P., McDaniel, H. L., Bottiani, J. H., Thomas, D., Pas, E., & Debnam, K. (2023, March). *Promoting Healthy Coping among Urban High Schoolers: Findings from The Coping Power in the City Project*. Society for Research on Adolescence, San Diego, CA.
- Bradshaw**, C. P., McDaniel, H. L., Pas, E., Debnam, K. Bottiani, J. H., Lochman, J., Powell, N., & Ialongo, N. (2023, March). *Preventing Behavioral and Mental Health Problems in Middle Schoolers: Student- and Teacher-rated Effects of the Early Adolescent Coping Power Program*. Society for Research on Adolescence, San Diego, CA.
- Bradshaw**, C., Debnam, K., Henderson Smith, L., & Rouiller, S. (2023, March). *Increasing Cultural Responsiveness Through Double Check Coaching On-Line*. Council for Exceptional Children, Louisville, KY.
- †Beahm, L., & **Bradshaw**, C. (2023, March). *Coaching Coping Power Rural*. Council for Exceptional Children, Louisville, KY.

- Bradshaw, C.**, Buckley, P.R., Grant, S., Supplee, S., & Wong, V. (2022, June). *Transparency, Openness, and Reproducibility: Implications for the Field of Prevention Science*. Society for Prevention Research. Seattle, WA.
- Bradshaw, C.P.**, Pas, E., Lindstrom Johnson, S., †Kaihoi, C., & Debnam, K. (2022, June). *Comprehensive Assessment of School Climate to Improve Safety in Maryland Middle Schools: Findings from an RCT of MTSS-B*. Society for Prevention Research. Seattle, WA.
- Lindstrom Johnson, S., Pas, E., Debnam, K., †Kaihoi, C., & **Bradshaw, C.P.** (2022, June). Effects of an MTSS-B Intervention on Student and Staff Perceptions of School Climate: Findings from Two Group Randomized Trials. Society for Prevention Research. Seattle, WA.
- Bradshaw, C.P.**, †Kush, J., †Braun, S., & Barton, E. (2021, June). *Understanding the Perceived Impact of COVID-19 on Teacher and Administrator Stress and the Social-Emotional Functioning of Their Students*. Society for Prevention Research. Virtual Conference
- 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*. Oral presentation at the Society for Research on Adolescence Biennial Conference, San Diego, CA.
- Bradshaw, C. P.**, Pas, E., & Lindstrom Johnson, S. (2020, March). *Estimating the cost associated with implementing PBIS and related school-based programs*. Paper presented at the International Conference on Positive Behavior Support. Miami, FL.
- †Clifford, M., Nguyen, A., & **Bradshaw, C.P.** (2020, February). *Both/and: Tier 2 interventions with transdiagnostic utility in addressing emotional and behavioral disorders in youth*. Paper presented at the annual Council for Exceptional Children. Portland, OR.
- Pas, E. T., Kaiser, L., Rabinowitz, J., Lochman, J. E., & **Bradshaw, C. P.** (2020, February). *Patterns of student attendance for group counseling and the influence of student, group, and clinician factors*. Paper presented at the annual Council for Exceptional Children. Portland, OR.
- Bradshaw, C.P.**, Pas, E., Musci, R., Kush, J., & Ryoo, J. (2020, February). *Leveraging Policy to Improve Behavioral and Academic Outcomes Through School-wide Positive Behavioral Interventions and Supports*. National Association of School Psychologists. Atlanta, GA.
- Pas, E., Ryoo, J., Musci, R., & **Bradshaw, C.P.** (2020, February). *Effectiveness of School-Wide Positive Behavioral Interventions and Supports when Taken to Scale across a State*. National Association of School Psychologists. Atlanta, GA.
- Debnam, K. J., Milam, A., Bottiani, J., & **Bradshaw, C. P.** (2019, May). Teacher-Student Incongruence in Perceptions of School Equity: Associations with Student Perceived Connectedness in Middle and High School. Paper presented at the 2019 Society for Prevention Research Annual Meeting, San Francisco, CA.
- Bottiani, J. H., Pas, E., †Duran, C. A-K, Debnam, K. J., & **Bradshaw, C. P.** (2019, May). *Understanding teacher stress in relation to classroom context: Implications for effective teaching practices with Black adolescents in middle schools*. Paper presented at the annual conference of the Society for Prevention Research, San Francisco, CA.
- Bradshaw, C. P.** (2019, May). Transparency, Reproducibility, and Open Science: Implications for Prevention Science. Roundtable presented at the annual conference of the Society for Prevention Research, San Francisco, CA.
- 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*. Paper presented at the Society for Research in Child Development Biennial Conference, Baltimore, MD.

- Bradshaw, C. P., Waasdorp, T. E., & Pas, E. T.** (2019, March). Is Bullying on the Rise? Examining 12-Year Trends in Bullying and Related Attitudes among 4PPthPP-12PPthPP Graders. Paper presented at the annual convention of the Society for Research on Child Development, Baltimore, MD.
- Bradshaw, C., Debnam, K., Pas, E., & Bottiani, J.** (2019, March). *Culturally-Responsive Teaching and Learning: Lessons Learned and Strategies for Educators*. Paper presented at the Society for Research in Child Development Biennial Conference, Baltimore, MD.
- Bradshaw, C., Debnam, K., Pas, E., Kaiser, L., & Bottiani, J.** (2019, February). *Strategies to promote culturally responsive behavior management practices*. Paper presented at the National Association of School Psychologists (NASP). Atlanta, GA.
- Pas, E. T., Lindstrom Johnson, S., & **Bradshaw, C. P.** (2019, February). *Disseminating EBPs and building capacity to implement in schools*. Paper presented at the annual convention of the National Association of School Psychologists, Atlanta, GA.
- Bradshaw, C., & Hardee, S.** (2019, February). *Promoting Cultural Responsiveness & Equitable Practices in Schools: Lessons from Double Check*. Paper presented at the Association for Positive Behavior support, Washington, DC.
- Pas, E. T., Lindstrom Johnson, S., & **Bradshaw, C. P.** (2019, February). *Costs of coaching PBIS*. Paper presented at the annual conference Association for Positive Behavior Support, Washington, D.C.
- Bradshaw, C. P., Alfonso, N., & Lindstrom Johnson, S.** (2019, February). *Estimating the costs of PBIS*. Paper presented at the annual conference Association for Positive Behavior Support, Washington, D.C.
- Bradshaw, C., Debnam, K., Pas, E., Larson, K., & Bottiani, J.** (2019, January). *Interventions and Strategies for Reducing Disproportionality in Exclusionary Discipline*. Paper presented at the CEC 2019 Convention & Expo. Indianapolis, IN.
- Pas, E. T., Waasdorp, T. E., & **Bradshaw, C.** (2018, June). *Leveraging mixed-reality technology to assess and develop teachers' skills to detect, prevent, and respond to bullying*. Paper presented at the annual convention of the Society for Prevention Research, Washington D.C.
- Waasdorp, T. E., Pas, E. T., & **Bradshaw, C.** (2018, June). *Coaching implementation fidelity when promoting teachers' detection, prevention, and responding to bullying*. Paper presented at the annual convention of the Society for Prevention Research, Washington D.C.
- †Gaias, L., Lindstrom Johnson, S., Debnam, K. J., Bottiani, J. H., & **Bradshaw, C.** (2018, May). *A person-centered approach to understanding teacher's culturally responsive practices*. Paper presented at the Society for Prevention Research Annual Conference, Washington, D.C.
- Lindstrom Johnson, S., Alfonso, N., Player, D., & **Bradshaw, C.** (2018, May). *Understanding and estimating the true costs associated with PBIS implementation and scale-up*. Paper presented at the Society for Prevention Research Annual Conference, Washington, D.C.
- Bottiani, J., Lindstrom Johnson, S., Debnam, K., & **Bradshaw, C.** (2018, April). *School engagement, safety, and environment: Convergence and divergence in reported measures of school climate*. Paper presented at the Society for Research on Adolescence Biennial Conference, Minneapolis, MN.
- Bradshaw, C., Pas, E., Reinke, W. & Wehby, J.** (2018, March). *Using Technology When Coaching Teachers To Promote Use Of Evidence-Based Practices In Classrooms*. Invited panel presentation with three talks at the annual convention of the Association for Positive Behavior Supports, San Diego, CA.
- Bottiani, J., Lindstrom Johnson, S., Debnam, K., & **Bradshaw, C. P.** (2018, April). School Engagement, Safety and Environment: Convergence and Divergence in Reported Measures of School Climate. Annual meeting of the Society for Research on Adolescence, Minneapolis, NM
- Larson, K., **Bradshaw, C., & Dieker, L.** (2018, February). *Using TeachLivE to Improve Teaching and School Experiences for Students With Disabilities*, panel session with three talks at the Council for Exceptional Children, Tampa, Florida.

- Waasdorp, T. E., Pas, E. T., & **Bradshaw**, C. P. (2017, November). *Coaching Teachers in Detection and Intervention Related to Bullying*. Paper presented at the 73th Conference of the American Society of Criminology, Philadelphia, PA.
- Larson, K.E., Pas, E.T., & **Bradshaw**, C.P. (2017, October). Disproportionality in Exclusionary Discipline: A Multilevel Examination. Paper presented at the Teacher Educators for Children with Behavior Disorders Conference, Tempe, AZ.
- Pas, E., Johnson, S., Lindstrom Johnson, S., & **Bradshaw**, C. (2017, August). *Activities and costs of systems coaching to improve school climate*. Paper presented at the American Psychological Association Annual Conference, Washington, D.C.
- Thomas, D. E., Debnam, K., **Bradshaw**, C. & Holland, A. (2017, June). *The Role of School Police Officers in Collaborative Preventive-Intervention Efforts in Baltimore City High Schools*. Paper presented at NIJ Comprehensive School Safety Initiative Conference, Alexandria, VA.
- Waasdorp, T. E., Debnam, K. J., Pas, E. T., & **Bradshaw**, C. P. (2017, May/June). *Teacher and Student perceptions of bullying in the classroom: Identifying effective strategies for teacher intervention*. Paper presented at the annual meeting of the Society for Prevention Research, Washington, D.C.
- Thomas, D. E., †Xisto, A., †Rogers, C., **Bradshaw**, C. & Lochman, J. E. (2017, May/June). *Coping Power in the City: A Cultural-and Contextual-Relevant Adaptation of an Evidenced-Based Intervention in Baltimore City High Schools*. Presented at Society for Prevention Research 25PPthPP Annual Meeting, Washington, D.C.
- Debnam, K., Cash, A., Waasdorp, T., Wahl, M., & **Bradshaw**, C. P. (2017, May/June). *Understanding Adult and Student Interactions in Nonclassroom Settings*. Paper presented at the Society for Prevention Research, Washington, D.C.
- Bottiani, J.H., **Bradshaw**, C.P., Debnam, K.D., & Larson, K.E. (2017, April). *The Role of Teacher Job-Related Stress, Burnout, and Racial/Ethnic Composition in Observed Student-Teacher Classroom Interactions*. Society for Research in Child Development Biennial Meeting, Austin, TX.
- Pas, E. T., & **Bradshaw**, C. P. (2017, March). *Adaptations of and integrations with the CCU coaching model: Broadening the scope and outcomes*. Paper presented at the annual convention of the Association for Positive Behavior Supports, Denver, CO.
- Pas, E. T., Johnson, S. R., Ialongo, N. S., & **Bradshaw**, C. P. (2017, February). *Promoting teachers' implementation of classroom-based prevention programming through coaching*. Paper presented at the annual convention of the National Association of School Psychologists, San Antonio, TX.
- Bradshaw**, C. P., Kaiser, L., & Pas, E. T. (2017, February). *Coping Power: Early Adolescent version*. Paper presented at the annual convention of the National Association of School Psychologists, San Antonio, TX.
- Bradshaw**, C. P., Pas, E. T., Debnam, K., & Lindstrom Johnson, S. (2017, February). *Improving school climate through Maryland Safe and Supportive Schools (MDS3): Middle and high school initiatives*. Paper presented at the annual convention of the National Association of School Psychologists, San Antonio, TX.
- Bradshaw**, C. P., Pas, E. T., Debnam, K. J., & Lindstrom Johnson, S. (2017, February). *A focus on implementation of Positive Behavioral Interventions and Supports (PBIS) in high schools: Associations with bullying and other indicators of school disorder*. Paper presented at the annual convention of the National Association of School Psychologists, San Antonio, TX.
- Bradshaw**, C. P., Pas, E. T., Debnam, K., Kaiser, L., & Rosenberg, M. (2017, February). *Reducing disproportionality through the Double Check cultural proficiency and student engagement model*. Paper presented at the annual convention of the National Association of School Psychologists, San Antonio, TX.

- Debnam, K. J., Bottiani, J. H., Pas, E. T., & **Bradshaw** C. P. (2016, October). *The Double Check framework: Engaging black students in the classroom*. Paper presented at the Society for Research in Child Development: Babies, Boys, and Men of Color conference Tampa, FL.
- Bottiani, J. H., Debnam, K. J., Pas, E. T., & **Bradshaw** C. P. (2016, October). *Understanding views of school equity and culturally responsive practices in boys of color: The role of racial/ethnic belonging*. Paper presented at the Society for Research in Child Development: Babies, Boys, and Men of Color conference Tampa, FL.
- Bradshaw**, C. P., Debnam, K., Pas, E., & Bottiani, J. (2016, October). *Reducing Disproportionality in Disciplinary Data through the Double Check Cultural Proficiency and Student Engagement Model*. Paper presented at the 21st Annual Conference on Advancing School Mental Health, San Diego, CA.
- †Shukla, K., Waasdorp, T., Lindstrom Johnson, S., & **Bradshaw**, P. (2016, May). *Examining construct validity of school climate survey in middle schools: Application of multilevel multidimensional item response theory*. Paper presented at the Society for Prevention Research Annual Meeting, San Francisco, CA.
- Lochman, J. E., **Bradshaw**, C. P., Powell, N., Debnam, K., Pas, E. T., & Ialongo, N. S. (2016, May). *Preventing conduct problems in middle schoolers: Preliminary effects of the Early Adolescent Coping Power program*. Society for Prevention Research, San Francisco, CA.
- Ryoo, J. H., Shukla, K. D., Pas, E. T., & **Bradshaw**, C. P. (2016, May). *1-to-n propensity matching methods*. Society for Prevention Research, San Francisco, CA.
- Musci, R., Pas, E. T., Johnson, S. R., **Bradshaw**, C. P., & Ialongo, N. S. (2016, May). *Using multilevel LPA to profile classrooms based on student behavioral trajectories and associations with teacher implementation of the GBG*. Society for Prevention Research, San Francisco, CA.
- Lindstrom Johnson, S., Waasdorp, T., & **Bradshaw**, P. (2016, May). *Parents of bullied students: examining the associate between school climate, form of bullying, and school policies*. Paper presented at the Society for Prevention Research Annual Meeting, San Francisco, CA.
- Bradshaw**, C., Pas, E., Debnam, K., Lindstrom Johnson, S., Alexander, A., Barrett, S., & Leaf, P. (2016, May). *Scaling up Positive Behavioral Interventions and Supports in Maryland schools using a partnership approach*. Paper presented at the Society for Prevention Research Annual Meeting. San Francisco, CA.
- Bottiani, J. H., Molloy Elreda, L., Pas, E. T., & **Bradshaw**, C. P. (2016, May). *Promoting the use of culturally responsive practices and classroom behavior management: The role of key opinion leaders*. Society for Prevention Research, San Francisco, CA.
- Larson, K.E., Rosenberg, M.S., & **Bradshaw**, C.P. (2016, April). *Investigating the relationship between culturally responsive teaching and student compliance*. Paper presented at the Council for Exceptional Children Convention and Expo, St. Louis, MO.
- Bradshaw**, C., Waasdorp, T., †Shukla, K., Debnam, K., Pas, E., & Lindstrom Johnson, S. (2016, March). *Measuring core competencies across adolescence: Contrasting factor structure and measurement invariance for middle-high schoolers*. Paper presented at the Society for Research on Adolescence Biennial Meeting. Baltimore, MD.
- Debnam, K., Saha, S., & **Bradshaw**, C. P. (2016, March). *K2, spice, and bath salt use among adolescents: Perceptions of prevalence, access, and harm as risk factors for use*. Paper presented at the bi-annual conference of the Society for Research on Adolescence, Baltimore, MD.
- Pas, E. T., Johnson, S. R., Larson, K., Brandenburg, L., Church, R., & **Bradshaw**, C. P. (2016, March). *Reducing behavior problems among adolescents with an ASD: Coaching teachers in a mixed-reality setting*. Society for Research on Adolescence, Baltimore, MD.

- 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*. Society for Research on Adolescence Conference, Baltimore, MD.
- Bradshaw**, C. P., Pas, E. T., & Debnam, K. (2016, March). *Increasing cultural proficiency and student engagement to reduce discipline gaps: Findings from a randomized study*. Paper presented at the bi-annual conference of the Society for Research on Adolescence, Baltimore, MD.
- Debnam, K., †Saha, S., & **Bradshaw**, C. P. (2016, March). *K2, spice, and bath salt use among adolescents: Perceptions of prevalence, access, and harm as risk factors for use*. Paper presented at the bi-annual conference of the Society for Research on Adolescence, Baltimore, MD.
- Larson, K.E., Pas, E.T., **Bradshaw**, C.P., Rosenberg, M.S., Day-Vines, N.L. (2016, March). *Examining teachers' use of culturally responsive strategies, culturally responsive teaching self-efficacy, and student compliance*. Society for Research on Adolescence, Baltimore, MD.
- Debnam, K. J., **Bradshaw**, C. P., Pas, E. T., Dolan, V., & Lane, K. (2016, March). *Double Check: A Randomized Study to Increase Cultural Responsiveness and Student Engagement*. Paper presented at the annual conference of Association for Positive Behavior Support, San Francisco, CA.
- Johnson, S., Pas, E. T., Loh, D., Debnam, K. & **Bradshaw**, C. P. (2016, March). *Promoting support for adolescent development: High school Teachers' openness to implementing evidence-based practices*. Society for Research on Adolescence, Baltimore, MD.
- †Parker, E., Debnam, K., Furr-Holden, D., & **Bradshaw**, C. P. (2015, June) *Exploring the effects of alcohol and marijuana use on experience of teen dating violence among high school students in Maryland*. Paper presented at the annual conference for the College on Problems of Drug Dependence, Phoenix, AZ.
- Domitrovich, C. E., **Bradshaw**, C. P., Berg, J., Pas, E., Becker, K. D., Musci, R. J., & Ialongo, N. S. (2015, May). *How do school-based prevention programs impact teachers? Findings from a randomized trial of combined classroom management and social-emotional programs*. Paper presented at the annual meeting for the Society for Prevention Research, Washington, DC.
- †Francois, A., Lindstrom Johnson, S., Parker, E.M., Waasdorp, T.E., & **Bradshaw**, C.P. (2015, May). *Incorporating variability in measuring alcohol perceptions in school settings*. Paper presented at the annual meeting for the Society for Prevention Research, Washington, DC.
- Bradshaw**, C. P., Lindstrom Johnson, S., Debnam, K., Pas, E., & Waasdorp, T. (2015, May). *Comprehensive assessment of school climate to improve safety in Maryland middle schools*. Paper presented at the annual conference of the Society for Prevention Research, Washington, DC.
- Johnson, S.R., Pas, E.T., & **Bradshaw**, C.P. (2015, May). *The tailoring of coaching in response to teacher need: Associations with classroom outcomes*. Paper presented at Society for Prevention Research, Washington, DC.
- Parker, E.M., & **Bradshaw**, C. P. (2015, May). *Patterns of substance use and teen dating violence among high school students: A latent class analysis*. Paper presented at the annual meeting for the Society for Prevention Research, Washington, DC.
- Lindstrom Johnson, S., Francois, A., Milam, A., & **Bradshaw**, C.P. (2015, May). *Measuring school security*. Paper presented at the annual meeting for the Society for Prevention Research, Washington, DC.
- Lindstrom Johnson, S., Waasdorp, T.E., Cash, A.H., Debnam, K.J., Milam, A., & **Bradshaw**, C.P. (2015, May). *Applying the "Broken Windows" theory to a school context*. Paper presented at the annual meeting for the Society for Prevention Research, Washington, DC.

- Waasdorp, T.E., Berg, J., Debnam, K.J., & **Bradshaw**, C.P. (2015, May). *Bullying and aggression in private versus public schools: A matched sample*. Paper presented at the annual meeting for the Society for Prevention Research, Washington, DC.
- Waasdorp, T.E., & **Bradshaw**, C.P. (2015, March). *The role of bystander intervention in bullying prevention*. Paper presented at the biennial meeting for the Society for Research in Child Development, Philadelphia, PA.
- Bottiani, J.H. & **Bradshaw**, C.P. (2015, March). *Inequitable School Discipline Practices and Disparate Psychosocial Outcomes among Black and White High School-Aged Youth*. Society for Research on Child Development Biennial Conference, Philadelphia, PA.
- 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*. Society for Research on Child Development Biennial Conference, Philadelphia, PA.
- Morin, H., & **Bradshaw**, C.P. (2015, March). *Personal and contextual factors in cyberbullying victimization: Associations with mental health outcomes*. Paper presented at the biennial meeting for the Society for Research in Child Development, Philadelphia, PA.
- Milam, A., Lindstrom Johnson, S., Furr-Holden, C.D.M., & **Bradshaw**, C.P. (2015, March). *Alcohol outlet density and substance use among high schoolers*. Paper presented at the biennial meeting for the Society for Research in Child Development, Philadelphia, PA.
- Bradshaw**, C. P., Debnam, K., Pas, E., Rosenberg, M., Reinke, W., & Herman, K. (2015, February). *Coaching teachers in cultural proficiency: The Double Check model*. Paper presented at the annual conference for the National Association for School Psychologists, Orlando, FL.
- Bradshaw**, C. P., Hershfeldt, P., Lindstrom Johnson, S., Debnam, K., & Alexander, A. (2015, February). *Developing and Sustaining an Internet-based Decision-support System to Prevent Behavioral and Mental Health Problems in High Schools*. Paper presented at the annual conference for the National Association of School Psychologists, Orlando, FL.
- Cash, A. Abry, T., & **Bradshaw**, C. P. (2014, September). *Using generalizability theory to examine sources of variance in observed behaviors within high school classrooms*. Society for Research on Educational Effectiveness, Washington, DC.
- O'Brennan, L., Pas, E., & **Bradshaw**, C. P. (2014, May). *Should I Stay or Should I Go? A Multilevel Examination of High School Staff Connectedness and Burnout*. Paper presented at the annual conference for the Society for Prevention Research, Washington, DC.
- Debnam, K. J., Waasdorp, T. E., & **Bradshaw**, C. P. (2014, May). *Examining the Association Between Forms of Bullying and Teen Dating Violence Victimization*. Paper presented at the annual conference for the Society for Prevention Research, Washington, DC.
- Lindstrom Johnson, S., Waasdorp, T. E., Debnam, K. J., Milam, A., Furr-Holden, D., & **Bradshaw**, C. P. (2014, May). *360 Degrees of School Climate: Utilizing Surveys and Observations to Get a Fuller Picture*. Paper presented at the annual conference for the Society for Prevention Research, Washington, DC.
- Waasdorp, T. E., & **Bradshaw**, C. P. (2014, May). *Understanding Bullying On-and Off-Line: Is There Overlap?* Paper presented at the annual conference for the Society for Prevention Research, Washington, DC.
- †Saha, S., Alger, H., & **Bradshaw**, C. P. (2014, April) *Too Many Drugs to Get High in High School: Student Synthetic and Other Drug Use and School Climates Regarding Substance Use*. American Society for Addiction Medicine, Orlando, FL.

- Hurd, N. & **Bradshaw**, C. P. (2014, March). *School contexts, students' connectedness to school, and students' psychosocial outcomes: The presence of a supportive figure in the school*. Paper presented at the biennial meeting for the Society for Research on Adolescence, Austin, TX.
- †Bottiani, J., Mendelson, T., & **Bradshaw**, C. P. (2014, March). *Racial Disparities in Emotional and Behavioral Engagement among High School Students*. Paper presented at the annual conference for the Society for Research on Adolescence, Austin, TX.
- Debnam, K. J., Pas, E. T., Bottiani, J., Cash, A., & **Bradshaw**, C. P. (2014, March). *An Examination of the Association between Observed and Self-Reported Culturally Proficient Teaching Practices*. Paper presented at the annual conference for the Society for Research on Adolescence, Austin, TX.
- Debnam, K. J., Johnson, S. L., Waasdorp, T. E., & **Bradshaw**, C. P. (2014, March). *Equity, Connection and Engagement in the School Context to Promote Positive Youth*. Paper presented at the annual conference for the Society for Research on Adolescence, Austin, TX.
- †Eacho, C., Curtin, K., Lindstrom Johnson, S., & **Bradshaw**, C. P. (2014, March). *Implementing School-based Mental Health Services to Improve School Climate and Reduce Violence in At-risk Youth*. Paper presented at the annual conference for the American Counseling Association, Honolulu, HI.
- Hurd, N. & **Bradshaw**, C. P. (2014, March). *School Contexts, Students' Connectedness to School, and Students' Psychosocial Outcomes: The Presence of a Supportive Figure in the School*. Paper presented at the annual conference for the Society for Research on Adolescence, Austin, TX.
- Pas, E.T., Debnam, K., & **Bradshaw**, C. (2014, February). *Multi-tiered interventions: Fidelity, facilitators, and barriers*. Paper presented at the annual conference for the National Association of School Psychologists, Washington, DC.
- Lindstrom Johnson, S., Pas, E., & **Bradshaw**, C. P. (2014, March). *Not Just Academic Achievement: The Role of School Supports in Promoting Adolescents' Future Aspirations*. Paper presented at the annual conference for the Society for Research on Adolescence, Austin, TX.
- Bradshaw**, C, Waasdorp, T, & Lindstrom Johnson, S. (2013, May). *Examining the Overlap Between Verbal, Relational, Physical and Electronic Bullying: The Influence of School Climate*. Paper presented at the Society for Prevention Research. San Francisco, CA.
- Debnam, K. J., Pas, E., Hulleman, C. & **Bradshaw**, C. P. (2013, May). *Assessing Fidelity of Interventions in Schools Using a Multi-tiered Prevention*. Paper presented at the Society for Prevention Research. San Francisco, CA.
- Debnam, K. J., Johnson, S. L., & **Bradshaw**, C. P. (2013, April). *Examining the Association between Bullying and Adolescent Concerns about Teen Dating Violence*. Paper presented at the Society for Research on Child Development. Seattle, WA.
- Eacho, C, Curtin, K, Lindstrom Johnson, S, & **Bradshaw**, C. (2013, May). *Improving School Climate to Prevent Violence in At-Risk Youth*. Conference on Advancing School Mental Health, Arlington, VA.
- Goldweber, A, **Bradshaw**, C, Waasdorp, T, & Lindstrom Johnson, S. (2013, May). *Bullies, Gangs, Drugs, and School: Understanding the Overlap and the Role of Ethnicity and Urbanicity*. Paper presented at the Society for Prevention Research. San Francisco, CA.
- Lindstrom Johnson, S, Milam, A, Furr-Holden, D, & **Bradshaw**, C. (2013, May). *Examining the Built Environment of Schools Using the School Assessment for Environmental Typography*. Paper presented at the Society for Prevention Research. San Francisco, CA.
- Lindstrom Johnson, S., Waasdorp, T., Debnam, K. J., & **Bradshaw**, C. P. (2013, April). *The Role of School Climate in Influencing Victims Responses to Bullying: To Retaliate or Seek Support?* Paper presented at the Society for Research on Child Development. Seattle, WA.

Pas, E., **Bradshaw**, C. P., Cash, A. H., Debnam, K. J. (2013, May). *Observing the Relationship between Teacher Classroom Management Style and Student Behavior*. Paper presented at the Society for Prevention Research. San Francisco, CA.

Goldweber, A., **Bradshaw**, C. P., Waasdorp, T. E., & Lindstrom, S. J. (June 2013). *Bullies, gangs, drugs, and school: Understanding the overlap and the role of ethnicity and urbanicity*. Paper presented at the annual Society for Prevention Research, San Francisco, CA.

Pas, E.T., Cash, A., Debnam, K., O'Brennan, L., & **Bradshaw**, C. (May 2013). *Observing the relationship between teacher classroom management style and student behavior*. Paper presented at the annual Society for Prevention Research, San Francisco, CA.

Pas, E.T., **Bradshaw**, C.P., Bloom, J., & Barrett, S. (March 2013). *Evaluating the scale-up of PBIS in Maryland*. Paper presented at the annual Association for Positive Behavior Supports, San Diego, CA.

Waasdorp, T.E., & **Bradshaw**, C. P. (April 2013). Developmental Trajectory of Aggressive Behavior in Elementary School: The Risk for Educational Challenges. Paper presented at the annual Society for Research in Child Development Conference, Seattle, WA.

Bradshaw, C.P., Waasdorp, T., O'Brennan, L. & Gulemetova, M. (April 2013). *Teachers' and education support professionals' perspectives on bullying and prevention: Findings from a National Education Association (NEA) survey*. AERA, San Francisco, CA.

Bradshaw, C.P. (August 2012). *Safe and Supportive Schools to Promote Conditions for Learning*. Keynote at the annual Safe and Supportive Schools Conference. Department of Education, Washington, DC.

Bradshaw, C.P. (July 2012). *School-Based Prevention of Behavior Problems: Integrating and Advancing the Evidence Base*. Office of Special Education Programs Directors Meeting, Washington, DC.

Waasdorp, T. E., O'Brennan, L. **Bradshaw**, C. P., & Gulemetova, M. (June 2012). *Examining the link between school connectedness and bullying prevention*. Paper presented at the annual Society for Prevention Research conference, Washington, DC.

Bradshaw, C. P. (June 2012). *The role of school climate in promoting healthy and unhealthy student relationships*. Panel presented at the Society for Prevention Research. Washington, DC.

Bradshaw, C. P. (June 2012). *Observing and effecting setting-level change in schools: Lessons learned from research on middle and high school contexts*. Panel presented at the Society for Prevention Research. Washington, DC.

Bradshaw, C. P., Lindstrom Johnson, S. R., Cash, A. H., Debnam, K., & Holden, D. (June 2012). *Observational methods to assess the setting-level impact of a preventive intervention in high schools*. Paper presented at the Society for Prevention Research. Washington, DC.

Bradshaw, C. P., & Mitchell, M. (June 2012). *Classroom Influences on Student Perceptions of School Climate: The Role of Classroom Management and Reactive Discipline*. Paper presented at the Society for Prevention Research. Washington, DC.

Pas., E. T., & **Bradshaw**, C. P. (June 2012). *The relationship between teacher factors and use of referrals for discipline, academics, and support services*. Paper presented at the Society for Prevention Research. Washington, DC.

Alexander, A., Hershfeldt, P., & **Bradshaw**, C. P. (March 2012). *Collaboration that serves Maryland's students: State leadership, evaluation, and training working together*. Paper presented at the annual meeting of the Association for Positive Behavior Support. Atlanta, DC.

Bradshaw, C. P. (June 2011). *Examining variation in the impact of school-based universal aggression prevention programs*. Panel presented at the Society for Prevention Research. Washington, DC.

Bradshaw, C. P. & Pas, E. (June 2011). *A state-wide scale-up of School-Wide Positive Behavioral Interventions and Supports (PBIS): Developing systems to support and assess adoption, implementation and outcomes.* Paper presented at the Society for Prevention Research. Washington, DC.

Goldweber, A., **Bradshaw, C. P.**, Goodman, K., Monahan, K., Cooley-Strickland, M. (June 2011). *Examining factors associated with (in)stability in social information processing: A latent transition analytic approach.* Paper presented at the Society for Prevention Research. Washington, DC.

Bradshaw, C. P. & Waasdorp, T. E. (March 2011). *Assessing different perspectives on bullying and school climate: Reflections and future directions.* Paper presented at the biennial Society for Research in Child Development conference Montreal, Canada.

Domitrovich, C. E., **Bradshaw, C. P.**, Poduska, J., †Becker, K., Greenberg, M., & Ialongo, N. (March 2011). *Enhancing the fidelity of a classroom-based, social-emotional intervention through coaching.* Paper presented at the biennial Society for Research in Child Development conference Montreal, Canada.

Bradshaw, C. P., Waasdorp, T.E., Mitchell, M. M. & Leaf, P. J. (February 2011). *The impact of School-Wide Positive Behavioral Interventions and Supports (SW-PBIS) on Staff and Students: Findings from a randomized controlled trial.* Paper presented at the annual meeting of the National Association of School Psychologists, San Francisco CA.

Bradshaw, C.P., Alexander, A., Bloom, J., & Poduska, J. (October 2011). *Forging and Sustaining Partnerships to Support Child Mental Health Prevention and Services Research.* Advancing School Mental Health Annual Conference. Albuquerque, NM.

Bradshaw, C. (June 2010). *Preventing Behavior Problems and Promoting a Positive School Climate through School-wide Positive Behavior Support.* Panel presented at the Annual Meeting of the Society for Prevention Research; Denver, CO. Panel organizer: C. Bradshaw.

Bradshaw, C., Leaf, P., Domitrovich, C., Embry, D., Reinke, W., Herman, K. & Ialongo, N. (June 2010). *Using findings from randomized trials to inform the integration of School-Wide PBS with social-emotional learning.* Paper presented at the Annual Meeting of the Society for Prevention Research; Denver, CO.

Bradshaw, C.P., & †Sawyer, A. (June 2010). *Using web-based systems to inform data-based decision-making in schools: An example of bullying & violence prevention.* Paper presented at the Annual Meeting of the Society for Prevention Research; Denver, CO.

Bradshaw, C. (June, 2010). *Social context of bullying and peer victimization: Implications for prevention and early intervention.* Panel presented at the Annual Meeting of the Society for Prevention Research; Denver, CO. Panel organizer: C. Bradshaw.

Bradshaw, C. P., †Pas, E., Stuart, E., & Leaf, P. (2010, March). *Monitoring implementation of School-wide Positive Behavioral Interventions and Supports (PBIS) in a statewide scale-up effort.* 3rd Annual NIH Conference on the Science of Dissemination and Implementation: Methods and Measurement, Bethesda, MD.

Selected Practitioner Oriented Invited Training Sessions (since 2007)

- Bradshaw, C. (2022, June). *Building Systems For Promoting Social-emotional Competency And Wellbeing.* Conference Keynote and day long training for 300 educators, Maine State Department of Education.
- Bradshaw, C. (2021, September). *Integrating PBIS, Social-emotional Learning, and Bullying Prevention.* Conference Keynote for 600 educators, Taiwan Association for Positive Behavior Support.
- Bradshaw, C. (2019, October). *School-based Bullying Prevention: VA School Boards Association.* Webinar for 30 school board members.

- Bradshaw, C. (2019, June). *Integrating PBIS, Social-emotional Learning, and Bullying Prevention*. Conference Keynote and 4 workshops held for 600 educators, Queensland Department of Education, Brisbane, Australia.
- Bradshaw, C. (2019, May). *Promoting School Climate through PBIS*. 2 workshops held for 400 educators through the Michigan State Department of Education. Lansing, MI.
- Bradshaw, C. (2019, March). *School-based Bullying Prevention: A Social-emotional learning perspective*. Webinar for 100+ practitioners.
- Bradshaw, C., & Hardee, S. (2019, March). *Integrating PBIS and Social-emotional Learning*. Workshop held for 65 participants at Association of Positive Behavior Support, Washington, DC.
- Bradshaw, C., & Hardee, S. (2018, March). *Integrating PBIS and Social-emotional Learning*. Workshop held for 50 participants at Association of Positive Behavior Support, San Diego, CA.
- Bradshaw, C., Marchese, D. & Hardee, S. (2017, March). *Integrating PBIS and Social-emotional Learning*. Workshop held for 50 participants at Association of Positive Behavior Support, Denver, CO.
- Bradshaw, C. (2016, June). *PBIS and Bullying Prevention*. 2 workshops held for 400 participants, Sydney, Australia.
- Bradshaw, C., Bates, L., & Debnam, K. (2015, June). *Double Check: A model for promoting cultural proficiency and equitable practices in schools*. Led 2 3-hour trainings on cultural proficiency for the Loudon County Public Schools. Leesburg, VA.
- Hardee, S., Bates, S., & Bradshaw, C.P. (2014, November). *Coaching Cultural Proficiency and Student Engagement through Double Check*. Association for Positive Behavior Support. Chicago, IL. Led a 60-minute webinar on cultural proficiency training.
- Bradshaw, C.P. (2014, February). *Understanding and Preventing Bullying: Promoting Positive Conditions for Learning*. National Association of Elementary School Principals, Alexandria, VA. Led two 60-minute training sessions on school climate and bullying prevention for elementary school principals.
- Bradshaw, C.P. (2013, August). *Understanding and Preventing Bullying: Promoting Positive Conditions for Learning*. Loudoun County Public Schools, Leesville, VA. Led a 90-minute training session on Positive Behavior Support and bullying prevention for 1000 school staff and administrators from Loudoun County Public Schools.
- Bradshaw, C.P. (2013, August). *Preventing Bullying through Positive Behavior Support*. Loudoun County Public Schools, Leesville, VA. Led a 90-minute training session on bullying prevention strategies for 50 school staff and administrators from Loudoun County Public Schools.
- Bradshaw, C.P. (2013, May). *Preventing Bullying through Positive Behavior Support*. Led two 90-minute webinars on bullying prevention for 100 school staff for U.S. Department of Education.
- Bradshaw, C.P. (2012, November). *Understanding and Preventing Bullying: Promoting Positive Conditions for Learning*. Strengthening Connections: Overcoming Barriers to Learning Conference Office of Student Services, Virginia Department of Education, Roanoke, VA. Led two 90-minute training sessions on bullying prevention for 100 school staff from across the state of Virginia
- Bradshaw, C.P. (2012, October). *Preventing Bullying*. Maryland State Department of Education, University of Maryland, College Park, MD. 60-minute training session on bullying prevention for 700 school staff from across the state of Maryland
- Bradshaw, C.P., & Zablotzky (2012, May). *Preventing Bullying among Children with Disabilities*. Maryland Coalition of Families for Children's Mental Health, Columbia, MD. 60-minute webinar on bullying prevention for 50 school staff
- Bradshaw, C.P. (2012, May). *Bullying Prevention through PBIS*. Northeast PBIS Regional Conference, University of Connecticut, Storrs, CT. 90-minute training session on bullying prevention for 110 school staff

- Bradshaw, C.P. (2012, May). *Addressing Disproportionality through the Double Check Cultural Proficiency and Student Engagement Model*. Northeast PBIS Regional Conference, University of Connecticut, Storrs, CT.
- *90-minute training session on disproportionality for 70 school staff*
60-minute webinar and recorded podcast on bullying for over 3000 registrants. www.SPRC.org
- Bradshaw, C.P. (2012, February). *Bullying Prevention: Best Practices and Opportunities for Integration with Suicide Prevention Efforts*. Suicide Prevention Resource Center and the Federal Partners in Bullying Prevention. Washington, DC.
60-minute webinar and recorded podcast on bullying for over 3000 registrants. www.SPRC.org
- Bradshaw, C.P. (2011, January; 2012, January). *Integrating the Good Behavior Game (GBG) with PBIS and Other School-Based Prevention Efforts*. PAXIS Institute, Baltimore, MD.
60-minute presentation on strategies to integrate school-based prevention efforts for over 60 SAMHSA Good Behavior Game grantees
- Bradshaw, C.P. (2010, August). *Student, Teacher, and Parent Perspectives on Bullying and Violence Prevention: Implications for School-wide Prevention*. Baltimore City Schools, Baltimore, MD.
75-minute training session on bullying prevention for 50 school staff
- Bradshaw, C.P. (2010, July). *Student, Teacher, and Parent Perspectives on Bullying and Violence Prevention*. Maryland Coalition of Families for Children's Mental Health, Columbia, MD.
90-minute webinar and recorded podcast on bullying prevention for 50 parents and mental health practitioners (www.mdcoalition.org)
- Bradshaw, C.P. (2010, July). *Preventing Bullying through School-Wide PBIS*. Baltimore County Public School System. Baltimore, MD.
60-minute training session on bullying prevention for 150 school staff members
- Bradshaw, C.P. (2010, July). *Preventing Bullying through School-Wide PBIS*. Baltimore City Public School System. Baltimore, MD.
60-minute training session on bullying prevention for 200 school staff members
- Bradshaw, C.P. (2010, July). *Growing the Green Zone and Supporting Yellow Zone Students*. Baltimore City Public School System. Baltimore, MD.
Two 60-minute training sessions on evidence-based programs for 60 school staff members each
- Bradshaw, C.P. (2010, June). *Evidence-based Practices for Supporting Children Not Responding Adequately to School-wide PBIS: What to Do in the Yellow-Zone?* Washington, Allegany, & Carroll County Public School Systems. Manchester, MD.
Two 60-minute training sessions on evidence-based programs for 60 school staff members each
- Hershfeldt, P. & Bradshaw, C.P. (2009, June). *Preventing Bullying through School-Wide PBIS*. Harford County Public Schools. Bel Air, MD.
60-minute training session on bullying prevention for 35 school staff members
- Bradshaw, C.P. (2009, June). *Evidence-based Practices for Supporting Children Not Responding Adequately to School-wide PBIS: What to Do in the Yellow-Zone?* Washington, Allegany, & Carroll County Public School Systems. Hagerstown, MD.
60-minute training session on evidence-based programs for 60 school staff members
- Bradshaw, C.P., & Hess, S. (2008, June). *Using Data to Improve School Climate and Reduce Bullying*. Frederick County Public Schools' Leadership Conference. Frederick, MD.
90-minute training session on bullying prevention for 40 administrators and student support staff
- Bradshaw, C.P. (2007, October). *Bullying and Youth Violence*. Baltimore County Workforce Development, Baltimore, MD.
90-minute training session on bullying prevention for 40 youth development workers
- Bradshaw, C.P., Leary, K. & King, S. (2007, July). *PBIS New Team Training for Elementary Schools*. Maryland State Department of Education, Ellicott City, MD.
1.5 day training session on PBIS for 35 new school teams (200 people)
- Bradshaw, C.P., & Leary, K. (2007, June). *Promoting School Connectedness through Positive Behavioral Interventions and Supports (PBIS)*. Montgomery County Public Schools' Safe and Drug-Free Schools Conference. Rockville, MD.

- 3-hour training session on PBIS for 35 student support staff
- Bradshaw, C.P., & Hess, S. (2007, June). *Using Data to Improve School Climate and Reduce Bullying*. Frederick County Public Schools' Leadership Conference. Frederick, MD.
90-minute training session on bullying prevention for 35 administrators and student support staff
- Barrett, S., Bradshaw, C.P., Bloom, J., & Leaf, P. (2007, January - April). *Professional Development Series on Data-based Decision-Making*. Baltimore City Public School System. Baltimore, MD.
Six all-day training sessions on school-based prevention for 400 principals and school staff from 95 Baltimore City Public Schools

SELECTED MEDIA (since 2010)

Parents, September 2022, *Time Magazine*, June 2022; *Ed Week*, April 2020; *Today*, September 2019; *Reuters*, September 2018; *U.S. News*, March 2018; *NPR*, March 2018; *Fox News Charleston*, December 2017; *New York Times*, September 2017; *CBS Evening News*, May 2017; *Reuters*, May 2017; *Atlantic*, June 2016; *CNN*, May 2016; *Education Weekly*, May 2016; *Reuters*, December 2015; *New Yorker*, October 2015; *Reuters*, October 2014; *Reuters*, September 2014; *National Geographic*, June 2014; *Education Weekly*, May 2014; *Parents Magazine*, February 2014; *USA Today*, November 2013; *Chicago Tribune*, September 2013; *WebMD*, July 2013; *Washington Post* (Washington, DC), February 2013; *NPR* (Washington, DC), February 2013; *New York Times* (New York, NY), February 2013; *WBAL Radio* (Baltimore, MD), December 2012; *Mark Steiner Show* (Baltimore, MD), December 2012; *CNN* (Atlanta, GA), October, 2012; *Chicago Tribune* (Chicago), October, 2012; *Education News*, October 2012; *Reuters* (New York), October 2012; *New York Times* (New York, NY), September 2012; *Mark Steiner Show* (Baltimore, MD), August 2012; *WBFF FOX45 News* (Baltimore, MD), August 2012; *Global Debate WISDOM*, NHK (Japan Broadcasting Corporation), August 2012; *WBFF FOX45 News* (Baltimore, MD), August 2012; *Breaking It Down Our Health Our Way*, WOLB 1010 AM (Baltimore, MD), August 2012; *IES's Education Research News* (Washington, DC), June 2012; *Keep It Moving with Marsha Jews* WEAA 88.9FM (Baltimore, MD), May 2012; *WBFF FOX45 News* (Baltimore, MD), May 2012; *Washingtonian Magazine*, (Washington, DC), April 2012; *C-SPAN's Washington Journal*, April 2011; *Chicago Tribune* (Chicago), March, 2012; *Reuters* (New York), March 2012; *WBFF FOX45 News* (Baltimore, MD), March 2012; *TV25* (Baltimore, MD) *The Pulse Television Show*, December 2011, January 2012; *St. Louis Tribune*, December 2011; *Baltimore Sun*, November 2011; *WBFF FOX45 News* (Baltimore, MD), October 2011a; *Sesame Street Workshop*, October 2011; *WBFF FOX45 News* (Baltimore, MD), October 2011b; *C-SPAN's Washington Journal*, September 2011; *Washington Post*, June 2011; American Psychological Association's *Monitor on Psychology*, May 2011; *Johns Hopkins School of Public Health Magazine*, May 2011; *CNN*, November 2010; *C-SPAN*, August 2010; *LiveScience*, June 2010; *WJZ-TV CBS News* (Baltimore, MD), April 2010; *Discovery News*, April 2010; *National Public Radio*, March & April 2010.

ARCHIVED DATA FILES

[Testing the Efficacy of Double Check: A Cultural Proficiency Professional Development Model in Middle Schools - School of Education & Human Development \(virginia.edu\)](#)

Bradshaw, Catherine; Debnam, Katrina; Pas, Elise; Rosenberg, Michael; Bottiani, Jessika; Herman, Keith; Reinke, Wendy; Kaihoi, Chelsea, 2023, "Testing the Efficacy of Double Check: A Cultural Proficiency Professional Development Model in Middle Schools", <https://doi.org/10.18130/V3/UCJUGL>, University of Virginia Dataverse, V1, UNF:6:LVd9VADQvP9xueHQfHmLEw== [fileUNF]

RESEARCH INTERESTS AND KEYWORDS

- Child and adolescent mental health
- Design and evaluation of school-based prevention and intervention programs
- School-based prevention, mental health services, and prevention science
- Positive Behavioral Interventions and Supports (PBIS)/Multi-tiered System of Supports
- Social and emotional learning and social cognition

- Youth violence prevention, school safety
- School climate (urban and rural)
- Aggression, bullying, delinquency, and antisocial behavior
- Child development / positive youth development
- Etiology, developmental trajectories of aggressive and problem behavior
- Effects of exposure to violence and environmental stress on children and families
- Child abuse and family violence
- Special education, autism, and developmental disabilities
- Military families and military youth
- Program development and evaluation & randomized controlled trials
- Implementation research, coaching, fidelity, scale-up
- Staff wellbeing
- Team science and research, practice, partnerships
- Cost analysis