

Curriculum Vitae

Alexis Rae Harris

Research Assistant Professor
Youth-Nex and Department of Human Services
School of Education and Human Development
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EDUCATION AND TRAINING

- 2009-2014 Pennsylvania State University, University Park, PA
Ph.D. Human Development and Family Studies (anticipated Summer 2014)
Concentrations: Prevention/Intervention and Individual Development:
Adolescence; Certificate in Interdisciplinary Education Science
Dissertation Title: *Promoting educators' social-emotional competence, stress management, and wellbeing through a school-based contemplative intervention: An evaluation of efficacy, implementation process, and mechanisms*
Doctoral committee members: Mark Greenberg, Celene Domitrovich, Scott Gest, and Karen Bierman
- 2010-2014 Training Interdisciplinary Education Scientists (TIES) Predoctoral Research Fellowship (Funded by the Institute of Education Sciences, research arm of the US Department of Education)
- 2007-2009 University of Memphis, Memphis, TN
Master of Arts in Liberal Studies
Coordinated Study in Urban Childhood
Thesis: *"It was hard for me to say": Facilitating voice in KidsTalk, a story-sharing program in an urban community organization.*
- 2000-2004 Rhodes College, Memphis, TN
B.A., Phi Beta Kappa with Honors in Psychology (Magna Cum Laude)
Honors Thesis title: *In Their Own Words: Exploring Children's Writing about Emotion and Conflict Resolution Strategies in Personal Narratives about Conflict*

RESEARCH INVOLVEMENT

- 2014-present *Compassionate Schools Project* (Co-I, Project Director) 8-year multi-phase study of a mindfulness-based health and wellness curriculum for elementary school. Currently in final year of Randomized Control Trial Evaluation involving 45 schools. (Funded by Robert Wood Johnson Foundation, private philanthropy, and other foundations)
- 2015-2018 CALM II CALM for Continuing Care Retirement Staff

- 2012-2015 *Comprehensive Approach to Learning Mindfulness (CALM) Study of Teacher Health and Wellbeing* (Co-PIs Patricia Jennings and Mark Greenberg, Penn State; funded by the 1440 Foundation and the Penn State Children, Youth and Families Consortium) Pilot of a yoga-based intervention to reduce stress and promote wellbeing in middle school educators- Project Coordinator
- 2011-2019 *School-based Mindfulness Intervention to Prevent Substance Use for Urban Youth* (Co-PIs Mark Greenberg, Penn State and Tamar Mendelson, Johns Hopkins; funded by NIDA) Randomized controlled trial of a school-based yoga program for stress management and substance use prevention – Research Assistant
- 2010-present *Character Education Study* (PI Celene Domitrovich, funded by Department of Education) Randomized controlled trial evaluation of the Facing History and Ourselves (FHAO) program and study of adolescent civic development
- 2011-2013 *Evaluation of Yoga in Public Schools* (PI: Sat Bir Singh Khalsa) – conducted qualitative analysis of participant interviews
- 2011-2012 *Excellence in Social Emotional Learning (ExSEL) Program for Middle Schools* - (PIs Celene Domitrovich and Robert Jagers) Grant-funded study to combine educator professional development with advisory-based social emotional learning; Graduate Research Assistant
- 2010 *Evidence-based Prevention and Intervention Support Center (EPISCenter)* Weed and Seed Project, Graduate Research Assistant
- 2009-2011 *PROmoting School-University-Community Partnerships to Enhance Resilience (PROSPER)* (PIs Richard Spoth and Mark Greenberg, funded by NIDA) Graduate Research Assistant
- 2008-2009 *Peer Interaction Group*- University of Memphis, (Robert Cohen), graduate student participant in research team
- 2004-2009 Coordinated research collaboration between Rhodes College Developmental Psychology/Narrative Research Team and Church Health Center Child Life Education and Movement Program. Implemented the KidsTalk program and collected narrative data.
- 2001-2009 Developmental Psychology/Narrative Research Group (Marsha D. Walton), Rhodes College, Memphis, TN. Undergraduate and Graduate Research Assistant.
- 2003-2004 Community Psychology Research Group (Anita A. Davis), Rhodes College, Memphis, TN.

PUBLICATIONS

Published and in Press

Schussler, D., **Harris, A.R.**, & Greenberg, M.T. (2020). A Qualitative investigation of a mindfulness-based yoga program for educators: How program attendance relates to outcomes. *Psychology in the Schools*, 57, 1077-1096.

Taylor, C., Jennings, P.A., **Harris, A.R.**, Schussler, D., & Roeser, R.W. (2019). Embodied teacher mindfulness in the classroom: The calm, clear, kind framework. In Jennings, P.A. (Ed.) *Transforming School Culture with Mindfulness and Compassion*. New York: Guilford.

Katz, D.A., **Harris, A.R.**, Jennings, P.A., Greenberg, M.T., & Abenavoli, R. (2017). Educators' emotion regulation strategies and their physiological indicators of chronic stress over one year. *Stress and Health*, DOI: 10.1002/smi.2782

Harris, A.R., Jennings, P.A., Katz, D.A., Abenavoli, R.M., & Greenberg, M.T. (2016). Promoting Stress Management and Wellbeing in Educators: Feasibility and Efficacy of a School-Based Yoga and Mindfulness Intervention. *Mindfulness*, 7, 143-154.

Jagers, R., **Harris, A.R.**, Skoog, A.B. (2015). A review of classroom-based social emotional learning programs at the middle school level. In J. A. Durlak, T. Gullotta, C. Domitrovich, P. Goren, and R. P. Weissberg (Eds), *Handbook of Social and Emotional Learning: Research and Practice*. New York: Guilford

Abenavoli, R.M., Jennings, P.A., Greenberg, M.T., **Harris, A.R.**, & Katz, D. A. (2013). The protective effects of mindfulness against burnout among educators. *The Psychology of Education Review*, 37(2), 57-69

Greenberg, M. & **Harris, A.R.** (2012). Nurturing mindfulness in children and youth: Current state of research. *Child Development Perspectives*, 6, 161-166.

Walton, M.D., **Harris, A.R.**, & Davidson, A.J. (2009). "It makes me a Man from the beating I took": Gender and Aggression in Children's Stories about Conflict. *Sex Roles*, 61, 383-398. DOI: 10.1007/s11199-009-9636-2

Harris, A.R. & Walton, M.D. (2009). "Thank you for making me write this." Narrative Development and the Management of Conflict in Urban Schools. *The Urban Review: Issues and Ideas in Public Education*, 41, 287-311. DOI: 10.1007/s11256-008-0109-7

Manuscripts in Preparation and Under Review

Harris, A.R. Abenavoli, R., Katz, D., Schussler, D., Jennings, P., Dvorakova, K., Greenberg, M.T., (under revision) Linking Participant Characteristics, Responsiveness & Outcomes in a School-based Intervention for Educator Resilience

Harris, A.R. (in prep). Achieving CALM: Investigating mechanisms of action in a brief daily contemplative intervention for educators.

Harris, A.R., Abenavoli, R.M. Syvertsen, A.K., Domitrovich, C. (In prep). Mixed methods analysis of urban youths' involvement in school change.

Domitrovich, C.E., **Harris, A.R.**, Syvertsen, A., Cleveland, M., Moore, J., Jacobson, L., Glenn, J., & Greenberg, M. T. (under review). "Individual and Classroom Intervention Effects of the Facing History and Ourselves program with Middle School Students."

Noggle, J., Conboy, L., **Harris, A.R.**, Kharaz, A. Khalsa, S.B.S. (In prep). Mixed methods evaluation of a school-based yoga intervention.

Syvertsen, A.K., **Harris, A.R.**, Abenavoli, R.M. Domitrovich, C. (in prep). Qualitative analysis of urban youths' perceptions of social change.

CONFERENCE PRESENTATIONS

Schussler, D. L. & Harris, A. R. (2020, Apr 17 - 21) *A Qualitative Investigation of a Mindfulness-Based Yoga Program for Teachers: How Program Attendance Relates to Outcomes* [Roundtable Session]. AERA Annual Meeting San Francisco, CA <http://tinyurl.com/u298o94>(Conference Canceled)

Harris, A.R. (Panelist October 2018) "*Trauma-informed Classroom Practices and Student Supports for Today's Learners*". *The Equity Journey: Investing in the Whole Learner!*

Harris, A.R. (2017, June) The Compassionate Schools Project: Large scale implementation research on mindfulness in education. Invited presentation at the Mindfulness in Education Network conference, Tufts University, Medford, MA.

Harris, A.R. (2016, February) CALM For Educators: Promoting faculty and staff well-being and supporting student skill development in the Compassionate Schools Project. Invited presentation at the Yoga in Schools Research Summit, The Kripalu Institute.

Katz, D.A., **Harris, A.R.**, Schussler, D., Jennings, P.A., Abenavoli, R.M., & Greenberg, M.T. (2015, April). Using multi-level analyses to examine changes in neuroendocrine biomarkers associated with chronic stress in a group of teachers over one school year. Paper presented at the American Educational Research Association annual conference, Chicago, IL.

Harris, A.R. (November, 2014). Implementation and outcomes of the CALM program for educators. In Greenberg, M.T. (Chair). *Innovations in Mindfulness for Educators: Complementary Approaches and Outcomes*. Symposium presented at the International Symposium on Contemplative Studies.

Katz, D.A., **Harris, A.R.**, Abenavoli, R.M., Jennings, P.A., & Greenberg, M.T. (August, 2014). The evaluation of a mindfulness program for teachers: Changes in neuroendocrine biomarkers associated with stress. Paper presented at the 2014 annual meeting of the International Society of Psychoneuroendocrinology. Montreal, Canada

Harris, A.R., Jennings, P.A., Abenavoli, R.M., Katz, D.A., Schussler, D., & Greenberg, M.T., (May, 2014). Preventing educator stress and promoting wellbeing with a brief daily

- intervention: Results from the CALM (Comprehensive Approach to Learning Mindfulness) program. In Jennings, P. (Chair). *Mindfulness-based approaches for supporting educators' social-emotional skills and wellbeing*. Symposium presented at the 2014 annual meeting of the Society for Prevention Research.
- Katz, D.A., **Harris, A.R.**, Jennings, P.A., Abenavoli, R.M., & Greenberg, M.T. (May, 2014). Studying changes in educators' stress physiology in the context of a school based intervention to promote educator wellbeing. Paper presented at the 2014 annual meeting of the Society for Prevention Research.
- Harris, A.R.**, Jennings, P.A., Abenavoli, R.M., Katz, D.A., Schussler, D., & Greenberg, M.T., (April, 2014). A daily intervention to support educator stress management, efficacy, and wellbeing: The Comprehensive Approach to Learning Mindfulness (CALM) program. In **Harris, A.R.** (Chair). *Mindfulness-based approaches for supporting teachers' social and emotional skills and dispositions*. Symposium presented at the 2014 annual meeting of the American Education Research Association.
- Harris, A.R.**, Syvertsen, A.K., Abenavoli, R.M. (March, 2014). "I thought it was the right thing to do": Urban adolescents' motivations and perceived barriers to improving their schools. In Oosterhoff, B. (Chair). *Who makes a difference? Adolescent beliefs about civic agents*. Symposium presented at the 2014 biennial meeting of the Society for Research on Adolescence.
- Harris, A.R.**, Jennings, P.A., Katz, D.A., Schussler, D., Abenavoli, R.M., & Greenberg, M.T., (March, 2014). A daily dose of CALM: Supporting middle school educators' wellbeing and classroom functioning through a brief stress reduction intervention. In Abenavoli, R. (Chair). *Cultivating mindfulness among educators to support their health, wellbeing, and efficacy*. Symposium presented at the 2014 Spring meeting of the Society for Research on Educational Effectiveness.
- Abenavoli, R.M., **Harris, A.R.**, Katz, D.A., Jennings, P.A., & Greenberg, M.T., (March, 2014). Mindfulness promotes educators' efficacy in the classroom. In Abenavoli, R. (Chair). *Cultivating mindfulness among educators to support their health, wellbeing, and efficacy*. Symposium presented at the 2014 Spring meeting of the Society for Research on Educational Effectiveness.
- Harris, A.R.**, Jennings, P.A., Abenavoli, R.M., Katz, D.A., Hudecek, K.M., & Greenberg, M.T. (June, 2013). A quasi-experimental trial of a yoga-based intervention to reduce stress and promote health and well-being among middle school educators. Poster presented at the Annual Meeting of the Society for Yoga Research, Boston, MA.
- Harris, A.R.**, Abenavoli, R.M., Katz, D.A., Jennings, P.A., & Greenberg, M.T. (May, 2013). Feasibility and Implementation of an intervention to reduce stress and promote well-being among middle school educators: The CALM (Comprehensive Approach to Learning Mindfulness) Daily Stress Reduction Program. Poster presented at the Annual Meeting of the Society for Prevention Research, San Francisco, CA.
- Abenavoli, R.M., **Harris, A.R.**, Katz, D.A., Gildea, S.M., Jennings, P.A., & Greenberg, M.T. (May, 2013). Teachers' stress and social-emotional competence: Identifying risk and

- protective factors in relation to classroom efficacy and burnout. Poster presented at the Annual Meeting of the Society for Prevention Research, San Francisco, CA.
- Katz, D.A., Gildea, S.M., **Harris, A.R.**, Abenavoli, R.M., Greenberg, M.T., Jennings, P.A., & Klein, L.C. (2013, May). Measuring stress in school-based prevention research: Associations between physiology and self-report indicators of educators' health and wellbeing. Poster presented at the Annual Meeting of the Society for Prevention Research, San Francisco, CA.
- Mendelson, T., Greenberg, M.T., Gould, L.F., Dariotis, J.K., **Harris, A.R.**, & Leaf, P.J..(2013, February). School-based mindfulness and yoga for urban youth. Paper presented at the Bridging the Hearts and Minds of Youth Conference, San Diego, CA.
- Harris, A.R.**, Skoog, A.B., Domitrovich, C., & Jagers, R. (2012, May). The Excellence in Social-Emotional Learning (ExSEL) intervention model: Teacher perceptions of intervention feasibility and initial intervention impacts. Poster presented at the annual meeting of the Society for Prevention Research. Washington, D.C.
- Skoog, A.B., **Harris, A.R.**, Jagers, R., & Domitrovich, C. (2012, May). The Effects of Educator Professional Development on the Implementation Quality of School-Based Prevention Programming. Poster presented to the annual meeting of the Society for Prevention Research. Washington, D.C.
- Harris, A.R.** & Syvertsen, A.K. (March 2012). "My actions do make a difference": Urban Adolescents' Perceptions of Themselves as School Change Agents. Poster presented at the biennial meeting of the Society for Research on Adolescent Development, Vancouver, British Columbia
- Crowley, D.M., Chilensky, S.M., Welsh, J., Perkins, D., Abenavoli, R., **Harris, A.R.** (2011, June) Considering the Developmental Course of Local Prevention Teams: New Vantage Points. Poster presented at the annual meeting of the Society for Prevention Research, Washington, D.C.
- Syvertsen, A.K., **Harris, A.R.**, Domitrovich, C. (2011, April). "It don't take a superhero": Urban youths' perceptions of social change. In Harris, A.R. (Chair). *Adolescent Perspectives on Engagement in Social Change: Voices of Diverse Youth*. Symposium conducted at the biennial meeting of the Society for Research on Child Development, Montreal, Quebec.
- Harris, A.R.** (2010, May) Story-sharing as a Cultural Practice that Facilitates the Development of Voice in Middle Childhood. Poster presented at the annual meeting of the Jean Piaget Society, St. Louis, Missouri.
- Walton, M.D., **Harris, A.R.**, & Walton-Wetzel, J. (2008, July). "So on I go with my story." Development of Meta-narrative Awareness in Middle Childhood. Society for Text and Discourse, Annual Meeting, Memphis, TN.
- Stagg, A. C., Etz, M. N., **Harris, A. R.**, & Walton, M. D. (2007, May). [Emergence of Othermindedness and Moral Evaluation in Inner-city Children's Personal Narratives](#). Association for Psychological Science, Annual Convention, Washington, D.C.

- Walton, M. D., & **Harris, A. R.** (2007, April). Using an Electronic Discussion Forum to Enhance Service-Learning Pedagogy and Relationships with Participating Community Agencies. Developmental Science Teaching Institute, Society for Research in Child Development Biennial Convention. Boston.
- Walton, M.D., & **Harris, A. R.**, & Hansen, J. (2006, May). Narrative Voice and Children's Understanding of Self and Others. Narrative Matters: An Interdisciplinary Conference on Narrative Research, Nova Scotia, Canada.
- Harris, A. R.**, Walton, M.D., & Keller, S. L. (2005, June). Narratives of Conflict Interactions: Children's Construction of Emotions and Conflict Resolution. Annual Meeting of the Jean Piaget Society, Vancouver, Canada.
- Davis, A. A., Wall, M. S., McKinnery, J. B., & **Harris, A. R.** (2004, July) Exploring Family Support Workers' Experiences With Adolescent Mothers. Annual Convention of the American Psychological Association, Honolulu, Hawaii.
- Walton, M.D., **Harris, A.R.**, & Cannon, T. (2004, June). [Literary Voice, Moral Voice, and Becoming a Cultural Critic in Middle Childhood](#). Annual Meeting of the Jean Piaget Society, Toronto, Canada.
- Walton, M.D., Cannon, T., Mossman, P., & **Harris, A.R.** (2003, June). ["She was playing but I was for real": Teasing, name-calling, and the negotiation of identity in middle childhood](#). Annual Meeting of the Jean Piaget Society, Chicago, IL.
- Walton, M.D., & **Harris, A.R.** (2003, May). ["I couldn't stay mad forever": Emotion talk in children's narratives about interpersonal conflict](#). Annual Convention of the American Psychological Society, Atlanta, GA.

Invited Talks

- 2021 The Green Slices of Pie: Mindfulness and Compassion-based Approaches to Build Social Awareness and Relationship Skills
Coalition for Schools Educating Mindfully
- 2019 Mindful learning for the next generation: building flourishing school communities with mindfulness and compassion. *Becoming Jackson Whole*
- 2016 *Jefferson County Public Schools Coordinated School Health*
- 2015 Bringing mindfulness and compassion into the classroom: Constructing teacher supports within the Compassionate Schools Project. *University of Virginia, Youth-Nex Works in Progress*

TEACHING AND CURRICULUM DEVELOPMENT

Teaching Assistantships

- 2010 HDFS 239 Adolescent Development (Paper reader and grader). Human Development and Family Studies Department, Pennsylvania State University

2011 BBH 521 Structural Equation Modeling (Graduate Level) Teaching Assistant.
Biobehavioral Health Department, Pennsylvania State University

Guest Lectures

2016 University of Louisville MAT classes

2014 Penn State HDFS 311 *Human Development and Family Studies Interventions*

2014 Penn State CI 405 *Strategies in Classroom Management*
Social Emotional Learning for Students and Educators

2013 *Penn State Prevention Research Center Seminar Series*
“CALM for Teachers: Yoga Anyone?” Co-presenter with Mark Greenberg
(currently being rescheduled)

2013 Penn State HDFS 597 *Contemplative Practice in Human Development*
Mindfulness in the Transition to Adulthood

2012 Penn State HDFS 311 *Human Development and Family Studies Interventions*
Policy-based Interventions

2012 Penn State HDFS 311 *Human Development and Family Studies Interventions*
Social Emotional Learning and Mindfulness-based Interventions in Schools

2012 Penn State CN ED 843 *Substance Use Prevention*
Invited lecture on Prevention Science Approaches

2012 Penn State HDFS 129 *Introduction to Human Development and Family Studies*
Invited Panelist

2009 *Urban Child Institute Research Seminar Series*
“It was hard for me to say”: Facilitating Voice in KidsTalk, a Story-sharing
Program in an Urban Community Organization

2007 *Rhodes College PSYC 485 Senior Seminar*
guest lecture on narrative research

Curriculum Development and Other Teaching Experience

2014-2021 *Compassionate Schools Project* – Curriculum co-developer for three
developmentally sequenced elementary school mindfulness-based social
emotional learning curricula; Lead curriculum developer for revised
curricula (*Flourish: The Compassionate Schools Project Curriculum*)
instructor training, supervision, and implementation support (UVa)

2012-2013 *Comprehensive Approach to Learning Mindfulness (CALM) Program for
Educators* – Curriculum developer, Instructor training, supervision, and
implementation support (Penn State Prevention Research Center)

- 2012-2013 *Mindfulness Enhanced Strengthening Families Program 10-14* (youth and family curricula) – Enhance youth curriculum co-developer, facilitator training (Penn State Prevention Research Center)
- 2009 *Rhodes College Narrative Coding Workshop Co-Leader* – Co-facilitated a workshop with Marsha Walton and Alice Davidson to train undergraduate researchers in narrative coding methods.
- 2008 *Rhodes College Developmental Psychology Course Children and the Arts Project Coordinator*: Assisted in course development, coordinated expert panel and community forum on arts education; coordinated community engaged learning component for undergraduates; conducted interview-based course evaluation

APPLIED PREVENTION AND EDUCATION EXPERIENCE

- 2011-2014 Youth Facilitator for the Strengthening Families Program 10-14. Supervisor: Elaine Berrena. PI: J. Douglass Coatsworth. Facilitator for a mindfulness adaptation of SFP
- 2013 Attended training for Learning to BREATHE school-based social-emotional intervention program for adolescents
- 2011-2012 Attended trainings for the Excellence in Social-Emotional Learning program, including training in the Lions Quest Skills for Adolescence Program and the Developmental Designs Professional Development for Middle School Teachers
- 2009-2011 Kindergarten friendship group facilitator for The FRIENDS Study: Reducing ADHD by Promoting Social Collaboration and Self-Regulation Skills. PI: Karen Bierman, CoPI: Cynthia Huang-Pollock. Supervisor: Sandra Stewart
- 2005-2007 Member of the Midsouth Safe Kids Coalition, Memphis TN; planned and executed community action to promote safety and prevent injury among area children
- 2004-2009 Church Health Center Wellness: Specialist/Coordinator for Child Life Education and Movement Program, including supervising wellness promotion program activities for children and families, curriculum development and implementation

DEPARTMENTAL & UNIVERSITY SERVICE

- 2013-2014 *Penn State Prevention Research Center Director/HDFS Faculty Search Committee* - Student Member
- 2013-2014 *Penn State HDFS Steering Committee* - Student Advisor (elected position to provide guidance, problem solving, and assistance in professional development and community-building efforts for graduate students)
- 2012-2014 *Penn State LGBT Support Network* – Member

- 2012-2013 *Penn State HDFS Department Graduate Admissions Committee - Student Member (elected position, full member in all phases of application review & recruitment)*
- 2011-2012 *Penn State HDFS Steering Committee – Co-Chair (elected leadership position)*
- 2010-2011 *Penn State HDFS Steering Committee - Social Committee Co-Chair (elected position to coordinate social/community building events for grad students)*
- 2011 *Penn State HDFS 516 Introduction to Human Development Methods Course Review Committee - Student Member*
- 2010 *Penn State HDFS Review Panel for Core Courses – 2009 Cohort Representative*
- 2009-2010 *University of Memphis Graduate Student Council - University College Representative*
- 2002-2003 *Rhodes College Psychology Student Advisory Council - Member*

MEMBERSHIPS IN PROFESSIONAL SOCIETIES

American Educational Research Association
 Division E: Counseling and Human Development
 Social Emotional Learning Special Interest Group
 Adolescence and Youth Development Special Interest Group
 Stress and Coping in Education Special Interest Group

Society for Prevention Research
 Society for Research on Educational Effectiveness
 Society for Research on Adolescence
 Jean Piaget Society (past member)

AWARDS AND HONORS

- 2012 *Society for Prevention Research Sloboda and Bukoski Cup Winner*
- 2009 *University of Memphis - Master's Thesis received the Master of Arts in Liberal Studies Program Award for Outstanding Special Project*
- 2001-2004 *Rhodes College*
 Phi Beta Kappa
 Honors in Psychology
 Psi Chi Inductee
 Margaret Ruffin Hyde Award for Independent Research in Psychology
 Susan Tidwell Means Award for Research in Women's Studies
 Research & Creative Activity Symposium 2nd Place 2003 & 2004

PROFESSIONAL DEVELOPMENT WORKSHOPS AND INSTITUTES

- 2011 Garrison Institute Contemplative Teaching and Learning Symposium “Mindfulness in Education: Cultivating the Social and Emotional Competencies of Educators”
- 2013 Penn State Training Interdisciplinary Education Scientists Summer Research Institute “Evaluating interventions: Causal inference in the context of randomized and non-randomized designs”
- 2012 Developing Research-Practice Partnerships that Impact School Improvement: Workshop presented by the University of Chicago Urban Education Institute Consortium on School Research
- 2012 Penn State Training Interdisciplinary Education Scientists Summer Research Institute “Advances in literacy research in schools”
- 2011 Garrison Institute Contemplative Teaching and Learning Symposium “Advancing the Science and Practice of Contemplative Teaching and Learning”
- 2011 Penn State Training Interdisciplinary Education Scientists Summer Research Institute (Theme: Interventions for the social and behavioral context of schools)
- 2011 Mind and Life Summer Research Institute