

Lora Henderson Smith, Ph.D., M.Ed.
Department of Education and Human Services · University of Virginia
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EDUCATION AND TRAINING

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

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

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

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

FACULTY APPOINTMENTS

Assistant Professor, August 2022 - Present
University of Virginia, School of Education and Human Development,
Department of Education and Human Services
Affiliated with the Youth-Nex Center to Promote Effective Youth Development

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

RESEARCH POSITIONS

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

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

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

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

Graduate Student Researcher August 2013-August 2018
Race-Ethnicity-Diversity Laboratory, UVA
Advisor: Dr. Joanna Lee Williams

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

Graduate Student Researcher

August 2013-May 2017

Young Women Leaders Program (YWLP) Laboratory, UVA

Advisor: Drs. Edith "Winx" Lawrence & Nancy Deutsch

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

Graduate Student Researcher

January 2013-May 2013

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

Advisor: Dr. Howard Stevenson

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

CLINICAL EXPERIENCE

Licensure and Certifications

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

Nationally Certified Trauma-Focused Cognitive-Behavioral Therapist

Nationally Certified Parent-Child Interaction Therapy (PCIT) Clinician

Associate Supervisor

December 2019-August 2021

Sheila Johnson Center, UVA

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

Postdoctoral Fellow in Child Trauma

September 2018-August 2019

Center for Child and Family Traumatic Stress

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

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

Pre-doctoral Clinical Psychology Intern- Child Track

August 2017-August 2018

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

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

Advanced School Psychology Practicum

August 2016-May 2017

Albemarle County Public Schools, Charlottesville, VA

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

Psychiatric Hospital Practicum

September 2015-July 2016

Commonwealth Center for Children and Adolescents, Staunton, VA

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

Outpatient Assessment Practicum

July 2014-August 2016

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

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

Outpatient Therapy Practicum

July 2014-August 2015

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

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

Group Facilitator

August 2014-May 2015

Young Women Leaders Program, Charlottesville, VA

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

School Psychology Practicum

Albemarle County Public Schools, Charlottesville, VA

January 2014-July 2014

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

School Counseling Practicum

September 2012-May 2013

Stephen Girard Elementary School, Philadelphia, PA

- Conducted individual and group counseling sessions
- Taught classroom guidance lessons
- Provided one-on-one support and mentoring to students with behavioral concerns

- Observed Individualized Education Plan meetings, suspension hearings, and other relevant conferences

PROFESSIONAL ACTIVITIES

Society for Research on Child Development, Black Caucus, Student and Early Career Committee, March 2022-present
Committee Member, Parent-Child Interaction Therapy, International, Continuing Education Committee, November 2020-present
Member-at-Large, Education Focus, American Psychological Association of Graduate Students, January 2018-January 2020
Student Reviewer, National Association of School Psychologists, 2017
Convention Committee Member, American Psychological Association of Graduate Students, 2015-2017:
American Psychological Association, Member
Society for Research on Adolescence, Member
Society for Research in Child Development, Member
University of Virginia Raven Society, Member
Diversity Scholars Network: National Center for Institutional Diversity at the University of Michigan, Member

EDITORIAL AND OTHER PEER REVIEW ACTIVITIES

Associate Editor, Journal of School Health (JOSH) January 2022-present
Executive Advisory Board Member, JOSH, Special Issue on Racial and Social Justice in Schools 2021- present

Ad hoc Journal Reviews

Sage Open
 Journal of Games, Self, & Society
 Educational Policy
 Professional Psychology: Research and Practice
 Journal of Psychotherapy Integration
 Training and Education in Professional Psychology

HONORS AND AWARDS

Society for Prevention Research Early Career Prevention Network Travel Award, 2021, Received funds to support conference registration
UVA Clinical & School Psychology Program Lucile Michie Award, 2021, Awarded based on student vote for faculty member devoted to student development
National Institute of Health Loan Repayment Award, 2020-2022
Abidin Award for Excellence in Research Award, March 2017: Received \$960 award in recognition of my research.
Society for Research in Child Development (SRCD) Student Travel Award, February 2017: Received \$300 in travel support for the 2017 SRCD Conference.
Delta Sigma Theta Sorority, Inc. Financial Aid Scholarship, fall 2016: Applied and was selected from a national pool of applicants to receive a \$2,000 scholarship.
PEO Scholar Award Nominee, fall 2016, Selected from a number of UVA students to be nominated for national award.
American Psychological Association Minority Fellowship Program Psychology Summer Institute Fellow, July 2016: Selected to attend a one-week professional development workshop at the American Psychological Association
American Psychological Association Minority Fellowship Program Predoctoral Fellow in Mental Health and Substance Abuse Services, 2015-2017: Selected from a pool of over 150 national applicants. Awarded an annual stipend and provided with educational and networking opportunities related to ethnic minority behavioral health.
Doris Buffett Fellowship, 2014, 2015, 2016: Applied through the UVA Center for Children, Families, & the Law and was awarded \$1,000 each summer for clinical work that would have otherwise been unpaid. I worked in schools, an outpatient community mental health clinic, and a children's psychiatric hospital.
Social Justice Fellowship, 2015: One of a select number of \$2,000 grants awarded by the UVA IMP

Society and Black Student Alliance; designed and implemented a curriculum on processing racial trauma and developing advocacy skills.

Delta Sigma Theta Sorority, Inc. Financial Aid Scholarship, 2014: Applied and was selected from a national pool of applicants to receive a \$750 scholarship.

Departmental Partial Merit-Based Scholarship (University of Pennsylvania), September 2012: Selected to receive a partial scholarship.

Sue Lehmann Excellence in Teaching Award Nominee (Teach for America, South Louisiana), February 2012: Nominated by Teach for America South Louisiana regional staff for this national award honoring a teacher who accomplished meaningful student achievement in the classroom.

SRCD Millennium Fellow, April 2009: Selected from a national pool of undergraduate students to receive funding to attend the SRCD conference. Also included was a graduate student and faculty mentor for support in developing research and graduate school interests.

National Institute of Mental Health Career Opportunities in Research Scholar, May 2008-May 2010: Selected from a pool of students at Clark Atlanta University, Morehouse College, and Spelman College. Program enhanced academic study and included two years of research experience and financial support (i.e., tuition and stipend) to develop skills necessary for successful graduate school admission and matriculation.

Provost's Scholarship (Clark Atlanta University), August 2006-May 2010: Awarded institutional scholarship for for four years of academic study.

Target Community Service Scholarship, 2006: Awarded \$1,000 in recognition of volunteer work

PUBLICATIONS

Peer Reviewed

Debnam, K. J., Camacho, D., **Henderson Smith, L.**, & Bottiani, J. (2022). "A social worker...teacher...principal – we're everybody": The School Police Officer Role in Schools. *Journal of School Violence*.
<https://doi.org/10.1080/15388220.2022.2108435>

Henderson Smith, L., Bottiani, J., Hernandez, B., Joshua, K., Gill, D., & Bottiani, J. (2022). Scoping Review of Social-Emotional Learning and Prevention Programs used with Indigenous Students. *Educational Psychology Review*. <https://doi.org/10.1007/s10648-022-09698-x>

Henderson, L., Silver, B.R., Booren, L., Rimm-Kaufman, S.E., & Wyckoff, J. (2020). Fostering Faculty Diversity by Supporting Access to Graduate Study in Education. *Journal of College Student Development*, 61(5), 663-666. [doi:10.1353/csd.2020.0065](https://doi.org/10.1353/csd.2020.0065).

Bottiani, J. H., McDaniel, H. L., **Henderson, L.**, Castillo, J. E., & Bradshaw, C. P. (2020). Buffering Effects of Racial Discrimination on School Engagement: The Role of Culturally Responsive Teachers and Caring School Police. *Journal of School Health*, 90(12), 1019-1029. <https://doi.org/10.1111/josh.12967>

Henderson, L., Williams, J. L., & Bradshaw, C. P. (2020). Examining home-school dissonance as a barrier to parental involvement in middle school. *Preventing School Failure: Alternative Education for Children and Youth*, 64(3), 201-211. <https://doi.org/10.1080/1045988X.2020.1719964>

Williams, J. L., Molloy Elreda, L., **Henderson, L.**, Deutsch, N. L., & Lawrence, E. C. (2019). Dyadic connections in the context of group mentoring: a social network approach. *Journal of community psychology*, 47(5), 1184-1196. <https://doi.org/10.1002/jcop.22180>

Lyons, M. D., McQuillin, S. D., & **Henderson, L.** (2019). Finding the sweet spot: Investigating the effects of relationship closeness and instrumental activities in school-based mentoring. *American Journal of Community Psychology*, 63(1-2), 88-98. <https://doi.org/10.1002/ajcp.12283>

Henderson, L., Williams, J., & Lawrence, E. (2018). The experiences of behaviorally at-risk adolescent girls in a mentoring program. *Mentoring & Tutoring: Partnership in Learning*, 26(5), 482-502. <https://doi.org/10.1080/13611267.2018.1561000>

Book Chapters

Nguyen, A.J., **Henderson, L.**, Beahm, L., Bradshaw, & C.P. (2021). Making hard work count: Building rural schools that meet students' mental and behavioral health needs to address rural achievement gaps. Accepted chapter in C.V. Meyers & M.J. Darwin (Eds.) *Rural School Turnaround and Reform: It's Hard Work!* Charlotte, NC: Information Age Publishing.

Lee-Johnson, J. & **Henderson, L.** (2018). Using Social Media to (Re)center Black Women's Voices in Educational

L. Henderson Smith

Research. In R. Winkle-Wagner, J. Lee-Johnson, & A. Gaskew (Eds.), *Critical theory and qualitative data analysis in education*. Routledge.

Non-Peer Reviewed

Kipps-Vaughan, D., Jones, N., & **Henderson, L.** (Fall 2017). What about the economic and environmental influences on learning problems? *The Newsletter of the Virginia Academy of School Psychologists*, 7-8.

Under Review

Aguayo, D., Herman, K., Debnam, K., McCree, N. **Henderson Smith, L.**, Reinke, W. Students' Voices Driving the Professional Development of Culturally Responsive Practices. (revise and resubmit). *Journal of Educational Psychology*.

Bottiani, J., **Henderson Smith, L.**, Powers, M., Bradshaw, C., & Debnam, K. Triangulation of Data: Using Student, Teacher, Caregiver, and Observer Report to Improve School Climate. (under review). Invited chapter in T. La Salle (Ed). *A Primer for Creating Positive School Environments for Minoritized and Marginalized Youth*. Routledge.

Debnam, K.J., & **Henderson, L.**, Aguayo, D., & Herman, K. (revise and resubmit). Teacher Perceptions of Culturally Responsive Practices. *Journal of Teacher and Teacher Education*.

Henderson Smith, L., Bottiani, J., Kush, J., & Bradshaw C. (revise and resubmit). The Discipline Gap in Context: The Role of School Racial and Ethnic Diversity in Out-of-School Suspensions. *Journal of Educational Psychology*.

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

In Preparation

Debnam, K. & **Henderson Smith, L.** An Introduction to the Double Check Online Program. (invited chapter).

Henderson Smith, L., Aguayo, D., Pandney, T., Herman, K., & Debnam, K. Student Perspectives on Teachers' Use of Culturally Responsive Practices.

Henderson Smith, L., & Williams, J. M. Exploring the Measurement of Home-School Dissonance in Middle School.

Ridley, J., Stewart, S., **Henderson Smith, L.**, & Rivers, S. Using Game Design to Explore Youth Involvement in the Juvenile Justice System.

Translational Research Briefs

Bottiani, J.H., Henderson, L., McDaniel, H.L., Bradshaw, C.P. & Pas, E.T. (2020). Buffering Effects of Racial Discrimination on School Engagement: The Role of Culturally Responsive Teachers and Caring School Police. Maryland PBIS State Leadership Team: PBIS Maryland Research Briefs. Retrieved from <https://drive.google.com/file/d/1IPsLVMOSb8a8bjG8fAh1JTxDYTkGYS8X/view>

Henderson, L., Bottiani, J.H., **Kush, J., Bradshaw, C.P. (2021) The Discipline Gap in Context: The Role of School Racial and Ethnic Diversity and Socioeconomic Status. Maryland PBIS State Leadership Team: PBIS Maryland Research Briefs. Retrieved from <https://drive.google.com/file/d/1iHNdP7UMVy-cbnp-G0Iha8n2p6QscdB/view?usp=sharing>

MEDIA

iThrive Games (2022, April 21). One Thing Mental Health Practitioners Who Work With Teens Must Know. iThrive Games. <https://apastyle.apa.org/style-grammar-guidelines/references/examples/blog-post-references>

TEACHING

UVA School of Education and Human Development

Instructor, fall 2022, Clinical Psychology Practicum

Guest Panelist, spring 2022, Professional Issues in Psychology

Co-Instructor, spring 2020, spring 2021 EDHS 8730 Family Therapy Theory and Techniques

Guest Lecturer, fall 2019, fall 2020, fall 2021, EDLF 7300 Foundations of Educational Research

Guest Lecturer, fall 2019, EDHS 2895 Engaging Youth in Learning

Guest Lecturer, fall 2019, EDHS 8700 Practicum/Center Staff, Intro to Parent-Child Interaction Therapy
Guest Lecturer, fall 2016, EDHS 3895 Peer Counseling Theory and Skills
Teaching Assistant, spring 2016, EDHS 8730, Family Therapy Theory and Techniques
Teaching Assistant, fall 2015, EDHS 5891 Issues Facing Adolescent Girls

James Madison University

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

Doctoral Dissertation Committees

Noor Alwani, Clinical and School Psychology, University of Virginia, proposed 9/2022
Paris Ball, Clinical and School Psychology, University of Virginia, proposing 10/2022
Gayatri Sardana, Department of Graduate Psychology, James Madison University, proposed 10/2021
Ava Sardoni, Department of Graduate Psychology, James Madison University, proposed 10/2021
Priyata Thapa, Department of Graduate Psychology, James Madison University, proposed 10/2021
Katherine Wilson, Department of Graduate Psychology, James Madison University, proposed 10/2021

Master's Thesis Committee

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

RESEARCH SUPPORT

Under Review

Spencer Foundation: Racial Equity Special Research Grants Finalist
Using Game Design to Examine Native Youth Perspectives and Address Educational Inequality
Role: Principal Investigator

National Institutes of Health Loan Repayment Renewal Award
Developing, Implementing and Evaluating School-Based Interventions to Decrease Mental Health Disparities for Minoritized Youth
Role: Principal Investigator

Objective: This award will ensure that 50% of my time continues to be devoted to research on school-based mental health interventions and health disparities for youth from minoritized backgrounds.

Prior support

James Madison University: College of Health and Behavioral Science Teaching & Research Grant
Using Mixed-Methods and Game Design to Solicit Youth and Caregiver Perspectives on Culturally Responsive Practices in Schools
Role: Principal Investigator (February 2022-July 2022)
Objectives: Awarded, \$5,000 to examine youth and caregiver perspectives on culturally responsive practices. Participants in this study will identify as Black, Indigenous, or other People of color with the hopes of identifying diverse perspectives.

James Madison University: Faculty Senate Mini-Grants
Codesigning Resources for Caregivers of Native American Youth Impacted by Trauma
Role: Principal Investigator (December 2021-July 2022)
Objective: Awarded \$2,937.70 to support the development and initial acceptability and feasibility of a virtual support group for caregivers of Native American youth impacted by various forms of trauma.

National Institutes of Health Loan Repayment Award

L. Henderson Smith

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

Role: Principal Investigator (2020-2022)

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

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

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

Role: Post-doctoral Researcher (2019-2021)

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. 10M Research Center spanning Virginia, Missouri, and Montana.

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

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

Role: Post-doctoral Researcher (2019-2021)

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

William T. Grant Foundation (PI: Jessika Bottiani)

Career Development Grant

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

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

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

Role: Principal Investigator (2017)

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

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

Role: Principal Investigator (2017)

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

OTHER PROFESSIONAL EXPERIENCE

Curry Summer Undergraduate Research Program (SURP) Program Advisor

May 2017-August 2017

UVA, University of Virginia, Charlottesville, VA

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

Curry Summer Undergraduate Research Program (SURP) Program Coordinator

April 2016-April 2017

UVA, Charlottesville, VA

- Manage application process for undergraduate students interested in SURP
- Coordinate with graduate students and faculty volunteers to plan and implement 16 academic, professional development, and career exploration workshops during eight-week summer program

- Mentored six undergraduate student researchers and assisted them in developing graduate school, research agendas, and career plans
- Conduct program evaluation using pre-, post-, and bi-weekly surveys to evaluate program satisfaction and improvement in key competencies
- Collaborate with university partners to ensure cross-program interactions for participants
- Analyze alumni data for annual report

Youth Counselor Assistant

June-August 2015

City of Charlottesville Community Attention Youth Internship Program, Charlottesville, VA

- Managed a caseload of 20 teenagers with varying levels of therapeutic need
- Collaborated with community partners to provide youth with fulfilling summer internships
- Taught Workplace Readiness Classes to youth enrolled in the internship program

Corps Member Advisor

May-July 2012 & June-July 2013

Teach for America, Cleveland, MS and Philadelphia, PA

- Trained new teachers on instructional planning and implementation in Literacy and Mathematics
- Facilitated professional development workshops on lesson planning, unit planning, and checking for student understanding

Second Grade Teacher

August 2010-May 2012

Teach for America, Slaughter Elementary School, Slaughter, LA

Level 1 Teaching Certificate: Louisiana Department of Education

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

CONSULTING

Virginia School Mental Health Providers Recruitment and Retention Tele-ECHO Hub Team Member 2022-present
UVA, Charlottesville, VA

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

Nis'to Incorporated (pro bono)

2017-present

Sisseton, SD

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

iThrive Games Foundation

April 2021-present

Newton, MA

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

CONFERENCE PRESENTATIONS

Henderson Smith, L. (2022, August). *School Re-Entry After Psychiatric Hospitalization*. Virginia Department of Education Mental Health in Schools Conference, Newport News, Virginia.

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- Henderson, L.,** & Hernandez, B., (accepted 2022, October). School-Based Prevention Programming and Social-Emotional Learning for Indigenous Youth. [Virtual Presentation]. Advancing School Mental Health Conference.
- Debnam, K., Camacho, D., **Henderson, L.** & Bottiani, J. (2022, June). “*We a Police Officer. We Are a Social Worker. We Are the Teacher. We Can be the Principal. We Are Everybody*”: *The School Resource Officer Role in Schools*. In K. Debnam and M. Nation (Chairs), *Investigating Current Issues and Strategies for Promoting School Safety*. Society for Prevention Research, Seattle, Washington.
- Henderson, L.,** Bottiani, J., & Bradshaw, C. (2022, May). *Student and Teacher Perspectives on the Use of Culturally Responsive Practices in a Tribal School* [Flash Talk]. Society for Research in Child Development Construction of the ‘Other’: Development, Consequences, and Applied Implications of Racism, Prejudice, and Discrimination, Rio Grande, Puerto Rico.
- Henderson, L.,** Hernandez, B., Bottiani, J., Joshua, K., & Bradshaw, C. (2022, March). *A Scoping Review of School-Based Prevention Programs for Indigenous Youth* [Poster presentation]. Society for Research in Adolescence, New Orleans, LA.
- Henderson, L.,** & Bradshaw, C. (accepted 2022, February). *Online Teacher Coaching to Promote Culturally Responsive Practices*. In L. Kayser (Chair), *Adapting the Classroom Check-Up: Novel Approaches to Teacher Support* National Association of School Psychologist Annual Conference, Boston, MA.
- Henderson, L.,** Bottiani, J., & Bradshaw, C. (accepted 2022, January). *The Discipline Gap in Context: The Role of School Racial and Ethnic Diversity in Out-of-School Suspensions*. In K. Larson (Chair), *Reducing Disproportionality in Special Education and Exclusionary Discipline*. Council for Exceptional Children. (virtual conference).
- Henderson, L.,** Nguyen, A., & Bradshaw, C. (2021, October). *Leveraging Rural Teachers’ Strengths & Perspectives to Support Student Mental Health Needs*. Advancing School Mental Health Conference. (virtual conference).
- Debnam, K., **Henderson, L.,** Aguayo, D., Reinke, W., & Herman, K. (2021, June). *Teachers’ Perceptions of Culturally Responsive Practices in the Classroom*. In K. Debnam (Chair), *Defining and Measuring Culturally Responsive Practices in Schools*. Society for Prevention Research. (virtual conference).
- Henderson, L.** (2021, March). *Addressing Disproportionality in Exclusionary Discipline Practices* (panelist). Council for Exceptional Children LIVE Virtual Conference.
- Henderson, L.** (2020, October). *Adapting Double Check for Rural and Tribal Schools*. In L. Henderson (Chair), *Decreasing Disproportionality and Increasing Teacher Culturally Responsive Practices through Double Check and Effective Measurement*. [Symposium]. Advancing School Mental Health. (virtual conference).
- Bottiani, J., **Henderson, L.,** & Bradshaw, C. (2020, March). *Exposure to Violence, Perceived Structural Racism, and Student Mental Health: Examining the Associations of School and Family Buffers among At-Risk Urban 9th Graders of Color*. Society for Research on Adolescence, San Diego, CA. (Conference canceled)
- Henderson, L.** (2020, March). *Adapting Evidence-Based Interventions for Rural and Tribal Schools* (Invited Talk). Paper presented at the UVA Diversifying Scholarship Conference. Charlottesville, VA.
- Henderson, L.** & Williams, J. (2019, March). *Strengthening the Quantitative Measurement of Home-school Dissonance: Piloting a new Measure*. Poster presented at the Society for Research in Child Development. Baltimore, MD.
- Henderson, L.** & Coratola, R. (2018, July). *Providing and evaluating a psychiatric hospitalization to school re-entry informational brochure*. Poster presented at the Hartford Hospital Institute of Living Psychology Day. Hartford, CT.
- Henderson, L.** & Mason, M. (2018, April). *The difficulty of learning on the job: Experiences of adults who work with tribal youth*. Poster presented at the University of Virginia Raven Fellowship Symposium. Charlottesville, VA.
- Henderson, L.** & Williams, J. (2018, April). “*There’s a big disconnect there: White Teachers’ Perceptions of Dissonance Between Home and School for Diverse Adolescents*”. Paper presented at the Society for Research on Adolescence, Minneapolis, MN.
- Lazo, D., **Henderson, L.,** Dickerson, K., Johnson, H. & Williams, J. (2018, April). *You Can Hear Them Talking About You: The Role of Language in Middle School Friendships*. Paper presented at the Society for Research on Adolescence, Minneapolis, MN.
- Williams, B., Dickerson, K., **Henderson, L.,** & Williams, J. (2018, April). “*Well the election happened: Early Adolescent’s Personal and Interpersonal Experiences of the 2016 Presidential Election*”. Paper presented at the Society for Research on Adolescence, Minneapolis, MN.
- Henderson, L.,** Hussain, S., Varga, S., Williams, J., & Deutsch, N. (2017, April). *Conversations About Race: What do Mentors and Mentees Have to say?* Poster presented at the Society for Research in Child Development. Austin, TX.

L. Henderson Smith

- Williams J., Molloy Elreda, L., **Henderson, L.**, Deutsch, N., & Lawrence, E. (2017, April). *Balancing Relational Roles and Dyadic Quality in the Context of Group Mentoring: A Social Network Approach*. Poster presented at the Society for Research in Child Development. Austin, TX.
- Henderson, L.** & Williams, J. (2017, February). *Measuring and Addressing Home-School Dissonance for Diverse Students*. Poster Presented at the National Association of School Psychologists. San Antonio, TX.
- Henderson, L.** (2016, August). *The Experiences of Behaviorally At-Risk Adolescent Girls in a Combined Group and One-on-One Mentoring Program: Qualitative Findings*. Poster presented at the American Psychological Association Convention: Minority Fellowship Program Social Hour. Denver, CO.
- Henderson, L.** (2016, July). *Dissonance between home and school: Does it exist and how should it be measured?* Poster presented at the American Psychological Association Minority Fellowship Program Psychology Summer Institute. Washington, DC.
- Molloy Elreda, L., Williams, J., & **Henderson, L.** (2016, June). *Understanding Group Process in in Group-Based Mentoring Program*. Paper presented at the Society for Prevention Research. San Francisco, CA.
- Henderson, L.** (2015, August). *A Mixed-Methods Exploration: The Experiences of Behaviorally At-Risk Adolescent Girls in a Mentoring Program*. Poster presented at the American Psychological Association Convention: Minority Fellowship Program Social Hour. Toronto, Ontario.
- Hussain, S., Williams, J., & **Henderson, L.** (2015, March). *School Relationship Patterns of Black Adolescents: Explorations by Race and Gender*. Paper presented at the Society for Research in Child Development. Philadelphia, PA.
- Henderson, L.** (2014, June). *Risky Business: The Experiences of Behaviorally At-Risk Girls in a Mentoring Program*. Paper presented at the Black Graduate Conference in Psychology. Washington, DC.
- Henderson, L.**, & Oliver, K. (2009, October). *Maternal Education Influences Responses on the Modified Checklist for Autism in Toddlers (M-CHAT)*. Poster presented at the National Institute of Mental Health Career Opportunities in Research Annual Colloquium, Albuquerque, NM.

INVITED PANELS OR PRESENTATIONS

Panelist:

University of Virginia School of Education and Human Development Post-PhD Job Search and Transition Panel, November 2019
Charlottesville, VA Jump into Health Community Outreach Program, July 2015

Presenter:

Evidenced Based-Practice with Traumatized Children presented with Dan Hoover, Ph.D., ABPP to the Kennedy Krieger Institute Core Course participants, January 2019
Sexual Assault Resource Agency Prevention Team In-Service on Group Process and Adolescent Development August 2017
Umoja Self-Love Conference Cultural Awareness Workshop for 5th -12th grade girls, February 2016

Radio Guest:

Children's Mental Health in the Black Community on Kiss 92.7, August 2015

CAMPUS AND COMMUNITY INVOLVEMENT

JMU FYRE Mentor, Spring 2022 Semester

JMU New Faculty Academy Participant, Fall 2021 and Spring 2022

Virginia Doula Taskforce, June 2021-present

Ronald McDonald House of Charlottesville Board Member, June 2021-present

United Way of Charlottesville School Readiness Committee, October 2020-present

Volunteer Judge, February 2020, University of Virginia Diversifying Scholarship Conference

Volunteer, October 2016, UVA Mental Wellness Screening Day

Co-President, 2015-2016, **Member** 2013-2018, Black Graduate and Professional Student Organization: Led executive board of seven in planning and delivering programming for over 300 Black graduates and professional students.

Graduate Student Representative, 2015-2017, The Curry Foundation Board of Directors: Provide student perspective in Board discussions. Propose strategies to increase pre/post-graduation student giving. Conduct climate survey.

Coordinator, 2015, **Mentor**, 2013-2015, Leaders Guiding Leaders Mentoring Program: Collaborated with the Office of African American Affairs to coordinate an undergraduate/graduate student mentoring program.

Registration Chair, 2015, Empowering Males to Build Opportunities for Independence Conference: Served on this community committee to organize a one-day conference for 6th-12th grade males of color.

Program Chair, 2014-2016, Curry Research Conference Steering Committee: Coordinated all programming (i.e., paper and poster sessions, workshops, lunch, awards ceremony) and planning for the one-day conference. Used Microsoft Publisher to design the conference program booklet.

Member, 2014-2015, Graduate Student Diversity Advisory Board: Selected as a first year graduate student to serve in an advisory role with the Office of Graduate Student Diversity. Traveled to national conference to recruit other graduate students. Served on a team of graduate students who interviewed individuals applying for jobs within the Office of Graduate and Post-Doctoral Affairs.

Program Coordinator, 2014-2017, Delta Growing and Empowering Myself Successfully and Delta Academy: Plan monthly events for girls in 6th-12th grade. Coordinate volunteers and guest presenters.

Council Member, 2012-2013, Advisory Council of the Graduate School of Education Alumni Board: Served as a student liaison and provided student perspective on successful transition to active alumni status.

Intercultural Leadership Program Participant, 2012-2013: Selected to attend a weekend an intercultural leadership skills retreat. Participated with team to raise financial literacy awareness in diverse student groups on campus.