Department of Education and Human Services
University of Virginia

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

EDUCATION AND TRAINING

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

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

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

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

FACULTY APPOINTMENTS

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

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

CLINICAL EXPERIENCE

Licensure and Certifications
Licensed Clinical Psychologist in the Commonwealth 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

- Supervised advanced graduate students with Parent-Child Interaction Therapy (PCIT) cases
- Provided live observation, feedback, and co-therapy for PCIT cases
- Delivered 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

HONORS AND AWARDS

- *Native Children's Research Exchange, Partial Travel Award,* September 2025
- *Society for the Study of School Psychology: School Psychology Research Collaboration Conference Scholar,* 2023-2024
- *iTHRIV Mentored Career Development Program Scholar (UVA NIH CTSA**), 2023-2025***
- *National Institute of Mental Health Child Intervention, Prevention, and Services Fellowship, 2023*-2024
- *Society for Prevention Research Early Career Prevention Network Travel Award,* 2021, Received funds to support conference registration
- *UVA Clinical & School Psychology Program Lucile Michie Award,* 2021, Awarded based on student vote for faculty member devoted to student development
- *National Institute of Health Loan Repayment Award***,** 2020-2022
- *Abidin Award for Excellence in Research Award,* March 2017: Received $960 award in recognition of my research.
- *Society for Research in Child Development (SRCD) Student Travel Award,* February 2017: Received $300 in travel support for the 2017 SRCD Conference.
- *Delta Sigma Theta Sorority, Inc. Financial Aid Scholarship*, fall 2016: Applied and was selected from a national pool of applicants to receive a $2,000 scholarship.
- *American Psychological Association Minority Fellowship Program Psychology Summer Institute Fellow,* July 2016: Selected to attend a one-week professional development workshop at the American Psychological Association
- *American Psychological Association Minority Fellowship Program Predoctoral Fellow in Mental Health and Substance Abuse Services,* 2015-2017: Selected from a pool of over 150 national applicants. Awarded an annual stipend and provided with educational and networking opportunities related to ethnic minority behavioral health.
- *Doris Buffett Fellowship,* 2014, 2015, 2016: Applied through the UVA Center for Children, Families, & the Law and was awarded $1,000 each summer for clinical work that would have otherwise been unpaid. I worked in schools, an outpatient community mental health clinic, and a children's psychiatric hospital.
- *Social Justice Fellowship,* 2015: One of a select number of $2,000 grants awarded by the UVA IMP Society and

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

- *Delta Sigma Theta Sorority, Inc. Financial Aid Scholarship,* 2014: Applied and was selected from a national pool of applicants to receive a $750 scholarship.
- *Departmental Partial Merit-Based Scholarship (*University of Pennsylvania), September 2012: Selected to receive a partial scholarship.
- *Sue Lehmann Excellence in Teaching Award Nominee* (Teach for America, South Louisiana), February 2012: Nominated by Teach for America South Louisiana regional staff for this national award honoring a teacher who accomplished meaningful student achievement in the classroom.
- *SRCD Millennium Fellow*, April 2009: Selected from a national pool of undergraduate students to receive funding to attend the SRCD conference. Also included was a graduate student and faculty mentor for support in developing research and graduate school interests.
- *National Institute of Mental Health Career Opportunities in Research Scholar,* May 2008-May 2010: Selected from a pool of students at Clark Atlanta University, Morehouse College, and Spelman College. Program enhanced academic study and included two years of research experience and financial support (i.e., tuition and stipend) to develop skills necessary for successful graduate school admission and matriculation.
- *Provost's Scholarship* (Clark Atlanta University), August 2006-May 2010: Awarded institutional scholarship for four years of academic study.
- *Target Community Service Scholarship,* 2006: Awarded $1,000 in recognition of volunteer work

PUBLICATIONS

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

Peer Reviewed

27. Debnam, K.J., Newman, C., **Henderson Smith, L**., Kaihoi, C.A., & Bottiani, J.H. (in press). "Will we get called into a principal's office?": Teacher perceptions of measures of culturally sustaining practices. *School Psychology Review (special issue)*.
26. Warren, E.**, Tran, A.*, Hendrickson, N.**, & **Henderson Smith, L.** (2025). School-Family-Hospital Communication During Youth Psychiatric Hospitalizations**.** *School Mental Health.* https://doi.org/10.1007/s12310-025-09805-7
25. **Henderson Smith., L.,** Hendrickson, N.**, Tran, A.*, & Hernandez Laines, H.A.** (2025). The Overlooked Transition: Supporting School Reintegration After a Mental Health Emergency Department Visit. *Children & Youth Services Review,* 177, 108485. https://doi.org/10.1016/j.childyouth.2025.108485
24. Bottiani, J. H., Franco, M. P., **Henderson Smith, L.,** Aguayo, D., Kaihoi, C. A., & Debnam, K. J. (2025). CARES*360*: A framework for teacher capacity-building in culturally sustaining practices. *Journal of School Psychology*, *111*, 101471. https://doi.org/10.1016/j.jsp.2025.101471
23. **Henderson Smith., L.,** Hendrickson, N.**, Hernandez Laines, H.A.**, Tran, N.*, Behnke, N.**, Stone, V., & Savina, E. (2025). Training and Professional Development to Inform Suicide Prevention During School Reintegration Following Psychiatric Hospitalization. *School Mental Health.* https://doi.org/10.1007/s12310-025-09771-0
22. Aguilar, L.N., **Henderson Smith, L.,** & Goforth, A. (2025). Critical Relationality in Research: A Framework for Engaging in Research Alongside Indigenous Communities. *Journal of School Psychology*, 110, 101430. https://doi.org/10.1016/j.jsp.2025.101430
21. **Henderson Smith., L.,** Warren, E.**, Hendrickson, N.**, & Joshua, C. (2025). An Empty Scoping Review of Emergency Department to School Transition for Youth with Mental Health Concerns. *Psychology in the Schools,* 62(5), 1453-1462. http://doi.org/10.1002/pits.23404
20**. Henderson Smith, L.,** Aguilar, L., Joshua, K., Pandey, T.***, Sox, D.**, Hernandez, B.**, Wang, Y.**, Yang, K.*, & Bottiani, J.H. (2025). Mixed methods systematic review: Using a cultural validity assessment to evaluate prevention programs for Indigenous students. *Journal of School Psychology,* 108, 101402. https://doi.org/10.1016/j.jsp.2024.101402
19. **Henderson Smith, L.,** Hendrickson, N.**, Warren,** E., Tran, A.*, & Savina, E. (2025). Training Needs for School Staff Supporting Students Returning to School After a Psychiatric Hospitalization. *School Mental Health*, *17*(1), 19–31. https://doi.org/10.1007/s12310-024-09717-y

18. Reinbergs, E., **Henderson Smith., L**., Au, J., Marraccini, M.E., Griffin, S., Rogers, M.L. (2025). Potential harms of responding to youth suicide risk in schools. *Research on Child and Adolescent Psychopathology,* 53(5), 785-799. https://doi.org/10.1007/s10802-024-01261-2
17. **Henderson Smith, L.**, Aguayo, D., Pandey, T.***, Reinke, W., Herman, K., & Debnam, K.J. (2025). How Can Teachers Improve? Using Culturally Responsive Frameworks to Examine Adolescent Perspectives. *Journal of Adolescent Research,* 40(5), 1229–1259. https://doi.org/10.1177/07435584241230960
16. Marraccini, M.E., McGraw, C.B., **Henderson Smith, L.,** Pittleman, C., Griffard, M., Vanderburg, J., Tow, A.C., Middleton, T., Cruz, C.M. (2024). Information Sharing Between Psychiatric Hospitals and Schools to Better Support Adolescents Returning to School following a Suicide-Related Crisis. *Journal of School Psychology.* https://doi.org/10.1016/j.jsp.2024.101343
15. Aguayo, D., Herman, K., Debnam, K., McCree, N.,*** **Henderson Smith, L.,** Reinke, W. (2024). Centering students' voices in the exploration of in-classroom culturally responsive practices. *Journal of School Psychology.* https://doi.org/10.1016/j.jsp.2024.101317
14. 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. (2024). *Teaching and Teacher Education, 142*, 104522. https://doi.org/10.1016/j.tate.2024.104522
13. Nguyen, A., Hersh, J., Beahm, L.***, **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. *School Mental Health.* https://doi.org/10.1007/s12310-024-09632-2
12. **Henderson Smith, L.,** Franco, M.P., Callahan, K., & Bottiani, J.H. (2023). Student and Teacher Perspectives on Culturally Responsive Practices in a Tribal School. *Journal of American Indian Education, 62*(1), 33-61. https://dx.doi.org/10.1353/jaie.2023.a934664.
11. **Henderson Smith, L.,** Franco, M.P. ***& Bottiani, J.H. (2023). "We're Teachers Right, We're Not Social Workers?" Teacher Perspectives on Student Mental Health in a Tribal School. *School Mental Health*. https://doi.org/10.1007/s12310-023-09607-9
10. **Henderson Smith, L.,** Bottiani, J. H., Kush, J. M., & Bradshaw, C. P. (2023). The discipline gap in context: The role of school racial and ethnic diversity and within school positionality on out-of-school suspensions. *Journal of School Psychology*, *98*, 61–77. https://doi.org/10.1016/j.jsp.2023.02.006
9. Debnam, K. J., **Henderson Smith, L.,** Aguayo, D., Reinke, W. M., & Herman, K. C. (2023). Nominated exemplar teacher perceptions of culturally responsive practices in the classroom. *Teaching and Teacher Education*, *125*, 104062. https://doi.org/10.1016/j.tate.2023.104062
8. 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.10.1080/15388220.2022.2108435
7. **Henderson Smith, L.,** Hernandez, B.**, Joshua, K., Gill, D., & Bottiani, J. (2022). Scoping Review of Social-Emotional Learning and Prevention Programs used with Indigenous Students. *Educational Psychology Review, 34(4), 2783–2824.* https://doi.org/10.1007/s10648-022-09698-x
6. **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.
5. 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
4. **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
3. 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:10.1002/jcop.22180
2. 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
1. **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

5. **Henderson Smith, L.,** Roullier, S., Debnam, K.J., & Bradshaw, C.P. (2025). Scaling-up Cultural Responsiveness Training through the Double Check Online Program. Invited chapter in O. Barbarin (Ed). *Handbook on Reducing Exclusionary Punishment and Racial/Ethnic Disparities in Discipline.*
4. Bradshaw, C. P., Pas, E., Nguyen, A. J., Budavari, L. C. ***, **Henderson Smith, L.,** Pandey, T.***, & Beahm, L. (2024). Integrating Social and Emotional Learning and Multi-tiered Systems of Support: A Strategy for Optimizing Implementation and Scale-up of SEL Programming. In, J. Durlak , L. Hamilton, and J. Mahoney (Eds.) *Handbook of Social and Emotional Learning* (2nd Ed.). New York, NY: Guildford Publishing. pp. 273-285.
3. Bottiani, J.H., **Henderson Smith, L.,** Franco, M.P.**, Bradshaw, C.P., & Debnam, K.J. (2023). Triangulation of data: Using student, teacher, parent, and observer data to improve school climate. In T.P. LaSalle (Ed.), *Creating an inclusive school climate: A school psychology model for supporting marginalized students*. Routledge. https://www.taylorfrancis.com/books/edit/10.4324/9781003400424/creating-inclusive-school-climate-tamika-la-salle-finley
2. 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.
1. Lee-Johnson, J. & **Henderson**, L. (2018). Using Social Media to (Re)center Black Women's Voices in Educational Research. In R. Winkle-Wagner, J. Lee-Johnson, & A. Gaskew (Eds.), *Critical theory and qualitative data analysis in education.* Routledge.

Non-Peer Reviewed

3. **Henderson Smith, L**. (2024, July 18). One Researcher's Community-Based Research in Partnership with Members of an Indigenous Nation. *Thoughts From the Lawn.* https://engagement.virginia.edu/learn/thoughts-from-the-lawn/20240718-Smith
2. Kaiser, L., Wentland, S., Taylor D., Schoener, K., Smith, T., & **Henderson Smith, L.** (Fall, 2022). Consultant's Corner: Novel Adaptations of the Classroom Check-Up to Support Teachers and Families. *Association of School Psychologists of Pennsylvania Insights*, 43(1), p. 5-9
1. 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.

Pre-Prints

Henderson Smith, L., Warren, E.**, Hendrickson, N.R.**, & Joshua, K. (2024). *An Empty Scoping Review of Emergency Department to School Transition for Youth with Mental Health Concerns* (p. 2024.01.23.24301673). medRxiv. https://doi.org/10.1101/2024.01.23.24301673

Book Chapters

Henderson Smith, L., Hendrickson, N.R.**, & Debnam, K.D. (under review). CARES: Sensitivity to Students' Cultures. In C.P. Bradshaw, M. Rosenberg, & K.J. Debnam. *Double Check Teacher Coaching and Professional Development.*

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-cbpn-G0Iha8n2p6QscdB/view?usp=sharing

MEDIA

Training Educators for Suicide Prevention Post-Hospitalization. (2025, September 7). Science Magazine. https://scienmag.com/training-educators-for-suicide-prevention-post-hospitalization/?utm_source=bluesky&utm_medium=jetpack_social

Davis, A. (2025, July 14). Amidst growing mental health concerns for youth, schools pour into resources, training. https://www.29news.com/2025/07/14/amidst-growing-mental-health-concerns-youth-schools-pour-into-resources-training/

Booren, L., (2025, May 8). Youth-Nex Researchers to Expand Digital Solutions for Youth Mental Health & Media Literacy https://education.virginia.edu/news-stories/youth-nex-researchers-expand-digital-solutions-youth-mental-health-media-literacy

Vilcarino, J. (2025, May 5). Inside the Schools Bringing Therapy Directly to Students. Education Week. https://www.edweek.org/leadership/inside-the-schools-bringing-therapy-directly-to-students/2025/05

Breen, A. (2025, April 7). Supporting Students' Return to School After a Mental Health Hospital Visit. Ed Lab Podcast. https://education.virginia.edu/news-stories/edlab-podcast-supporting-students-return-school-after-mental-health-hospital-visit

Gelman, S. (2025, April 3). U.Va. researcher: Most schools are unable to fully support students returning to class after mental health ER visit. https://wtop.com/health-fitness/2025/04/u-va-researcher-most-schools-are-unable-to-fully-support-students-returning-to-class-after-mental-health-er-visit/

Nuechterlein, K. (2025, April 1). School mental health professionals report lack of training for ER-to-school transitions, UVA research finds. https://www.29news.com/2025/04/01/school-mental-health-professionals-report-lack-training-er-to-school-transitions-uva-research-finds/

Breen, A., (2024, September 20). New Grant Expands Professor's Research-Practice-Partnership with Indigenous Community. https://education.virginia.edu/news-stories/new-grant-expands-professors-research-practice-partnership-indigenous-community

Breen, A. (2024, March 28). Q&A: How Can Schools Help Students After a Mental Health ER Visit? https://news.virginia.edu/content/qa-how-can-schools-help-students-after-mental-health-er-visit

Hoxworth, L. (2023, May 25). UVA Student-Athletes Put Youth Coaches to the Test. https://education.virginia.edu/news-stories/uva-student-athletes-put-youth-coaches-test

Breen, A. (2023, April 10). Partnership Aims to Indigenize Existing Wellness Programs for Indigenous youth. https://education.virginia.edu/news-stories/partnership-aims-indigenize-existing-wellness-programs-indigenous-youth

iThrive Games (2022, July 29). New Narrative Game Raises Awareness of ACES & Their Impact on Youth Mental Health. https://ithrivegames.org/blog/#id-13640

iThrive Games (2022, April 21). One Thing Mental Health Practitioners Who Work With Teens Must Know. https://ithrivegames.org/blog/#id-13288

Booren, L. (2020, March 18). Youth-Nex Researchers Awarded Mentoring Grant from W.T. Grant Foundation. https://education.virginia.edu/news-stories/youth-nex-researchers-awarded-mentoring-grant-wtg-foundation

TEACHING & MENTORING

UVA School of Education and Human Development

Instructor of Record
EDHS 8750 Psychological Interventions in Schools, spring 2023, spring 2024, spring 2025
EDHS 8700 Clinical Psychology Practicum, fall 2022, spring 2023
EDHS 8730 Family Therapy Theory and Techniques (co-instructor), spring 2020, spring 2021

Guest Lecturer
EDHS 2840 Introduction to Youth and Social Innovation, fall 2023
EDLF 7410 Mixed Methods, fall 2022, spring 2025
Professional Issues in Psychology, spring 2022
EDLF 7300 Foundations of Educational Research, fall 2019, fall 2020, fall 2021,
EDHS 2895 Engaging Youth in Learning, fall 2019
EDHS 8700 Practicum/Center Staff, Intro to Parent-Child Interaction Therapy, fall 2019

EDHS 3895 Peer Counseling Theory and Skills, fall 2016

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

Doctoral Dissertation Committees
Courtney Newman, Clinical and School Psychology, proposed 9/2025
Eujene Chung, Clinical and School Psychology, proposed 10/2024, defended 5/2025
Sasha Miller-Marshall, Clinical and School Psychology, proposed 10/2024, defended 5/2025
Belinda Hernandez, Clinical and School Psychology, proposed 10/2023, defended 6/2024
Emily Warren (Co-Chair), Clinical and School Psychology, proposed 10/2023, defended 6/2024
Paris Ball, Clinical and School Psychology, proposed 12/2022, defended 6/2023
Noor Alwani, Clinical and School Psychology, proposed 9/2022, defended 5/2024

Undergraduate Research Assistants Supervised
Taylor Tapscott (2025-), Sara Ibrahim (2023-2024), Maya Andersen (Summer 2023), Amy Tran (2023-2025), Kaylin Yang (2022-2023)

Master's Research Assistants Supervised
Jacob Horen (2023-2024), Yufu Wang (2022-2023)

Doctoral Advisees
Sarah Haile (2025-present) Hector Armando Hernandez Laines (2024-present), Natalie Hendrickson (2023-present), Emily Warren (co-advisor, 2022-2025)

Postdoctoral Advisees
Kate Somerville (2025)

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

Doctoral Dissertation Committees
Gayatri Sardana, Department of Graduate Psychology, proposed 10/2021
Ava Sardoni, Department of Graduate Psychology, proposed 10/2021, defended 4/2023
Priyata Thapa, Department of Graduate Psychology, proposed 10/2021, defended 5/2023
Katherine Wilson, Department of Graduate Psychology, proposed 10/2021

Master's Thesis Committee
Megan Barnes, Psychology Department, James Madison University, 3/2022

Undergraduate Research Assistants Supervised
Amy Higbee (Spring 2022)

RESEARCH SUPPORT

Funded

National Institute of Mental Health: (PI: Henderson Smith)
K23 Career Development Award: *Adapting SAFETY-A to Support Students Returning to School after Mental Health Emergency Department Visits (2025-2029)*
Amount: $640,345

National Institutes of Health Loan Repayment Award (PI: Henderson Smith; K23MH138666)
A Multi-Tiered Approach to Addressing Mental Health Disparities (2025-2026)
Amount: $25,682.44

UVA Gun Violence Solutions Project (PI: Henderson Smith)
Homicidal Ideation in Adolescents and Young Adults in the Emergency Department (2025-2026)
Amount: $26,189

UVA TYDE (PI: Henderson Smith)
Digital Solutions for Supporting Youth Mental Health and Promoting Partnership Between Schools, Emergency Departments, and Families (2025-2027)
Amount: $100,000

UVA Precision Health Initiative (PI: Stefanie Sequeira)
A Research-Practice-Partnership to Identify Community-Led Solutions for Youth Suicide Prevention and Research (2024-2025)
Role: Co-Investigator
Amount: $25,000

Spencer Foundation (Grant Number: 202500038)
Leveraging Out-of-School Cultural Learning Opportunities to Promote Educational Equity for Dakota Youth (2024-2027)
Role: Principal Investigator
Amount: $399,981

Institute of Education Science: (PI Catherine Bradshaw: R305A240235)
Testing the Efficacy of Double Check Online Coaching: A Culturally Responsive Student Engagement Model (2024-present)
Role: Co-Investigator
Amount: $3,999,138

Oak Foundation (Grant #OTHF-23-034**;** PI: Gabrielle Rappolt-Schlichtmann)
Planning Grant: Co-Design for Classroom Practice (2023-2024)
Role: UVA Principal Investigator
Amount: $100,000 ($20,000 sub to UVA)

UVA Center for Global Inquiry and Innovation
Indigenous Communities and Tallgrass Prairie Resilience in the Face of Changing Climate: A Science, Education, and Co-Design Research Collaboration (2023-2024)
Role: Co-Investigator
Amount: $100,000

UVA iTHRIV Scholars Career Development Award
Leveraging Data from Mental Health Emergency Department Visits to Inform An Online Multi-part Mixed-Reality Training for School Mental Health Professionals (2023-2025)
Role: Principal Investigator
Amount: $50,000

4-VA at UVA
Supporting K-12 Students after Psychiatric Hospitalizations: Piloting Mixed Reality Simulation Training for School Mental Health Professionals (2023-2024)
Role: Principal Investigator
Amount: $30,755

Institute of Education Science: (PI: Jessika Bottiani; R305A220212)
Development and Validation of the Culturally and Racial Equity Sustaining (CARES) Classroom Assessment System
Role: Co-Investigator (2022-present)
Amount: $1,999,969

Prior support

Institute of Education Science: (PI: Wendy Reinke, UVA-PI: Catherine Bradshaw; R305C190014)
Enhancing the Capacity of Rural Schools to Identify, Prevent, and Intervene in Youth Mental Health Concerns
Role: Co-Investigator (2022-2024), Post-doctoral Researcher (2019-2021)
Amount: $9,999,729

Spencer Foundation: 202300169
Using Game Design to Examine Native Youth Perspectives and Address Educational Inequality (2023-2024)
Role: Principal Investigator (2023-2024)
Amount: $75,000

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)
Amount: $5,000

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)
Amount: $2,937.70

National Institutes of Health Loan Repayment Award
Developing, Implementing and Evaluating School-Based Interventions to Decrease Mental Health Disparities for Minoritized Youth
Role: Principal Investigator (2020-2022)
Amount: $54,591.30

Institute of Education Science: (PI: Catherine Bradshaw; R305A190116)
Coping Power for Rural Middle Schoolers: A Tiered Approach to Increasing Behavioral and Mental Health Supports & Reducing Disparities
Role: Post-doctoral Researcher (2019-2021)
Amount: $1,399,768

William T. Grant Foundation: (PI: Jessika Bottiani; 190026)
Career Development Grant
Role: Co-investigator/Mentee (July 2019-June 2021)
Amount: $109,912

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)

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)
Amount: $1,000

NATIONAL PROFESSIONAL SERVICE ACTIVITIES

Committee Member, Black Graduate Conference in Psychology Program Committee, April-June 2025
Committee Member, School Psychology Research Collaborative Conference, December 2024-present
Facilitator, Society for Research on Adolescence 2024 Conference, Indigenous Special Interest Group
Committee Member, National Association of School Psychologist Indigenous American Subcommittee December 2022-present
Society for Research on Child Development, Black Caucus, Student and Early Career Committee, March 2022-March 2023
Committee Member, Parent-Child Interaction Therapy, International, Continuing Education Committee, November 2020-December 2022
Member-at-Large, Education Focus, American Psychological Association of Graduate Students, January 2018-January 2020
Student Reviewer, National Association of School Psychologists, 2017
Convention Committee Member, American Psychological Association of Graduate Students, 2015-2017:
Member, 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

EDITORIAL AND OTHER PEER REVIEW ACTIVITIES

Associate Editor
Journal of School Health, January 2022 - January 2023

Editorial Board Membership
School Mental Health, August 2025-present
Journal of School Psychology, August 2025-present
School Psychology Review, July 2025-present
Journal of School Health, November 2023-present

Ad hoc Journal Reviews
International Journal of STEM Education
Journal of Adolescent Research
Digital Health
School Psychology
Archives of Suicide Research
Social and Emotional Learning: Research, Practice, and Policy
School Psychology International
Sage Open
Journal of Games, Self, & Society
Educational Policy
Professional Psychology: Research and Practice
Journal of Psychotherapy Integration
Training and Education in Professional Psychology

Conference Abstract Reviewer
National Association of School Psychology Convention 2024, 2025
Society for Research on Child Development 2025, reviewed Fall 2024

INVITED PANELS AND PRESENTATIONS

Panelist:
UVA Center for Teaching Excellence, Lunch & Learn, Improving Student Wellness by Becoming a Natural Mentor, 3/3/2025

UVA Law Education Rights Institute, Panel 1: Race and National Origin Discrimination Today, 10/21/2024
UVA Open Doors Program, Graduate School Panel, June 2024
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:
Equity Considerations at the Intersection of Youth Mental Health & Digital Technology, University of Virginia Thriving Youth in a Digital Environment Lunch & Learn, January 23, 2025
Supportive Transitions: Safety & Success Planning for Students Returning to School After Mental Health Crises. Albemarle County Public Schools Connections Day, November 4, 2024.
Community-Engaged Research and Teaching Alongside Indigenous Community, University of Virginia Community-Engaged Teaching Discussion Group. October 22, 2024.
Using Game Design to Explore Educational Equity with Indigenous Youth, University of Virginia Community Psychology Lunch. September 18, 2024.
Supportive Transitions: Promoting Positive Mental Health for Students Returning to Traditional School Settings, Presented at the Commonwealth of Virginia State-Operated Programs, Fall Leadership Conference, October 25, 2023
Supporting Students Returning to School After Psychiatric Hospitalization, Presented as a part of the Virginia Department of Behavioral and Developmental Health Services Fall Lunch & Learn series, October 4 & 18, 2023
School Re-Entry After Hospitalization: Mental Health Considerations, presented to UVA Hospital School staff, August 2023
School Re-Entry After Psychiatric Hospitalization, presented to Manassas Park City Schools counselors, August 2023
Considerations for Conducting Reservation-based Research: Lessons Learned and Future Directions for Promoting Culturally-Informed SEL, UVA Community Psychology Lunch, October 2022
Evidenced Based-Practice with Traumatized Children presented with Dan Hoover, Ph.D., ABPP to the Kennedy Krieger Institute Core Course participants, January 2019
Sexual Assault Resource Agency Prevention Team In-Service on Group Process and Adolescent Development, August 2017
Umoja Self-Love Conference Cultural Awareness Workshop for 5th -12th grade girls, February 2016

CONFERENCE PRESENTATIONS
*denotes graduate student co-author, **denotes postdoctoral scholar co-author, ***denotes undergraduate student co-author

64. Hendrickson, N., & **Henderson Smith, L.** (2026, February 25). *Navigating Conversations about Suicide: Guidelines and Implications for School Psychologists.* [Paper presentation]. National Association of School Psychologists Annual Convention, Chicago, IL.
63. Hendrickson, N., & **Henderson Smith, L.** (2025, December 3). *The Power of Language in Suicide Prevention: Implications for School Mental Health Professionals.* [Poster presentation]. Advancing School Mental Health Conference, Orlando, FL.
62. **Henderson Smith, L.**, Hendrickson, N.*, & Hernandez Laines, H.A.* (2025, December). Best Practices for Supporting School Reintegration Post-Mental Health Crisis. [On-demand paper presentation]. Advancing School Mental Health Conference, Orlando. FL
61. **Henderson Smith, L.**, Hendrickson, N.,* & Hernandez Laines, H.A.* (2025, December). Leveraging Mixed-Reality in School Mental Health Professional Training. [On-demand paper presentation]. In L. Henderson Smith (chair), *Preventative Approaches For Supporting Student Mental Health and Wellbeing: The Promise of Simulation Training.* Advancing School Mental Health Conference, Orlando. FL
60. **Henderson Smith, L.,** Hendrickson, N., & Hernandez Laines, H.A. (2025, October 10). *Tier 2 and Tier 3 Interventions for Supporting Hospital to School Transition.* [Paper presentation]. Virginia Association of School Psychologists Fall Conference. Blacksburg, VA.
59. **Henderson Smith, L.,** Hendrickson, N., Tapscott, T., Lyons, G.R., & Unlu, A. (2025, September 17). *Toward Actionable Emergency Department Discharge Instructions for Youth Mental Health.* [Poster presentation]. UVA Clinical AI Symposium. Charlottesville, VA.

58. **Henderson Smith, L.,** & Aguilar, L.N. (2025, September 19). *Using Participatory Methods to Learn from and with Indigenous Youth.* [Poster presentation]. Native Children's Research Exchange. Denver, CO.
57. Aguilar, L.N., Goforth, A., & **Henderson Smith, L.** (2025, September 19). Critical Relationality in Research with Native Youth. [Breakout Session]. Native Children's Research Exchange. Denver, CO.
56. Serico, J.M., Asefnia, N., **Henderson Smith, L.,** Sox, D.*, Louis, S. (2025, September 17-20). *Evidence-Based Approaches to Trauma-Informed Caregiving: A Scoping Review.* [Poster presentation]. 41st Annual Meeting of International Society for Traumatic Stress Studies, Baltimore, MD, United States.
55. Debnam, K. J., Newman, C*., **Henderson Smith, L.,** & Kaihoi, C. (2025, May). "Will We Get Called into a Principal's Office?" Teacher Perceptions of a Measure of Culturally Responsive and Sustaining Practices. In K. J. Debnam (Chair), *Educator and Parent Perspectives of and Experiences with Measures of Culturally Responsive Teaching*. [Symposium]. 2025 Annual Meeting of the Society of Prevention Research. Seattle, Washington.
54. **Henderson Smith., L.** (2025, April). [panelist]. In W. McKoy (chair), *Advancing Equity for Early-Career Scholars: Funding Pathways to Explore Justice-Centered Learning Environments.* [Workshop]. American Educational Research Association Annual Meeting, Denver, CO.
53. Sox, D. M., Min, H., Harris, A. R., Beasley, J. A., Sjogren, A. L., Scott, E. D., **Henderson Smith, L.** (2025, April 23-27). Tier 1 Trauma-Informed Educator Practices and Strategies: A Systematic Review. In H. Min (chair), *What's missing in trauma-informed practice? An Interdisciplinary Exploration of Equity Driven Student and Teacher Perspectives*. [Symposium]. American Educational Research Association Annual Meeting, Denver, CO.
52. Hendrickson, N. & **Henderson Smith, L.** (2025, February). Facilitating Psychiatric Hospital to School Transition: Actionable Strategies for Caregivers. [Poster presentation]. 2025 National Association of School Psychologists Annual Convention, Seattle, Washington.
51. **Henderson Smith, L.,** Hendrickson, N., Warren, E., & Savina, E. (2025, February). Experiential Professional Development for School Staff to Support Hospital-to-School Transition. [Paper presentation]. 2025 National Association of School Psychologists Annual Convention, Seattle, Washington.
50. **Henderson Smith, L.** & Hendrickson, N. (2024, December 5). Multidisciplinary Collaboration to Support Students Returning to School After Emergency Department Visits. Advancing School Mental Health Conference, Orlando, Florida.
49. Warren, E. & **Henderson Smith, L.** (2024, October). *Caregiver-School-Hospital Communication During Youth Psychiatric Hospitalizations.* [Poster presentation]. UMass Chan Psychology Day. Worcester, MA. ***Won award for Innovation in Education and Training**
48. Chu, R., Sood, B., & **Henderson Smith, L.** (2024, October 5). The Pediatric Mental Health Crisis: Where Do We Go From Here. [Poster presentation]. Psychiatric Society of Virginia Fall Meeting. Richmond, VA.
47. **Henderson Smith, L.,** Horen, J., Ibrahim, S., Aguilar, L.N., Gill, D., Red Eagle, J., & Rivers, S. (2024, April 18). Using Game Design and Traditional Games to Explore Educational Equity and Promote Social and Emotional Learning with Indigenous Youth. [Poster presentation]. 2024 Annual Meeting of the Society for Research on Adolescence. Chicago, Illinois.
46. Debnam, K. J., **Henderson Smith, L.**, McCree, N., Aguayo, D., Chung, E., & Bottiani, J. (2024, April 20). Student perceptions of a student feedback tool to assess teachers' use of culturally responsive and sustaining practices: Findings from cognitive interviews. In J. H. Bottiani (Chair), *The CARES360 Assessment: A Tool for Building Culturally Sustaining and Equitable Classrooms.* [Symposium]. 2024 Annual Meeting of the Society for Research on Adolescence. Chicago, Illinois.
45. Aguayo, D., **Henderson Smith, L**., Franco, M. P., & Bottiani, J. (2024, April 20). Parents' perceptions on a multi-informant assessment tool for teachers to gain feedback on their use of culturally responsive and sustaining practices. In J. H. Bottiani (Chair), *The CARES360 Assessment: A Tool for Building Culturally Sustaining and Equitable Classrooms.* [Symposium]. 2024 Annual Meeting of the Society for Research on Adolescence. Chicago, Illinois.
44. Beahm, L.A., **Henderson Smith, L**., & Bradshaw, C.P. (February, 2024) Examining the social validity of the Double Check Online program: Helping to scale-up professional development for culturally responsive practices. 2024 South Carolina Council for Exceptional Children [Paper presentation]. Myrtle Beach, SC.
43. **Henderson Smith, L.,** & Warren, E. (2024, February). Experiential Professional Development for School Mental Health Professionals Supporting Students After Psychiatric Hospitalization. [Paper presentation]. In M. Marraccini (Chair), School Re-Entry Following a Mental Health Crisis: Research and Practice Perspectives Across Settings [Symposium]. National Association of School Psychologists Annual Convention, New Orleans, LA.

42. Savina, E. & **Henderson Smith, L.** (2024, February). Practices of School Reintegration Following Psychiatric Hospitalization. [Poster presentation]. National Association of School Psychologists Annual Convention, New Orleans, LA.
41. Wang, Y. & **Henderson Smith, L.** (2024, February). Parental Involvement in Bullying Prevention [Poster presentation]. National Association of School Psychologists Annual Convention, New Orleans, LA.
40. **Henderson Smith, L.,** Aguilar, L.N., Hernandez, B.E., Pandey, T., Wang, Y., Sox., D., Joshua, K., & Bottiani, J.H. (2024, February). A Mixed-Method Systematic Review of School-Based Prevention Programs for Indigenous Students in North America. [Paper presentation]. National Association of School Psychologists Annual Convention, New Orleans, LA.
39. Kaihoi, C., **Henderson Smith, L.,** Franco, M.P., & Bottiani, J.H. (2023, December). Challenges and opportunities for measuring cultural responsiveness and racially equitable practices in school settings [On Demand Presentation]. Advancing School Mental Health Conference, New Orleans, LA.
38. **Henderson Smith, L.,** Beahm, L., & Bradshaw, C.P. (2023, December). Examining the Social Validity of the Double Check Online Program [Paper Presentation]. In M. Franco (Chair), Advancing School Mental Health Conference, New Orleans, LA.
37. Beahm, L., **Henderson Smith, L**., & Bradshaw, C.P. (2023, November 16-17). Examining the Social Validity of Double Check [Paper Presentation]. Teacher Educators for Children with Behavior Disorders, Tempe, AZ.
36. **Henderson Smith, L.** & Warren, E.* (2023, October 19-20). Rocking the Return: Supporting School Reintegration after Mental Health Hospitalizations and Emergency Department Visits. [Paper presentation]. Virginia Association of School Psychologists Fall Conference, Harrisonburg, VA.
35. **Henderson Smith, Lora.** (2023, September 29). Expanding Educational Effectiveness to Mental Health and Suicide: Amplifying Youth Voice and Partnering with Youth for Prevention. [Discussant]. Morris-Perez, P. (Chair). Society for Research on Educational Effectiveness, Arlington, VA.
34. Bottiani, J.H., Debnam, K., Kaihoi, **Henderson Smith, L.,** Pandey, T.**, Aguayo, D. Bradshaw, C.P., Herman, K. (June, 2023). Measuring Teachers' Culturally Sustaining and Anti-Racist Classroom Practices. In E. Doolittle (Chair), *Supporting Education Equity and Social Justice in the Classroom: Innovations in Alternatives to Exclusionary Discipline* [Symposium]. 2023 Society for Prevention Research Annual Meeting. Washington, D.C.
33. **Henderson Smith, L.,** Aguayo, D., Pandey, T.**, Reinke, W., Herman, K., & Debnam, K. (2023, April). How Can Teachers Improve? Using Culturally Responsive Frameworks to Examine Adolescent Perspectives [Flash Talk]. Society for Research on Adolescence. San Diego, CA.
32. Bradshaw, C.P., Debnam, K.J., **Henderson Smith, L**., & Rouiller, S. (2023). *Increasing Cultural Responsiveness Through Double Check Coaching On-Line*. Council for Exceptional Children, Louisville, KY.
31. **Henderson Smith, L.** (2023, February). Perspectives on Home-School Dissonance: Implications for Culturally Responsive Practice. [Poster Presentation]. National Association of School Psychologists Annual Convention, Denver, CO.
30. **Henderson, L.,** & Hernandez, B.* (2022, October). School-Based Prevention Programming and Social-Emotional Learning for Indigenous Youth. [Virtual Presentation]. Advancing School Mental Health Conference.
29. **Henderson Smith, L.** (2022, August). *School Re-Entry After Psychiatric Hospitalization.* Virginia Department of Education Mental Health in Schools Conference, Newport News, Virginia.
28. Debnam, K,J., & **Henderson Smith, L. (**2022, July). Increasing Cultural Responsiveness through Double Check. [Virtual Presentation]. Robert Wood Johnson Foundation School District Leader Conference on Reducing Exclusionary Punishment and Racial/Ethnic Disparities in Discipline. Chicago, IL.
27. 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.
26. **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.
25. **Henderson, L.,** Hernandez, B.*, Bottiani, J., Joshua, K., & Bradshaw, C. (2022, March). *A Scoping Review of School-Based Prevention Programs for Indigenous Youth* [Poster presentation]. Society for Research on Adolescence, New Orleans, LA.
24. **Henderson., L.,** & Bradshaw, C. (2022, February). *Online Teacher Coaching to Promote Culturally*

Responsive Practices. In L. Kayser (Chair), Adapting the Classroom Check-Up: Novel Approaches to Teacher Support National Association of School Psychologist Annual Conference, Boston, MA.

23. **Henderson, L.,** Bottiani, J., & Bradshaw, C. (2022, January). *The Discipline Gap in Context: The Role of School Racial and Ethnic Diversity in Out-of-School Suspensions*. In K. Larson (Chair), Reducing Disproportionality in Special Education and Exclusionary Discipline. Council for Exceptional Children. (virtual conference).
22. **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).
21. 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).
20. **Henderson, L.** (2021, March). *Addressing Disproportionality in Exclusionary Discipline Practices* (panelist). Council for Exceptional Children LIVE Virtual Conference.
19. **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).
18. 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)
17. **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.
16. **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.
15. **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.
14. **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.
13. **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.
12. 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.
11. 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.
10. **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.
9. 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.
8. **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.
7. **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.
6. **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.
5. 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.

4. **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.
3. 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.
2. **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.
1. **Henderson, L.,** & Oliver, K. (2009, October). M*aternal Education Influences Responses on the Modified Checklist for Autism in Toddlers (M-CHAT).* Poster presented at the National Institute of Mental Health Career Opportunities in Research Annual Colloquium, Albuquerque, NM.

OTHER PROFESSIONAL EXPERIENCE

Curry Summer Undergraduate Research Program (SURP) Program Advisor May 2017-August 2017
UVA, University of Virginia, Charlottesville, VA

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

Second Grade Teacher August 2010-May 2012
Teach for America, Slaughter Elementary School, Slaughter, LA
Level 1 Teaching Certificate: Louisiana Department of Education

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

CONSULTING

Virginia Mental Health Access Program Emergency Department Clinician Education Pilot Project Licensed Mental Health Professional Consultant 2023-present

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

Virginia School Mental Health Providers Recruitment and Retention Tele-ECHO Hub Team Member 2022-2023
UVA, Charlottesville, VA

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

Nis'to Incorporated (pro bono) 2017-present
Sisseton, SD

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

iThrive Games Foundation April 2021-August 2022
Newton, MA

- Compiled iThrive resources and materials to develop a Game Design Toolkit for use in educational settings with youth to promote social and emotional learning and design thinking
- Facilitated the co-design (with youth game designers) of a companion workbook on youth development and adverse child experiences to accompany *The Children of the* Flame video game

- Co-facilitated inaugural Frank Batten School of Leadership and Public Policy: Policy, Leadership, and Advocacy by Youth Program

RELEVANT SERVICE

University of Virginia:
Search Committees, EDHS School Psychology 2024-2025, EDHS Counselor Education Clinical and Mental Health Counseling, 2025-2026
TYDE Grant Reviewer, Fall 2025
4-VA at UVA grant reviewer, 2024, 2025
UVA School of Education and Human Development Search Committee Member, 2024-2025 (EDHS School Psych), 2025-2025 (EDHS Counselor Education/Clinical Mental Health Counseling)
UVA School of Education and Human Development Diversity Action Committee Member, 2023-present
UVA School of Education and Human Development Strategic Planning Committee Member, 2023-2024
Mentor, UVA Office of African American Affairs GradSTAR Program, 2023-2024
Faculty Sponsor, UVA NASP Student Representative Program, 2023-present
Volunteer Judge, February 2020, UVA Diversifying Scholarship Conference

James Madison University:
JMU FYRE Mentor, Spring 2022 Semester

Broader Community:
Jefferson School African American Heritage Center Eko Ise Advisory Board Member, 2025-present
Ryan Bartel Foundation Mental Health Advisory Council Member, 2024-present
Virginia Mental Health Access Program Equity Committee Member, 2023-Spring 2025