CURRICULUM VITAE

Katrina J. Debnam, PhD, MPH
January 2026

Associate Professor
Research Statistics and Evaluation Program, Department of Education Leadership, Foundations and Policy; *School of Education and Human Development*
Department of Nursing Research; *School of Nursing*
University of Virginia, Ridley Hall Rm222
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EDUCATION AND TRAINING

Doctorate of Philosophy in Public Health Behavioral and Community Health
University of Maryland, College Park
Doctoral Committee Chairperson: Donna Howard, Dr.PH.
Doctoral Committee Members: Kerry Green, Ph.D., Cheryl Holt, Ph.D., Mia Smith-Bynum, Ph.D, Mary Garza, Ph.D.
Dissertation Title: African American Girls' Perceptions of the Ideal Dating Relationship Now and In The Future and Factors That Shape These Perceptions

Master of Public Health
Health Behavior and Health Education
University of North Carolina, Chapel Hill, NC
Certifications: *Certified Health Education Specialist (CHES), National Commission for Health Education Credentialing*
Thesis Advisor: Laura Linnan, Sc.D.
Master's Thesis: "Beauty Salon Recruitment for the North Carolina BEAUTY and Health Project: Results of the Run-In Phase"

Bachelor of Arts in Psychology
Morgan State University, Baltimore, MD
Magna cum laude, Departmental Honors Thesis Advisor: Terra Bowen Reid, Ph.D.
Senior Thesis: "The Impact of Racial Identity and Social Support on Health-Promoting Behaviors among African American College Students"

PROFESSIONAL LICENSURE AND CERTIFICATION

First Aider- *National Council for Behavioral Health, Youth Mental Health First Aid USA, 10/19- 10/22*

PROFESSIONAL EXPERIENCE

1/2026 – 2/2026	Visiting Professor, Department of Psychology, University of Calgary, Calgary, Alberta, Canada
8/2022 - present	Associate Professor with tenure, School of Education and Human Development & School of Nursing (joint appointment), University of Virginia, Charlottesville, VA
10/2016 – 8/2022	Assistant Professor, School of Nursing & School of Education and Human Development (joint appointment), University of Virginia, Charlottesville, VA
7/2013 – 10/2016	Assistant Scientist, (non-tenure track research faculty; 100% grant funded) Department of Mental Health, Bloomberg School of Public Health, Johns Hopkins University, Baltimore, MD
8/2013 – 6/2014	Adjunct Professor, Department of Health Science, Towson University, Towson, MD
5/2012 – 7/2013	Research Associate, Department of Mental Health, Bloomberg School of Public Health, Johns Hopkins University, Baltimore, MD
9/2010 – 5/2012	Senior Research Project Manager, Maryland Safe and Supportive Schools Initiative (MDS3), Double Check Project; Center for the Prevention of Youth Violence, Department of Mental Health, Bloomberg School of Public Health, Johns Hopkins University, Baltimore, MD (Dr. Catherine Bradshaw, PI)
8/2010 – 5/2012	Research Assistant, Girls Healthy Relationship Study, Department of Behavioral and Community Health, School of Public Health, University of Maryland, College Park (Dr. Donna Howard, PI)
6/2007 – 5/2011	Project Coordinator, *PBIS*plus Project, Center for the Prevention of Youth Violence, Department of Mental Health, Bloomberg School of Public Health, Johns Hopkins University, Baltimore, MD (Drs. Philip Leaf and Catherine Bradshaw, PI)
3/2007 – 6/2010	Research Program Assistant, Multiple Opportunities for Research study, Department of Mental Health, Bloomberg School of Public Health, Johns Hopkins University, Baltimore, MD (Dr. Michelle Cooley, PI)
4/2004 – 9/2009	Field Coordinator, Project Target, Center for the Prevention of Youth Violence, Department of Mental Health, Bloomberg School of Public Health, Johns Hopkins University, Baltimore, MD (Dr. Philip Leaf, PI)

9/2005 – 8/2007	Research Assistant, Bullying Prevention Initiative, Center for the Prevention of Youth Violence, Department of Mental Health, Bloomberg School of Public Health, Johns Hopkins University, Baltimore, MD (Dr. Catherine Bradshaw, PI)
11/2004 – 4/2006	Interviewer, Family Relationships Project, Institute for Survey Research, Temple University, Philadelphia, PA (Drs. Susan McHale and Nan Crouter, PI)
9/2003 – 4/2004	Health Policy Analyst, Real Choice Systems Change Grant, Office of Health Services, Maryland Department of Health and Mental Hygiene, Baltimore, MD

ACADEMIC LEADERSHIP APPOINTMENTS

5/2026 -	Director, Youth-Nex: The UVA Center to Promote Effective Youth Development
8/2022 – 4/2026	Associate Director for Research Equity, Youth-Nex: The UVA Center to Promote Effective Youth Development
2/2017 – Present	Adjunct Assistant Professor, Johns Hopkins Bloomberg School of Public Health, Department of Mental Health

HONORS/AWARDS

- Visiting Scholar Award, University of Calgary, Calgary, Alberta (2026)
- Research Excellence Award, University of Virginia Research Achievement Awards (2022)
- UVA nominee to the State Council for Higher Education for Virginia (SCHEV) Outstanding Faculty Awards, Rising Star (2021)
- UVA, School of Nursing, Office of Nursing Research, 2018 Outstanding Faculty Publication
- UVA School of Nursing, Roberts Scholar (2016-2018)
- UVA, School of Nursing Alumni Association fellow (2016-2017)
- National Institutes of Health, Loan Repayment Program, 2013-2017
- Dean's Scholar, University of Maryland, College Park, 2012
- Pre-doctoral Fellowship, School of Public Health, University of Maryland, College Park, 2008-2009
- University of North Carolina at Chapel Hill, Barnhill – Hatch Fellowship recipient, 2001- 2002
- Magna cum laude, Morgan State University, 2001
- Morgan State University, Department of Psychology, Clayton–Stansbury Psychology Achievement Award, 2001
- Minority Mental Health Research Scholars Program (NIMH - COR) scholarship, 1999-2001
- Psi Chi National Honor Society in Psychology, Morgan State University, 1998-2001
- Golden Key International Honor Society, Morgan State University, 1997-2001
- Morgan State University Dean's List, 1997-2001
- Who's Who Among American College Students, 1998-2001
- Morgan State University Honors Scholarship Program, 1997-2001

PART II: RESEARCH AND SCHOLARSHIP
underline indicates student/trainee author, *data-based

Forthcoming Publications

Hu, C. & **Debnam K.** (in press). Navigating the politics of race, research, and role in a university-school district research-practice partnership. *AERA Open*.

Articles Published in Peer-Reviewed Journals

1. ***Debnam, K.J.,** Newman, C., Henderson Smith, L., Kaihoi, C.A., & Bottiani, J.H. (2025). "Will we get called into a principal's office?" Teacher perceptions of measures of culturally sustaining practices. *School Psychology Review*, advance online publication, https://doi.org/10.1080/2372966X.2025.2592299
2. *Pas, E. T., **Debnam, K. J.,** Bottiani, J., De Lucia, D., & Bradshaw, C. P. (2025). Acceptability and student engagement in high school social emotional learning: A mixed-methods study of the development of Well Connected©. *Social and Emotional Learning: Research, Practice, and Policy,* 6, advance online publication, https://doi.org/10.1016/j.sel.2025.100166.
3. *Bradshaw, C. P., Ma, J., Pas, E. T., DeCoster, J., Kaihoi, C.A., & **Debnam, K. J.** (2025). Exploring Sustained Impacts of Double Check Coaching on Teacher and Student Outcomes: Findings from a Randomized Controlled Trial. *Journal of Educational & Psychological Consultation*, advance online publication, https://doi.org/10.1080/10474412.2025.2589750
4. *Shin, J., Yan, G., Gibson, J., Jones, R. Gray, M., & **Debnam, K. J.** (2025). Ostomy Leakage, Odor, and Peristomal Skin Complications as Predictors of Anxiety Symptoms in Colorectal Cancer Survivors: A Cross-Sectional Study. *Journal of Wound, Ostomy, and Continence Nursing, 52*(6), 476–484. doi: 10.1097/WON.0000000000001222
5. ***Debnam, K. J.** & Avery, L. (2025). "It's not actually all peaches and roses:" The role Strong Black Woman schema plays in Black women's intimate partnerships. *Journal of Social and Personal Relationships,* advance online publication, https://doi.org/10.1177/02654075251389717
6. Bottiani, J.H., Franco, M.P., Henderson Smith, L., Aguayo, D., Kaihoi, C.A., **Debnam, K. J**. (2025). CARES360: A framework for teacher capacity-building in culturally sustaining practices. Journal of School Psychology, advance online publication, https://doi.org/10.1016/j.jsp.2025.101471.
7. *Bradshaw, C. P., McDaniel, H. L., Pas, E. T., **Debnam, K. J.,** Bottiani, J. H., Powell, N., Ialongo, N. S., Lochman, J. E. (2025). Randomized controlled trial of the Early Adolescent Coping Power program effects on emotional and behavioral problems in middle schoolers. *Journal of School Psychology, 110,* 101437. https://doi.org/10.1016/j.jsp.2025.101437
8. ***Debnam, K. J.,** Avery, L. R., & Lynch, K. (2024). More than a Woman: A Scoping Review of the Role of the Strong Black Woman Schema in Black Women's Romantic Relationships. *Trauma, Violence, & Abuse, 0*(0). Advance online publication. https://doi-org.proxy1.library.virginia.edu/10.1177/15248380241308881
9. *Franco, M.P., Bottiani, J.H, **Debnam, K.J.,** Bonifay, W., Pandey, T., Karras, J., & Bradshaw, C. P. (2024). The CARES Classroom Observation Tool: Psychometrics of an Observational Measure of Culturally Responsive Practices. *Journal of School Psychology.* Advance online publication. https://doi.org/10.1016/j.jsp.2024.101381

10. *Shin, J., Gibson, J., Jones, R. & **Debnam, K. J.** (2024). Factors Associated with Anxiety in Colorectal Cancer Survivors: A Scoping Review. *Journal of Cancer Survivorship.* Advance online publication. https://doi.org/10.1007/s11764-024- 01678-0
11. ***Debnam, K. J.,** Kaihoi, C.A., Pas, E. T., Bradshaw, C. P. (2024). A School-Wide Approach to Cultural Responsivity and Student Engagement: A Randomized Trial of Double Check in Middle Schools. *Journal of School Psychology.* Advance online publication. https://doi.org/10.1016/j.jsp.2024.101362
12. ***Debnam, K. J.,** Shin, J., & Milam, A. (2024). Religious Coping Styles Used by Young Black Women Who Experience Intimate Partner Violence. *Victims and Violence*. Advance online publication. DOI: 10.1891/VV-2023-0092
13. *Bottiani, J.H., Gillins, M., Brown Griffin, C., Kaihoi, C. Hughes, L., Pendergrass, S., Pandey, T., Voegtlin, R., Rouiller, S., Pas, E.T., **Debnam, K. J.**, Bradshaw, C. (2024). A research-practice partnership to develop the R-CITY multi-component equity-focused social emotional learning intervention. *School Mental Health*. Advance online publication. https://doi.org/10.1007/s12310-024-09703-4
14. *Aguayo, D., Herman, K., **Debnam, K. J.,** McCree, N., Henderson Smith, L., & Reinke, W., (2024). Centering students' voices in the exploration of in-classroom culturally responsive practices. *Journal of School Psychology.* Advance online publication. https://doi.org/10.1016/j.jsp.2024.101317
15. *Henderson Smith, L., Aguayo, D., Pandey, T., Reinke, W., Herman, K., & **Debnam, K.** (2024). How Can Teachers Improve? Using Culturally Responsive Frameworks to Examine Adolescent Perspectives. *Journal of Adolescent Research.* Advance online publication. https://doi.org/10.1177/07435584241230960
16. *Bradshaw, C. P., McDaniel, H. L., Kaihoi, C. A., Braun, S. S., Pas, E. T., Bottiani, J. H., Cash, A. H. & **Debnam, K. J.** (2024). Examining the Psychometrics and Characteristics of the Assessing School Settings: Interactions of Students and Teachers. *Assessment for Effective Intervention 49*(2), 86-97. https://doi.org/10.1177/15345084231187087
17. **Debnam, K. J.,** Rogers, C. R. R., & Smith, P. (2024). Introduction to Special Issue on Advancing Health Equity Among Black Communities. *Prevention Science, 25,*1-5. https://doi.org/10.1007/s11121-023-01622-1
18. *Pas, E. T., Crimmins, C., Connerton, M.K., Voegtlin, R., Bottiani, J., **Debnam, K. J.**, Rockefeller, K.B., Lewis, M., Love, S., & Bradshaw, C. P. (2024). A university- school district partnership to develop Well Connected©: An integrated student wellness approach in high schools. *School Mental Health, 16*(3), 846-861. https://doi.org/10.1007/s12310-024-09695-1
19. *Lindstrom-Johnson, S., Pas, E. T., **Debnam, K. J.**, Kaihoi, C. A., & Bradshaw, C. P. (2024). Effects of an MTSS-B Intervention on Student and Staff Perceptions of School Climate: Findings from Two Group Randomized Trials. *School Psychology Review, 53*(5), 565-578. doi: 10.1080/2372966X.2022.2142954
20. ***Debnam, K. J.,** Henderson, L., Aguayo, D., Reinke, W., Herman, K. (2023). Nominated exemplar teacher perceptions of culturally responsive practices in the classroom. *Teaching and Teacher Education.* Advance online publication. https://doi.org/10.1016/j.tate.2023.104062
21. *Bradshaw, C. P., **Debnam, K. J.**, Player, D., Bowden, B., & Lindstrom Johnson, S. (2023). A mixed-methods approach for embedding cost analysis within fidelity assessment in school-based programs. *Behavioral Disorders*, *48*(3), 174-186.

https://doi.org/10.1177/0198742920944850

22. *Matsuzaka, S., Avery, L. R., Schmidt, K. M., Stanton, A. G., & **Debnam, K. J.** (2022). Gendered Racial Microaggressions Scale: Measurement Invariance Across Sexual Orientation. *Psychology of Women Quarterly, 46*(4), 518-530. https://doi.org/10.1177/03616843221118339
23. ***Debnam, K. J.**, Camacho, D., Henderson, L., & Bottiani, J. (2022). "A social worker…teacher…principal -- we're everybody": The School Police Officer Role in Schools. *Journal of School Violence*, *21*(4), 459–474. https://doi.org/10.1080/15388220.2022.2108435
24. *Elmore, C. E., Mitchell, E. M., **Debnam, K.**, Keim Malpass, J., Laughon, K., Tanabe, K. O., & Hauck, F. R. (2022). Predictors of Cervical Cancer Screening for Refugee Women Attending an International Family Medicine Clinic in the United States. *Cancer Causes & Control 33,* 1295–1304. https://doi.org/10.1007/s10552-022- 01612-8
25. *Pas, E., Duran, C., **Debnam, K. J.**, & Bradshaw, C. P. (2022). Is it more effective or efficient to coach teachers in pairs or using one-on-one coaching?: A comparison of teacher and student outcomes and coaching costs. *Journal of School Psychology, 92,* 346-359. https://doi.org/10.1016/j.jsp.2022.03.004
26. *Pas, E. T., Borden, L., **Debnam, K. J.**, DeLucia D., & Bradshaw, C. P. (2022). Exploring Patterns of Coaches' Fidelity to Double Check's Motivational Interviewing-Embedded Coaching: Outcomes Associated with Fidelity. *Journal of School Psychology, 92*, 285-298. https://doi.org/10.1016/j.jsp.2022.04.003
27. *Bradshaw, C. P., **Debnam, K. J.**, Kush, J., & Lindstrom Johnson, S. (2022). Planning for A Crisis, but Preparing for Everyday: What Predicts Schools' Preparedness to Respond to a School Safety Crisis? *Frontiers in Communication*, *7*, [765336]. https://doi.org/10.3389/fcomm.2022.765336.
28. ***Debnam, K. J.,** Edwards, K., Maeng, J., & Cornell, D. (2022). Educational leaders' perceptions and uses of school climate data. *Journal of School Leadership, 32*(4), 362-383. https://doi.org/10.1177/10526846211001878
29. ***Debnam, K. J.**, Milam, A. J., & Finigan-Carr, N. (2022). Superwoman, racial identity, and teen dating violence victimization among young black women. *Journal of Interpersonal Violence*, *37*(17-18), NP15970-NP15991. https://doi.org/10.1177/08862605211021984.
30. *Thomas, D. E., Bradshaw, C. P., Bottiani, J. H., McDaniel, H. L., & **Debnam, K. J.** (2021). Coping Power in the City: Promoting Coping in African American Male Students. *Professional School Counseling*, *25*(1_part_4), 2156759X211040002.
31. ***Debnam, K. J.**, Milam, A., Bottiani, J., & Bradshaw, C. P. (2021). Teacher-student incongruence in perceptions of school equity: Associations with student perceived connectedness in middle and high school. *Journal of School Health, 91*(9), 706-713. DOI: 10.1111/josh.13062
32. *Diaz Ramos, N., Alvarez, C., & **Debnam, K.** (2021). Teen dating violence and the acceptability of a safety-decision aid: Perspectives from Puerto Rican youth. *Hispanic Health Care International, 19*(3):146-154. https://doi.org/10.1177/1540415320985588
33. ***Debnam, K. J.,** Edwards, K., & Cornell, D. (2021). Improving the school environment: School staff perceptions of school climate data and reporting practices. *Journal of Community Psychology, 49*(6), 1965–1982. https://doi.org/10.1002/jcop.22500
34. ***Debnam, K. J**. & Kumodzi, T. (2021). Adolescent perceptions of an interactive mobile application to respond to teen dating violence. *Journal of Interpersonal Violence, 36*(13-14), 6821-6837. https://doi.org/10.1177%2F0886260518821455.

35. *__Debnam, K. J.,__ & Mauer, V. (2021). Who, when, how, and why bystanders intervene in physical and emotional teen dating violence. *Trauma, Violence & Abuse, 22*(1), 54- 67. https://doi.org/10.1177/1524838018806505
36. Laughon, K., Bloom, T., Amar, A. F., & **Debnam, K.** (2021). Conceptualizing an approach to secondary prevention of relationship violence among college students. *Journal of American College Health, 69*(7), 798-805, https://doi.org/10.1080/07448481.2019.1706535
37. *Lindstrom Johnson, S., Alfonso, Y. N., Pas, E., **Debnam, K.,** & Bradshaw, C. P. (2020). Scaling-up positive behavioral interventions and supports: Costs and their distribution across state, districts, and schools. *School Psychology Review, 49*(4), 399-414. https://doi.org/10.1080/2372966X.2020.1777831
38. *Bradshaw, C. P., Pas, E. T., **Debnam, K. J.**, & Johnson, S. L. (2020). A randomized controlled trial of MTSS-B in high schools: Improving classroom management to prevent EBDs. *Remedial and Special Education, 42*(1), 44-59. https://doi.org/10.1177%2F0741932520966727
39. *Howard, D. E., **Debnam, K. J.**, Jones, C., Saboori, Z., Aiken, N., & O'Brien, S. A. (2020). Personal religiosity and adolescent females' characterizations of healthy dating dynamics. *Children and Teenagers.* doi:10.22158/ct.v3n2p11.
40. *Gaias, L. M., Lindstrom Johnson, S., Bottiani, J. H., **Debnam, K. J.**, & Bradshaw, C. P. (2019). Examining teachers' classroom management profiles: Incorporating a focus on culturally responsive practice. *Journal of School Psychology, 76*, 124-139. https://doi.org/10.1016/j.jsp.2019.07.017
41. *Cash, A. H., **Debnam, K. J.,** Waasdorp, T., Wahl, M., Bradshaw, C. P. (2019). Adult and student interactions in nonclassroom settings. *Journal of Educational Psychology, 111*(1), 104-117. https://doi.org/10.1037/edu0000275
42. *Pas, E., Johnson, S., **Debnam, K.,** & Bradshaw, C. (2019). Examining the relative utility of fidelity of PBIS implementation scores in relation to student outcomes. *Remedial and Special Education, 40*(1), 6-15. https://doi.org/10.1177/0741932518805192
43. *Alvarez, C., **Debnam, K.,** Clough, A., Alexander, K., & Glass, N. (2018). Responding to intimate partner violence: Healthcare providers' current practices and views on integrating a safety decision aid into primary care settings. *Research in Nursing & Health,* 1-11. https://doi.org/10.1002/nur.21853
44. *Bradshaw, C. P, Pas, E. T., Bottiani, J., **Debnam, K. J.,** Reinke, W., Herman, K., & Rosenberg, M. (2018). Promoting cultural responsivity and student engagement through double check coaching of classroom teachers: An efficacy study. *School Psychology Review, 47*(2), 118-134. https://doi.org/10.17105/SPR-2017-0119.V47-2
45. ***Debnam, K.**, Lindstrom Johnson, S., Colome', S., Bran, J., & Upadhya, K. (2018). The impact of adolescent dating violence training for primary care providers. *Journal of Pediatric Health Care, 32*(2), 19-26. https://doi.org/10.1016/j.pedhc.2017.09.004
46. ***Debnam, K. J.,** Milam, A. J., Mullen, M. M., Lacey, K., & Bradshaw, C. P. (2018). The moderating role of spirituality in the association between stress and substance use among adolescents: Differences by gender. *Journal of Youth and Adolescence, 47*(4), 818-828. https://doi.org/10.1007/s10964-017-0687-3
47. ***Debnam, K. J.**, Saha, S., & Bradshaw, C. P. (2018). Synthetic and other drug use among high school students: The role of perceived prevalence, access, and harms. *Substance Use and Misuse, 53*(12), 2069-2076. https://doi.org/10.1080/10826084.2018.1455699
48. ***Debnam, K. J.,** Howard, D. E., Garza, M. A., & Green, K. M. (2017). African American

girls' ideal dating relationship now and in the future. *Youth & society, 49*(3), 271-294. https://doi.org/10.1007/s10964-017-0687-3

49. *Lindstrom Johnson, S., Waasdorp, T. E., Cash, A. H., **Debnam, K. J.**, Milam, A. J., & Bradshaw, C. P. (2017). Assessing the association between observed school disorganization and school violence: Implications for school climate interventions. *Psychology of Violence*, *7*(2), 181. https://doi.org/10.1037/vio0000045
50. *Waasdorp, T., Berg, J., **Debnam, K. J.,** & Bradshaw, C. P. (2017). Comparing social, emotional, and behavioral health risks among youth attending public versus parochial schools. *Journal of School Violence,* 1-11, https://doi.org/10.1080/15388220.2017.1387130
51. *Bottiani, J.H., Larson, K., **Debnam, K.,** Bischoff, C., & Bradshaw, C.P. (2017). Promoting educators' use of culturally responsive practices: A systematic review of in-service interventions. *Journal of Teacher Education*, 1–19. doi:10.1177/0022487117722553
52. *Parker, E. M., Johnson, S. L., **Debnam, K. J.**, Milam, A. J., & Bradshaw, C. P. (2017). Teen dating violence victimization among high school students: A multilevel analysis of school-level risk factors. *Journal of school health*, *87*(9), 696-704. doi: 10.1111/josh.12538
53. *Howard, D. E., **Debnam, K. J.,** & Strauss, A. (2017). "I'm a stalker and proud of it": Adolescent girls' perceptions of the mixed utilities associated with internet and social networking use in their dating relationships. *Youth & Society*, 49(3), 271-294. Doi: 10.1177/0044118X14535417.
54. *Ludin, S., Bottiani, J. H., **Debnam, K.,** Solis, M. G. O., & Bradshaw, C. P. (2017). A cross-national comparison of risk factors for teen dating violence in Mexico and the United States. *Journal of youth and adolescence*, 1-13. https://doi.org/10.1007/s10964-017-0701-9
55. *Milam, A., Jones, C., **Debnam, K.,** & Bradshaw, C. P. (2017). School environments and obesity: The mediating role of personal stress. *Journal of Community Psychology*, *45*,715–726. https://doi.org/10.1002/jcop.21888
56. *Johnson, S., Pas, E. T., Loh, D., **Debnam, K.** & Bradshaw, C. P. (2016). High school teachers' openness to adopting new practices: The role of personal resources and organizational climate. *School mental health*, *9*(1), 16-27. http://dx.doi.org/10.1007/s12310-016-9201-4
57. *Parker, E. M., **Debnam, K.,** Pas, E. T., & Bradshaw, C. P. (2016). Exploring the link between alcohol and marijuana use and teen dating violence victimization among high school students: The influence of school context. *Health Education & Behavior, 43*(5):528-36. doi: 10.1177/1090198115605308
58. ***Debnam, K. J.,** Milam, A., Furr-Holden, C. Debra & Bradshaw, C. P. (2016). The role of stress and spirituality in adolescent substance use. *Substance Use and Misuse*, *51*(6), 733-741. doi: 10.3109/10826084.2016.1155224
59. ***Debnam, K. J.**, Waasdorp, T., & Bradshaw, C. P. (2016). Examining the contemporaneous occurrence of bullying and teen dating violence victimization. *School Psychology Quarterly, 31*(1), 76 -90. doi: http://dx.doi.org/10.1037/spq0000124
60. *Bradshaw, C. P, **Debnam, K. J.,** Pas, E. T., Lindstrom Johnson, S. (2015) A focus on implementation of positive behavioral interventions and supports (PBIS) in high schools: Associations with bullying and other indicators of school disorder. *School Psychology Review, 44*(4), 480-498. http://dx.doi.org/10.17105/spr-15-0105.1
61. ***Debnam, K. J.,** Pas, E. T., Bottiani, J., Cash, A., & Bradshaw, C. P. (2015). An examination of the association between observed and self-reported culturally responsive teaching practices. *Psychology in the Schools*, 52, 533-548. doi: 10.1002/pits.21845

62. *Howard, D. E, **Debnam, K. J.,** Cham, H., Czinn, A., Aiken, N., Jordan, J., & Goldman, R. (2015). The (mal) adaptive value of mid-adolescent dating relationship labels. *Journal of Primary Prevention, 36(3)*,187-203, doi: 10.1007/s10935-015-0387-2
63. *Pas, E.T., Cash, A.H., O'Brennan, L., **Debnam, K.**, & Bradshaw, C.P. (2015). Profiles of classroom behavior in high schools: Associations with teacher behavior management strategies and classroom composition. *Journal of School Psychology, 53*, 137–148, doi:10.1016/j.jsp.2014.12.005
64. *Phelan, E. A., **Debnam, K. J.,** Anderson, L. A., & Owens, S. B. (2015). A systematic review of intervention studies to prevent hospitalizations of community-dwelling older adults with dementia. *Medical Care, 53*, 207-13, doi: 10.1097/MLR.0000000000000294
65. Bradshaw, C.P., **Debnam, K.D.**, Lindstrom Johnson, S., Pas, E.T., Hershfeldt, P., Alexander, A., Barrett, S., & Leaf, P.J. (2014). Maryland's evolving system of social, emotional, and behavioral interventions in the public schools: The Maryland safe and supportive schools project. *Adolescent Psychiatry, 4*, 194-206, doi 10.2174/2210676604031409121631 20
66. *Bradshaw, C.P., Waasdorp, T.E., **Debnam, K.J.**, & Lindstrom Johnson, S. (2014). Measuring school climate: A focus on safety, engagement, and the environment. *Journal of School Health, 84*, 593-604, doi 10.1111/josh.12186
67. ***Debnam, K. J.,** Howard, D. E, & Garza, M. E. (2014). "If you don't have honesty in a relationship, then there is no relationship": African American girls' characterization of healthy dating relationships, a qualitative study. *Journal of Primary Prevention, 35*, 397-407, doi 10.1007/s10935-014-0362-3
68. ***Debnam, K. J.**, Johnson, S. L., Waasdorp, T., & Bradshaw, C. P. (2014). Equity, connection, and engagement in the school context to promote positive youth development. *Journal of Research on Adolescence, 24*, 447-459. doi: 10.1111/jora.12083
69. ***Debnam, K. J.,** Johnson, S. L., & Bradshaw, C. P. (2014). Examining the association between bullying and adolescent concerns about teen dating violence. *Journal of School Health, 84*, 421-428. doi: 10.1111/josh.12170.
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82. ***Debnam, K.** & Beck, K. H. (2011). Driving while Black: A comparison of the beliefs, concerns and behaviors of Black and White maryland drivers. *Traffic Injury Prevention, 12*, 599-603.
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Book Chapters and Special Issues Authored or Edited

85. **Debnam, K.J.,** & Duetsch, N. (forthcoming). The Selection of a Research Approach. Invited chapter in B. Bell & M. Yingling (Eds). *Handbook of Research Methods and Methodologies for the Social Sciences.*
86. 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). *Smart Discipline: How Effective School Districts Tackle Misconduct and Keep Students Learning.* Ann Arbour, MI: HiPoint Press.
87. **Debnam, K. J.** (2024). Current Issues and Emerging Needs in Teen Dating Violence Prevention. In P. Boxer & R. Travis Jr. (Eds), *The Future of Youth Violence Prevention: A mixtape for practice, policy, and research.* New Brunswick, NJ: Rutgers University Press.
88. **Debnam, K. J.,** Rogers, C. R. R., & Smith, P. (Eds.). (2024). Special Issue: Advancing Health Equity Among Black Communities. *Prevention Science, 25*(1).

89. Bottiani, J.H., Henderson Smith, L.J., Franco, M.D., Bradshaw, C.P., & **Debnam, K.J.** (2023). Triangulation of data: Using student, teacher, and parent data to improve school climate. In T.P. LaSalle (Ed.), *Creating an inclusive school climate: A school psychology model for supporting marginalized students.* Philadelphia, PA: Taylor & Francis Press.
90. Ludin, S. & **Debnam, K. J.** (2023). Prevention in primary education: effective interventions for middle and high school students. In H. W. Wilson & C. Kham (Eds.), *Facing Campus Sexual Assault and Relationship Violence With Courage: A Guide for Institutions and Clinicians on Prevention, Support, and Healing*. Washington, DC: American Psychiatric Association Publishing.
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92. **Debnam, K. J.,** Bradshaw, C. P., Pas, E. H., & Lindstrom-Johnson, S. (2015). School as a unit of analysis in group randomized controlled trials. In K. Bosworth (Ed.), *Prevention science in school settings: Complex relationships and processes*. New York: NY: Springer.
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95. Bradshaw, C., **Debnam, K.,** Martin, L., & Gill, R. (2006). Using the internet to monitor bullying and school climate. *Leadership insider: Practice perspectives on school law & policy*.

Other

96. **Debnam, K.**, Harris, J., Morris, I., Parikh, S. & Shirey, L. (2002). *Durham County Socially Isolated Older Adults – An Action Oriented Community Diagnosis: Findings and Next Steps of Action.* Department of Health Behavior and Health Education, School of Public Health, University of North Carolina at Chapel Hill. Available online at: http://www.hsl.unc.edu/phpapers/phpapers.cfm.

Editorials/Commentaries/Reviews

97. **Debnam, K. J.** & Temple, J. R. (2021). Dating Matters and the Future of Teen Dating Violence Prevention. *Prevention Science, 22*(2), 187-192. https://doi.org/10.1007/s11121-020-01169-5
98. Bottiani, J., Bradshaw, C. P., & **Debnam, K.** (2019, March 1). More Guns Are Not the Solution: Arming Teachers with Tools for Prevention and Equity by Drs. Bottiani, Bradshaw, & Debnam) [Blog post]. Retrieved from https://equityalliance.stanford.edu/content/more-guns-are-not-solution-arming- teachers-tools-prevention-and-equity

Manuscripts In Progress

Rivera, S. J., Johnson, S., **Debnam, K.**, Laughon, K. (under review). Analysis of Egocentric Networks and Mental Health Outcomes of Women Survivors of Intimate Partner Violence. *Research in Nursing & Health.*

*Shin, J., Yan, G., Gibson, J., Jones, R. Gray, M., & **Debnam, K. J.** (revise and resubmit). Associations Among Ostomy Odor, Body Image Disturbance, Anxiety, and Emotional Well-being in Colorectal Cancer Survivors with Ostomies. *Supportive Care in Cancer*.

Debnam, K. J., Pandey, T., Coletti, M., Leath, S., & Avery, L. (revise and resubmit). "I bring peace": Cultural assets as facilitators to young Black women's healthy romantic relationship dynamics. *Journal of Adolescent Research.*

Bottiani, J., Oppenheim, S., Johnson, K., Debnam, K., Bradshaw, C., & Pas, E. (under review). Optimizing Systems to Promote the Implementation of Social and Emotional Learning and Wellness Programming in High Schools. *Implementation Research and Practice.*

GRANTS

External Grants Awarded

National Institutes of Health (R21MD018110): *Mapping the contours of teen dating violence: An ecologically-informed grounded theory approach to understanding romantic relationship development among Black girls.* (9/27/22-5/30/26) ($444,000)
Role: **Principal Investigator**
Objective: To develop a theoretical story of the external and structural influences on romantic relationships for Black girls as well as the cultural assets they garner to sustain or end their relationships.

National Institutes of Health (R01HD112411): *Sexual health behaviors among US adolescents and young adults* (9/2024-5/2028) (PI: Kimberly Nelson and Debby Herbenick) ($724,358)
Role: Co-Investigator **(Subcontract PI)**
Objective: This sequential explanatory mixed-methods study will provide critical information about the prevalence, correlates, and consequences of rough sex, including how rough sex relates to the mental and sexual health of adolescents and young adults in the United States.

Institute of Education Sciences (R305A220212): *Development and Validation of the Culturally- and Racial Equity-Sustaining (CARES) Classroom Assessment System* (7/1/22-6/30/26) (PIs: Jessika Bottiani & Katrina Debnam) ($1,999,969)
Role: **Co-Principal Investigator**
Objective: The purpose of this project is to extend, refine, and validate a measurement system to assess culturally- and racial equity-sustaining (CARES) practices in the classroom. We will iteratively refine and validate the multi-rater CARES classroom assessment system to be a streamlined, psychometrically sound, and useful to teachers as a source of professional development feedback.

William T. Grant Foundation: *Bridging Institutions to Close Youth Opportunity Gaps* (9/2023 – 8/2026) (PI: Ben Allen)
Role: Mid-Career research fellow
Objective: This grant will strengthen an emerging partnership between the University of Virginia and Albemarle County Public Schools and reduce barriers to college and career readiness for youth of color and youth from low-income backgrounds from the local community surrounding the university.

William T. Grant Foundation (201930): *W.T. Grant Foundation Mixed Methods Consultancy* (3/2021 – 6/2026) (PIs: Katrina Debnam & Nancy Deutsch) (265,000)
Role: **Co-Principal Investigator**
Objective: To lead the Foundation's mixed methods consultancy including individual consulting with grantees/applicants, and host mixed methods workshops, guide researchers towards designs, data types, and analytic approaches that reflect a diversity of content-specific goals and aims.

Institute of Educational Sciences (R305A240235): *Testing the Efficacy of Double Check Online Coaching: A Culturally Responsive Student Engagement Model* (07/01/2024- 06/30/2029) (PI: Catherine Bradshaw) ($3,999,138)
Role: **Co-Investigator**
Objective: To test an online adaptation of Double Check, a coaching model for supporting teachers use of culturally responsive student engagement practices to reduce disproportionality in exclusionary discipline.

National Institutes of Health (R21MD016967): *A measurement development and validation study of the Strong Black Woman Schema in Intimate Partnerships Scale (SBWS-IP).* (8/7/22-6/30/26) (MPI: Lanice Avery) ($432,000)
Role: **Co-Principal Investigator**
Objective: To develop a psychometric tool that effectively assesses the qualities of Strong Black Woman Schema in Intimate Partnerships (SBWS-IP) and to test the intermediary pathways through which internalization of this negative gendered-racial stereotype is linked with intimate partner victimization and help seeking behaviors.

National Institutes of Health (1R01MDO13808-01):*R-CITY: Reducing Racism and Violence through Collaborative Intervention with Teachers and Youth.* (7/1/19-11/30/25) (PI: Catherine Bradshaw)
Role: Co-Investigator
Objective: To conduct a RCT of the R-CITY model for preventing and eliminating racism and bias in 40 Baltimore city middle schools. Assess impact on youth violence and risk factors for co-occurring mental health concerns.

Completed External Awards

Terminated ---National Institute of Justice (15PNIJ-23-GG-01380-REVA): *Positive Adolescent Interpersonal Relationships (PAIR): A Community-Based STRiV Study* (1/1/24-12/31/28) (PIs: Elizabeth Mumford & Michelle Johns; National Opinion Research Center)
Role: Consultant; Co-Investigator

Objective: The Positive Adolescent Interpersonal Relationships (PAIR) Study is designed to elucidate modifiable factors at the individual and interpersonal relationship levels as well as identify concerns that may be responsive to intervention and secondary prevention at the community and societal levels early in the transition from childhood to adolescence.

Institute of Educational Sciences (R305C190014): *Enhancing the Capacity of Rural Schools to Identify, Prevent, and Intervene in Youth Mental Health Concerns* (2/1/19-1/31/25) (PI: Wendy Reinke)
Role: Co-Investigator
Objective: To expand, refine, and integrate a suite of online tools and supports for rural school mental health into a comprehensive online early identification and training system.

Institute of Education Sciences (R305A190116): *Leveraging Restorative Practices to Enhance Social Emotional Learning and High School Student Engagement* (7/2020-6/2025) (PI: Elise Pas)
Role: Co-Investigator
Objective: To develop, refine, and pilot test Spiral Up!, a preventive classroom intervention for delivery in 9th and 10^{th} grades that integrates restorative practices and social emotional learning

Institute of Education Sciences (R305A190116): *Coping Power for Rural Middle Schoolers: A Tiered Approach to Increasing Behavioral and Mental Health Supports & Reducing Disparities.* (7/1/19–6/30/25) (PI: Catherine Bradshaw)
Role: Co-Investigator
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.

Institute of Education Sciences (R305A150221): *Testing the Efficacy of Double Check: A Cultural Proficiency Professional Development Model in Middle Schools* (7/1/15-9/30/23) (PI: Catherine Bradshaw) ($3,496,525)
Role: **Co-Principal Investigator**
Objective: To determine the efficacy of an integrated model of data-based decision-making, cultural proficiency, and coaching to support student engagement and classroom management, in order to reduce disproportionality in special education referrals and other discipline data.

National Institute of Justice (2020-RF-CX-0002): *Statewide Implementation of School Threat Assessment in Florida* (1/2021-12/2023) (PI: Jennifer Maeng)
Role: Co-Investigator
Objective: To examine threat assessment training and implementation, the kinds of threats identified statewide, and whether threats are resolved without violence using mixed methods. Of special interest is whether threat assessment is conducted without disproportionate negative consequences for students across diverse groups defined by race, ethnicity, and disability status.

Institute of Education Sciences (R305A180111): *Identifying discrete and malleable indicators of culturally responsive instruction and discipline* (07/01/2018-07/30/2023) (PI: Keith Herman)

Role: Co-Investigator
Objective: This project will build on the Double Check framework of culturally responsive practices (CRPs) to: a) define and specify discrete indicators of CRPs using an iterative, mixed methods approach; confirm and refine teacher and student surveys and classroom direct observation tools to measure these discrete indicators; and c) develop, refine, and evaluate a theory of change linking these malleable indicators of CRPs with student academic and behavioral outcomes.

National Institute of Justice (2017-CK-BX-0007): *Improvement of School Climate Assessment in Virginia Secondary Schools* (1/1/18-12/31/21) (PI: Dewey Cornell)
Role: Co-Investigator
Objective: To improve school climate assessment in Virginia secondary schools

National Institute of Justice: (2015-CK-BX-0023) *Coping Power in the City: Promoting Safety and Coping Skills in Baltimore City High Schools* (1/1/16 – 12/31/21) (Research PI: Catherine Bradshaw & Site PI: Amanda Ellison)
Role: Co-Investigator
Objective: To increase safety and reduce rates of violence, discipline problems, and related mental health concerns among City Schools 9th graders. It includes two components: (1) A research-based, multi-component preventive intervention called Coping Power; and, (2) a training series for City Schools police force that utilizes data collected through upgraded video surveillance technology.

W.T. Grant Foundation: *Implementing State-Level Policy Reform to Eliminate School Discipline Disparities: A Mixed Methods Examination of Effectiveness and Lessons Learned* (4/1/18-3/31/21) (PI: Jessika Bottiani)
Role: Co-Investigator
Objective: To examine if a state-level policy initiative that targets school discipline disparities on the basis of race reduce inequality in student outcomes

National Institute of Justice: (2014-CK-BX-005) *Comprehensive Assessment of School Climate to Improve Safety in Maryland Middle Schools* (1/1/15 – 12/31/18) (PI: Catherine Bradshaw)
Role: Co-Investigator
Objective: Randomized controlled trial to examine the efficacy, costs, and benefits of an augmented version of Positive Behavioral Interventions and Supports, which provides personnel with safety (e.g., surveys, observations) and climate data, technical assistance, and training in evidence-based interventions.

U.S. Department of Education: (R305A140070) *Testing the Efficacy of a Developmentally-Informed Coping Power Program in Middle Schools* (7/1/14-6/30/18) (PI: Catherine Bradshaw)
Role: Co-Investigator
Objective: To determine the effectiveness of a modified version of the Early Adolescent Coping Power on middle school student achievement and behavior and the extent to which these effects are moderated by student demographics and parent participation in the intervention.

Johns Hopkins Bloomberg School of Public Health, Urban Health Institute: Utilizing Healthcare

Providers to Interrupt the Cycle of Violence in Urban Communities (1/1/15-6/30/16) ($10,000)
Role: **Principal Investigator**
Objective: To refine and evaluate the usability and feasibility of a teen dating violence training module and screening tool for health care providers.

William T. Grant Foundation *Observing the Setting-level Impact of a High School Behavioral Change Intervention: A 60 School Randomized Trial* Funding Period (10/15/11-10/14/15) (PI: Catherine Bradshaw)
Role: Co-Investigator
Objective: Collect observational data on student behavior, classroom context, and school climate in conjunction with the 60 high school randomized trial of the Maryland Safe and Supportive Schools grant.

U.S. Department of Education: *Maryland's Safe and Supportive Schools Project* (10/1/10-9/30/15) (PI: Catherine Bradshaw)
Role: Co-Investigator
Objective: Develop a statewide system for monitoring school climate and safety, and conduct a 4-year randomized controlled trial of a three-tiered prevention model in 60 high schools.

Institute of Education Sciences (R324A110107): *Double Check: A Cultural Proficiency and Student Engagement Model* (5/1/11-4/30/15) (PI: Catherine Bradshaw)
Role: Co-Investigator
Objective: Develop and feasibility test an integrated model of data-based decision-making, cultural proficiency, and coaching to support student engagement and classroom management, in order to reduce disproportionality in special education referrals and other discipline data.

Diversity Supplement, National Institute of Child Health & Human Development (R03HD057984): *Girls Healthy Dating Relationship Study* (1/15/2010 - 12/31/2012) ($72,786)
Role: **Principal Investigator**
Objective: Examine factors that shape adolescent girls' conceptualizations of healthy and harmful dating relationships.

Institute of Education Sciences (IES), U.S. Department of Education (R324A07118): *Testing the Impact of PBIS Plus* (5/1/07-4/31/12) (PI: Philip Leaf)
Role: Project Manager
Objective: Conduct a four-year randomized controlled trial in 45 elementary schools to test the efficacy of an expanded version of Maryland's Positive Behavioral Interventions and Supports (PBIS) Initiative which includes training on a simplified version of functional behavioral assessment.

National Institute of Mental Health (1R01MH67948): *MH Outcomes of PBIS Whole School Intervention*
Funding Period 8/17/04-11/30/09 (PI: Philip Leaf)
Role: Project Coordinator
Objective: Determine the effectiveness of the Positive Behavioral Interventions and Support (PBIS) strategy in reducing disruptive and aggressive behavior.

Hamilton Fish Institute on School and Community Violence (941-2150): *Building District-Level School Violence Prevention Capacity through Web-Based Assessment and Monitoring*
Funding Period 1/1/06-9/30/06 (PI: Catherine Bradshaw)
Role: Research Assistant
Objective: Facilitate use of data in selecting evidence-based violence prevention practices and develop the district-wide infrastructure to evaluate school violence prevention efforts.

PRESENTATIONS

National and International Presentations

Invited *Research Presentations*

Debnam, K. J. (2026, January). *From Partnership to Practice: Developing Double Check Through Community Engagement.* Social, Personality, and Social Development colloquium, Department of Psychology, University of Calgary, Calgary, Alberta, Canada.

Debnam, K. J. & Avery. L. R. (2026, January). *Centering Health Equity and Youth Voice: How Strong Black Woman Schema Shapes IPV Help-Seeking and Mental Health Outcomes Among Young Black Women.* O'Brien Institute for Public Health, University of Calgary, Calgary, Alberta, Canada.

Debnam, K. J. (2025, June). *Sustaining School Engagement to Improve Adolescent Health*. National Institute of Nursing Research: Advancing Nursing Research to Support Healthy School Environments for All, Panel 1-School Health Environments: Research Successes, Gaps, and Opportunities. Washington, DC.

Debnam, K. J. & Avery, L. R. (2024, May). *Using mixed methods to develop and validate the Strong Black Woman Schema in Intimate Partnerships scale*. 2024 Annual Meeting of the Society for Prevention Research, ECPN Session II: Mixed Methods Research: Effective Integration of Qualitative and Quantitative Methodology, Washington, DC.

Debnam, K. J., Bradshaw, C. P., Pas, E. T., & Kaihoi, C. (2023, February). *Testing the Efficacy of Double Check: A Culturally Responsive Professional Development Model for Middle Schools.* School Mental Health Collaborative, University of Wisconsin-Madison, Madison, WI.

Debnam, K,J., & Henderson Smith, L. (2022, July). *Increasing Cultural Responsiveness through Double Check*. [Pre-recorded Presentation]. Robert Wood Johnson Foundation School District Leader Conference on Reducing Exclusionary Punishment and Racial/Ethnic Disparities in Discipline. Chicago, IL.

Debnam, K. J. (2021, March). *Black Adolescents and the Future of Teen Dating Violence Prevention.* Promoting Relationships and Eliminating Violence Network (PrevNet) Conference for the Public Health Agency of Canada, Calgary, Alberta, Canada.

Debnam, K. J. (2019, May). *R-CITY: Reducing Racism and Violence through Collaborative Intervention with Teachers and Youth.* Diversity Network Committee Symposium, 2019 Society for Prevention Research Annual Meeting, San Francisco, CA.

Debnam, K. J. (2018, March). *Double Check: A Model for Promoting Cultural Responsiveness & Equitable Practices in Schools.* Diversity and Inclusion Science Initiative Speaker Series, Arizona State University, Tempe, AZ.

Debnam, K. J. (2016, April). *Understanding and Preventing Teen Dating Violence.* School of Public Health, Morgan State University, Baltimore, MD.

Debnam, K. J. (2016, February). *The Social-Ecological Framework in Practice: Understanding and Preventing Youth Violence.* University of Virginia, Charlottesville, VA.

Debnam, K. J. (2015, October). *Double Check: A Cultural Proficiency and Academic Engagement Model - A Model for Promoting Cultural Proficiency and Equitable Practices in Schools.* University of North Carolina at Charlotte, Charlotte, NC.

Debnam, K. J. (2015, October). *Preventing Teen Violence: Socializing Influences on Healthy Dating Relationships.* Collegium of Scholars Symposium, University of Maryland, Center for Health Equity.

Debnam, K. J. (2012, December). *Socializing Factors that Shape Healthy Teen Dating Relationships*. Special Topics in Violence Research, School of Nursing, Johns Hopkins University.

Debnam, K. J. (2012, May). *Qualitative Methods*. Advanced Research Methods in Health, Department of Public and Community Health, University of Maryland, College Park, MD.

Debnam, K. J. (2010, May). *Prevention of Mental & Behavioral Health Problems In Schools: The Positive Behavioral Interventions and Supports Model*. Centers for Disease Control and Prevention - Research Initiatives for Student Enhancement (RISE) orientation, Kennedy Krieger Institute, Baltimore, MD.

Debnam, K. J. (2010, April). *Prevention of Mental & Behavioral Health Problems In Schools: The Positive Behavioral Interventions and Supports Model*. Principles of Community Health I, Department of Public and Community Health, University of Maryland, College Park, MD.

Bradshaw, C.P. & **Debnam, K.** (2005, November). *Positive Behavioral Supports and Interventions (PBIS): Prevention Science in Maryland Schools.* Department of Psychology, Morgan State University, Baltimore, MD.

Oral Presentations at Selected Scientific Meetings (all peer reviewed, ^=presenter)

Avery, L.,^ **Debnam, K.,** & Schmidt, K. (2025, November). *From margin to center: An intersectional approach to exploring the role of strong Black woman schema endorsement in Black women's IPV-related help seeking behaviors*. Oral presentation at the 2025 American Public Health Association Conference, Washington, DC.

Debnam, K. J., ^ Stevens, T., Coletti, M., Pandey, T., Avery, L. R., & Leath, S. (2025, October). *Mapping the contours of adolescent dating abuse: Using situational analysis to understand structural influences on romantic relationship development among young Black women.* 2025 Nursing Network on Violence Against Women International Conference. Niagara Falls, ON, Canada.

Debnam, K. J. ^ (2025, May). *Mapping the contours of adolescent dating abuse: Using situational analysis to understanding romantic relationship development among young Black women.* In L. Gaias (Chair), Beyond Content Coding: Innovative Qualitative Methods in Prevention Science to Advance Health Justice. [Symposium]. 2025 Annual Meeting of the Society of Prevention Research. Seattle, Washington.

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.

Debnam, K. J. (2025, September 9-11). *Mapping the contours of adolescent dating abuse: Using situational analysis to understand structural influences on romantic relationship development among young Black women* [Conference session] Futures Without Violence Conference on Health, San Francisco, CA. (Conference canceled)

Hu, C.^ & **Debnam, K. J. (**2025, April). Navigating the politics of race, research, and role in a university-school district research-practice partnership. In L. A. Catelli (Chair), School-University Partnership Paper Session: From Building to Evaluating Effective Research-Practice Partnerships. [Symposium]. 2025 Annual Meeting of the American Educational Research Association. Denver, Colorado.

Debnam, K. J., ^ Pandey, T., Avery, L. R., & Leath, S. (2024, November). *Cultural assets as facilitators to young Black women's romantic relationship development.* 2024 Nursing Network on Violence Against Women International Conference. Phuket, Thailand.

Debnam, K. J., ^ Henderson Smith, L., McCree, N., Aguayo, D., Chung, E., & Bottiani, J. (2024, April). *Student perceptions of a student feedback tool to assess teachers' use of culturally responsive and sustaining practices: Findings from cognitive interviews*. 2024 Annual Meeting of the Society for Research on Adolescence. Chicago, IL.

Pas. E., ^ **Debnam, K.,** Bottiani, J., & Bradshaw, C. (2024, April). *A Research-Practitioner Partnership to Develop "Well Connected: A High School Wellness Program."* 2024 Annual Meeting of the American Educational Research Association. Philadelphia, PA.

Debnam, K. J.,^ Shin, J., & Milam, A. (2023, June). *Religious coping styles used by young Black women who experience intimate partner violence.* Oral presentation at the 2023 Society for Prevention Research Annual Meeting. Washington, D.C.

Bottiani, J.H.,^ **Debnam, K.,** Kaihoi, Henderson Smith, L., Pandey, T., Aguayo, D. Bradshaw, C.P., Herman, K. (2023, June). 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.

Bradshaw, C.P.,^ McDaniel, H., Pas. E., **Debnam, K.,** Bottiani, J., Lochman, J. E., Powell, N., & Ialongo, N. (2023, March). *Preventing Behavioral and Mental Health Problems in Middle Schoolers: Student- and Teacher-rated Effects of the Early Adolescent Coping Power Program*. Society for Research on Adolescence, San Diego, CA.

Bradshaw, C.P., McDaniel, H., Bottiani, J., Thomas, D., & **Debnam, K.^** (2023, March). *Promoting Healthy Coping among Urban High Schoolers: Findings from The Coping Power in the City Project*. Society for Research on Adolescence, San Diego, CA.

Henderson Smith, L.,^ Aguayo, D., Pandey, T., Reinke, W., Herman, K., & **Debnam, K.** (2023, March). *How Can Teachers Improve? Using Culturally Responsive Frameworks to Examine Adolescent Perspectives.* [Flash Talk]. Society for Research on Adolescence, San Diego, CA.

Bradshaw, C.P.,^ **Debnam, K. J.**, Henderson Smith, L., & Rouiller, S. (2023, March). *Increasing Cultural Responsiveness Through Double Check Coaching On-Line*. Council for Exceptional Children, Louisville, KT.

Debnam, K. J.,^ McDaniel, H., & Xu, Gillian. (2022, November). *Teacher bystander reactions to adolescent dating abuse among students.* Oral presentation at the 2022 American

Public Health Association Conference, Boston, MA.

Bradshaw, C. P.^**,** Pas, E., Lindstrom Johnson, S., Kaihoi, C., & **Debnam, K.J.**. (2022, June). *Comprehensive Assessment of School Climate to Improve Safety in Maryland Middle Schools: Findings from an RCT of MTSS-B.* Oral presentation at the 2022 Society for Prevention Research Annual Meeting, Seattle, WA.

Debnam, K.J.^, Camacho, D., Henderson, L., & Bottiani, J.H. (2022, June). *"A social worker…teacher…principal -- we're everybody": The School Police Officer Role in Schools.* Oral presentation at the 2022 Society for Prevention Research Annual Meeting, Seattle, WA.

Aguayo, D., Herman, K., **Debnam, K. J.,** ^ McCree, N., Reinke, W., (2022, May). *Students' Voices in Defining Culturally Responsive Practices (CRPs) in the Classroom: Implications for Observing and Coaching Teacher Use of CRPs.* Paper presented at the Society for Research in Child Development's Special Topic Meeting entitled the Construction of the 'Other': Development, Consequences, and Applied Implications of Racism, Prejudice, and Discrimination.

Bradshaw, C. P., **Debnam, K. J.**,^ Bottiani, J., Pas, E. T., & Kaihoi, C. (2022, May). *Promoting Cultural Proficiency and Student Engagement through Coaching of Classroom Teachers: An Efficacy Study of Double Check in Middle Schools.* Paper presented at the Society for Research in Child Development's Special Topic Meeting entitled the Construction of the 'Other': Development, Consequences, and Applied Implications of Racism, Prejudice, and Discrimination.

Debnam, K. J.^ & Bradshaw, C. P. (2020, October). *Promoting culturally responsive practices to reduce disparities in school discipline: The Double Check Framework.* Paper presented at the 2020 Advancing School Mental Health Conference.

Debnam, K. J.^ & Milam, A. (accepted). *The protective role of racial identity for dating violence experiences among black female adolescents.* [Conference session] National Conference on Health and Domestic Violence, Chicago, IL.

Debnam, K. J., ^ Milam, A., Bottiani, J., & Bradshaw, C. P. (2020, March 18-21). *Teacher-Student Incongruence in Perceptions of School Equity: Associations with Student Perceived Connectedness in Middle and High School* [Conference session] Society for Research on Adolescence Biennial Meeting, San Diego,
CA. https://convention2.allacademic.com/one/sra/sra20/ (Conference canceled)

Debnam, K. J. ^ & Milam, A. (2020, March 18-21). *Racial identity and dating violence victimization among Black female adolescents.* [Conference session] Society for Research on Adolescence Biennial Meeting, San Diego,
CA. https://convention2.allacademic.com/one/sra/sra20/ (Conference canceled)

Maeng, J. L., ^ **Debnam, K.**, Edwards, K. D. & Cornell, D. G. (2020, Apr 17 - 21) *Educational Leaders' Perceptions of School Climate Data* [Roundtable Session]. AERA Annual Meeting San Francisco, CA http://tinyurl.com/rtfkazv (Conference Canceled)

Debnam, K. J., ^ Milam, A., Bottiani, J., Bradshaw, C. P. (2019, May). *Teacher-Student Incongruence in Perceptions of School Equity: Associations with Student Perceived Connectedness in Middle and High School*. Paper presented at the 2019 Society for Prevention Research Annual Meeting, San Francisco, CA.

Debnam, K. J., ^ Edwards, K., Maeng, J., & Cornell, D. (2019, May). *Educational leaders' perceptions and uses of school climate data.* Paper presented at the 2019 Society for Prevention Research Annual Meeting, San Francisco, CA.

Bradshaw, C.P., ^ **Debnam, K.J.,** Bottiani, J.H. Thomas, D. (2018, May). *Identifying and intervening with at-risk urban high school students through the Coping Power in the City model.* Oral presentation at the 2018 Society for Prevention Research Annual Meeting, Washington, D.C.

Debnam, K. J., ^ Pas, E., Bottiani, J., & Bradshaw, C. P. (2018, March). *Promoting Cultural Responsivity and Student Engagement through Double Check Coaching of Classroom Teachers: An Efficacy Study.* Paper presented at the 2018 biennial conference of the Society for Research on Adolescence, Minneapolis, MN.

Gaias, L. M., ^ Lindstrom Johnson, S., **Debnam, K. J.,** Bottiani, J. H., & Bradshaw, C. (2018, May). *A person-centered approach to understanding teacher's culturally responsive practices*. Paper presentation at the 2018 Society for Prevention Research Annual Meeting, Washington, DC.

Bradshaw, C. P., ^ Bottiani, J., Nguyen, A. J., Pas, E. T.**, Debnam, K. J.,** & Lochman, J. E. (2017, June). *Getting under the skin: Exploring physiological indicators of program engagement in the Early Adolescent Coping Power program*. Paper presented at the annual meeting of the Society for Prevention Research, Washington, DC.

Lochman, J. E., ^ Bradshaw, C. P., Powell, N., **Debnam, K. J.,** Pas, E. T., Nguyen, A. J., & Ialongo, N. S. (2017, June). *Preventing bullying and externalizing problems in middle schoolers: Preliminary effects of the Early Adolescent Coping Power program.* Paper presented at the annual meeting of the Society for Prevention Research, Washington, DC

Debnam, K., ^ Cash, A., Waasdorp, T., Wahl, M., & Bradshaw, C. P. (2017, May).*Understanding Adult and Student Interactions in Nonclassroom Settings*. Paper presented at the Society for Prevention Research, Washington, D.C.

Thomas, D. E., ^ **Debnam, K.,** Bradshaw, C. & Holland, A. (2017, May). *The Role of School Police Officers in Collaborative Preventive-Intervention Efforts in Baltimore City High Schools.* Paper presented at NIJ Comprehensive School Safety Initiative Conference, Alexandria, VA.

Bottiani, J.H., ^ Bradshaw, C.P., **Debnam, K. J.**, Larson, K.E. (2017, April). *The Role of Teacher Job-Related Stress, Burnout, and Racial/Ethnic Composition in Observed Student-Teacher Classroom Interactions.* Paper presented at the Society for Research in Child Development Biennial Meeting, Austin, TX.

Bradshaw, C. P.,^ Pas, E. T., **Debnam, K.,** & Lindstrom Johnson, S. (2017, February). *Improving school climate through Maryland Safe and Supportive Schools (MDS3): Middle and high school initiatives.* Paper presented at the annual convention of the National Association of School Psychologists, San Antonio, TX.

Bradshaw, C. P,^ Pas, E. T., **Debnam, K. J.,** & Lindstrom Johnson, S. (2017, February). *A Focus on implementation of Positive Behavioral Interventions and Supports (PBIS) in high schools: Associations with bullying and other indicators of school disorder.* Paper presented at the annual convention of the National Association of School Psychologists, San Antonio, TX.

Bradshaw, C. P.,^ **Debnam, K.,** Pas, E., & Bottiani, J. (2016, October). *Reducing Disproportionality in Disciplinary Data through the Double Check Cultural Proficiency and Student Engagement Model.* Paper presented at the 21st Annual Conference on Advancing School Mental Health, San Diego, CA.

Debnam, K.,^ Saha, S., & Bradshaw, C. P. (2016, March). K2, spice, and bath salt use among adolescents: Perceptions of prevalence, access, and harm as risk factors for use. Paper

presented at the bi-annual conference of the Society for Research on Adolescence, Baltimore, MD.

Bradshaw, C. P., Pas, E. T., & **Debnam, K.** ^ (2016, March). Increasing cultural proficiency and student engagement to reduce discipline gaps: Findings from a randomized study. Paper presented at the bi-annual conference of the Society for Research on Adolescence, Baltimore, MD.

Debnam, K. J., ^ Bradshaw, C. P., Pas, E. T., Dolan, V., & Lane, K. (2016, March). *Double Check: A Randomized Study to Increase Cultural Responsiveness and Student Engagement.* Paper presented at the annual conference of Association for Positive Behavior Support, San Francisco, CA.

Bradshaw, C., ^ Pas, E., & **Debnam, K.** (2016, March). *Double Check: A model for promoting cultural proficiency and equitable practices in schools.* Invited presentation at the Banff School Mental Health Conference, Banff, Canada.

Parker, E., ^ **Debnam, K.,** Furr-Holden, D., & Bradshaw, C. P. (2015, June) *Exploring the effects of alcohol and marijuana use on experience of teen dating violence among high school students in Maryland.* Paper presented at the annual conference for the College on Problems of Drug Dependence, Phoenix, AZ.

Bradshaw, C. P., Lindstrom Johnson, S., **Debnam, K.,** ^ Pas, E., & Waasdorp, T. (2015, May). *Comprehensive assessment of school climate to improve safety in Maryland middle schools*. Paper presented at the annual conference of the Society for Prevention Research, Washington, DC.

Bradshaw, C. P., ^ **Debnam, K.,** Pas, E**.**, Rosenberg, M., Reinke, W., & Herman, K. (2015, March). *Coaching teachers in cultural proficiency: The Double Check model.* Paper presented at the annual conference of the National Association for School Psychologists, Orlando, FL.

Bradshaw, C. P., ^ Hershfeldt, P., Lindstrom Johnson, S., **Debnam, K.**, & Alexander, A. (2015, February). *Developing and Sustaining an Internet-based Decision-support System to Prevent Behavioral and Mental Health Problems in High Schools.* Paper presented at the annual conference for the National Association of School Psychologists, Orlando, FL.

Debnam, K. J., ^Waasdorp, T., & Bradshaw, C. P. (2014, May). Examining the Association Between Forms of Bullying and Teen Dating Violence Victimization. Paper presented at the Society for Prevention Research. Washington, DC.

Debnam, K. J., ^ Pas, E. T., Bottiani, J., Cash, A., & Bradshaw, C. P. (2014, March). *An Examination of the Association between Observed and Self-Reported Culturally Proficient Teaching Practices.* Paper presented at the annual conference for the Society for Research on Adolescence, Austin, TX.

Johnson, S. L., ^ **Debnam, K. J.,** Waasdorp, T. E., & Bradshaw, C. P. (2014, March). *Equity, Connection and Engagement in the School Context to Promote Positive Youth.* Paper presented at the annual conference for the Society for Research on Adolescence, Austin, TX.

Pas, E.T., ^ **Debnam, K.,** & Bradshaw, C. (2014, February). *Multi-tiered interventions: Fidelity, facilitators, and barriers*. Paper presented at the annual conference for the National Association of School Psychologists, Washington, DC.

Debnam, K. J., ^ Pas, E., Hulleman, C. & Bradshaw, C. P. (2013, May). *Assessing Fidelity of Interventions in Schools Using a Multi-tiered Prevention Framework.* Paper presented at the Society for Prevention Research. San Francisco, CA.

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

Debnam, K. J., ^ Johnson, S. L., & Bradshaw, C. P. (2013, April). *Examining the Association between Bullying and Adolescent Concerns about Teen Dating Violence.* Paper presented at the Society for Research on Child Development. Seattle, WA.

Johnson, S. L., ^ Waasdorp, T., **Debnam, K. J.,** & Bradshaw, C. P. (2013, April). *The Role of Bystander Perceptions and School Climate in Influencing Victims Responses to Bullying.* Paper presented at the Society for Research on Child Development. Seattle, WA.

Debnam, K. J., ^ Howard, D. E., Garza, M. A., & Green, K. M. (2013, April). *African American Girls' Ideal Dating Relationship Now and In the Future: Implications for the Prevention of Teen Dating Violence.* Paper presented at the Society for Research on Child Development. Seattle, WA.

Debnam, K.J., ^ Bradshaw, C.P., & Bottiani, J.H. (2012, December). *Double Check: A Model for Decreasing Disproportionality in School Discipline and Increasing Student Engagement.* Paper presented at the 2012 Summit on the Science of Eliminating Health Disparities (sponsored by the National Institutes of Health), National Harbor, MD.

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

Hershfeldt, P. A., ^ Bradshaw, C. P., & **Debnam, K.** (2010, March). *Addressing disproportionality through PBIS: The Double-Check Model.* Annual meeting of the Association for Positive Behavior Supports, St. Louis, MO.

Debnam, K., ^ & Holt, C. L. (2009, April). *Increasing Colon and Prostate Cancer Knowledge: Preliminary Findings from the Barbershop Project.* Paper presented at University of Maryland, Graduate Research Interaction Day, College Park, MD.

Peasant, C., ^ J., **Debnam, K.**, & Bradshaw, C. P. (2009, November). *Relationship between school organizational health and teacher efficacy: Implications for minority disparities in special education services.* Paper presented at the annual meeting of the *American Public Health Association.* Philadelphia, PA.

Bradshaw, C. P., ^ **Debnam K. J.**, Martin, L., & Gill, R. (2006). Assessing Rates and Characteristics of Bullying through an Internet-Based Survey System. Paper presented at the annual meeting of the *Hamilton Fish Institute Persistently Safe Schools Conference 2006: Collaborating with Students, Families, and Communities*, Washington, DC.

Local and Regional Presentations (*invited*)

Debnam, K. (2020, January). *School Discipline Disparities.* Panelist, UVA Equity Center, Healing Hate Conference: A Public Health Perspective on Civil Rights in America.

Debnam, K. (2019, February). *What does a culturally responsive teacher look like?* Oral presentation to UVA, School of Education & Human Development: Cups & Conversations.

Debnam, K. (2018, May). *A Public Health Approach to Preventing School and Community Violence*. Oral presentation to the School Safety workgroup of the Virginia Education Association.

Debnam, K. (2018, April). *A Comprehensive Public Health Approach to Preventing School and*

Community Violence. Oral presentation at the Annual Meeting of the Virginia Public Health Association.

POSTER PRESENTATIONS

Pas, E., Debnam, K., Bradshaw, C., & Bottiani, J. (2025, November). Development and Preliminary Impacts of Well Connected (c) in High Schools. Poster presented at the 2025 annual meeting of the American Public Health Association. Washington, DC.

Debnam, K. J. ^ Avery, L. R. (2024, May). *Development of the Strong Black Woman Schema in Intimate Partnerships Scale: Findings from Cognitive Interviews*. Poster presented at the 2024 Annual Meeting of the Society for Prevention Research. Washington, DC.

Debnam, K. J. & Milam, A. (2019, November). *Racial identity and dating violence victimization among Black female adolescents.* Poster presented at the annual meeting of the Society for African American Public Health Issues.

Debnam, K. J., Nguyen, A., Pas, E., & Bradshaw, C. P. (2018, November). *The influence of parental conflict resolution strategies on adolescent adjustment and functioning.* Poster presented at the annual meeting for the American Public Health Association.

Debnam, K. J., Pas, E., Bottiani, J., & Bradshaw, C. P. (2018, January). *Double Check: A Model for Promoting Cultural Responsiveness & Equitable Practices in Schools.* Poster presented at the Institute for Education Sciences Principal Investigator conference.

Bottiani, J., Lindstrom Johnson, S., **Debnam, K.,** Bradshaw, C.P (2017, May). *Triangulating School Climate: Areas of Convergence and Divergence in Multilevel Perspective.* Poster presented at the Society for Prevention Research, Washington, DC.

Debnam, K., Bottiani, J., Pas, E., & Bradshaw, C. P. (2016, October). *The Double Check Framework: Engaging Black Students in the Classroom.* Poster presented at the Society for Research in Child Development's Special Topic meeting on Babies, Boys, and Men of Color.

Bottiani, J., **Debnam, K.,** Pas, E., & Bradshaw, C. P. (2016, October). *Understanding Views of School Equity and Culturally Responsive Practices in Boys of Color: the Role of Racial/Ethnic Belonging.* Poster presented at the Society for Research in Child Development's Special Topic meeting on Babies, Boys, and Men of Color.

Jones, C., Milam, A., & **Debnam, K.** (2015, November). *Pathways to Obesity: A socio-ecological examination of the relationship between school climate stressors and weight status.* Poster presented at the annual Obesity Society conference, Los Angelos, CA.

Debnam, K., Lindstrom Johnson, S., Colome', S., *Bran, J., & Upadhya, K. (2016, October). *Utilizing An Urban Healthcare Setting to Prevent Teen Dating Violence: Evaluation Of Outcomes From A Pilot Study.* Poster presented at the annual meeting of American Public Health Association.

Parker, E.M., Lindstrom Johnson, S., **Debnam, K.,** & Bradshaw, C. (2014, November). *Examining the link between alcohol use, alcohol outlet density, social disorder, and teen dating violence victimization.* Poster presentation. American Public Health Association. New Orleans, LA.

Parker, E.M., Bradshaw, C., **Debnam, K.,** & Milam, A.J. (2014, June). *Exploring the effects of alcohol and marijuana use on experience of teen dating violence among high school students in Maryland.* Poster presentation. The College on Problems of Drug Dependence. San Juan, Puerto Rico.

Larson, K.E., Bottiani, J.H., **Debnam, K. J.** & Bradshaw, C.P. (2013, April). *The relationship*

between school context, cultural proficiency, and social desirability. Poster to be presented at the Council for Exceptional Children Convention and Expo, San Antonio, TX.

Bottiani, J.H., **Debnam, K.,** Larson, K., Bradshaw, C.P. (2012, December). *Enhancing Teacher Cultural Proficiency to Bridge the Discipline Gap: Measurement Challenges in the Evaluation of Intervention Effectiveness.* Poster session presented at the 2012 Summit on the Science of Eliminating Health Disparities (sponsored by the National Institutes of Health), National Harbor, MD.

Larson, K.E., Bottiani, J.H., **Debnam, K.J.** & Bradshaw, C.P. (2013, April). *The relationship between school context, cultural proficiency, and social desirability.* Poster to be presented at the Council for Exceptional Children Convention and Expo, San Antonio, TX.

Debnam, K. J. & Howard, D. E. (2012, March). *Facebook stalking: Controlling dating relationship or protective mechanism to prevent adolescent dating violence.* Poster presented at the American Academy of Health Behavior, Austin, TX.

Debnam, K. J., Howard, D. E., Aiken, N., and O'Brien, S. (2012, March). *The influence of media on perceptions of healthy and unhealthy teen dating relationships.* Poster presented at the Society for Research on Adolescents, Vancouver, British Columbia, Canada.

Howard, D., **Debnam, K.,** Cham, H., Czinn, A., Aiken, N., Jordan, J., & Goldman, R. (2011, March). *Defining and Deconstructing Adolescent Girls High School Dating Dynamics: A Qualitative Study*. Poster presented at the Society for Research in Child Development, Montreal, Canada.

Debnam, K. & Beck, K. (2011, March). *Driving While Black: A comparison of the beliefs, concerns and behaviors of Black and White Maryland drivers*. Poster presented at the American Academy of Health Behavior, Hilton Head, NC.

Debnam, K., Holt, Cheryl L., Clark, E. M., Roth, D., Foushee, H. R., Crowther, M., Fouad, M., & Southward, P. L. (2010, November). *Spiritual Health Locus of Control and Health Behaviors in a National Sample of African Americans*. Poster presented at the annual meeting of the *American Public Health Association.* Denver, CO.

Debnam, K., Holt, Cheryl L., Clark, E. M., Roth, D., & Southward, P. L. (2010, November). R*eligious and general social support and health lifestyle behaviors in a national sample of African Americans.* Poster presented at the annual meeting of the *American Public Health Association.* Denver, CO.

Debnam, K. & Beck, K. (2010, October). *Driving While Black: A comparison of the beliefs, concerns and behaviors of Black and White Maryland drivers*. Poster presented at the University of Maryland, School of Public Health Research Interaction Day, College Park, MD.

Bradshaw, C. P., **Debnam, K.**, Pas, E., Rosenberg, M., & Leaf, P. (2010, June). *Meeting the needs of children not responding adequately to school-wide positive behavior support through PBISplus.* Poster presented at the Annual Institute of Education Sciences (IES) Research Conference. National Harbor, MD.

Bradshaw, C. P., Leaf, P. J., **Debnam, K.**, Rosenberg, M., & Scott, T. (2009, June). *Meeting the needs of children not responding adequately to School-Wide Positive Behavior Support through PBISplus.* Poster presented at the annual meeting of the Institute of Education Sciences, Washington, DC.

Bradshaw, C.P., Leaf, P.J., **Debnam, K. J.**, Rosenberg, M., & Scott, T. (2008, June). *Meeting the needs of children who do not respond to school-wide Positive Behavior Supports.* Poster presented at the annual meeting of the Institute of Education Sciences, Washington, DC.

WORKSHOP PRESENTATIONS

Debnam, K. (2026, January). *Preventing Dating Violence with Black Youth: A Morning with Dr. Katrina Debnam.* Calgary, Alberta, Canada. (40 community members).

Debnam, K. (2026, January). *An Introduction to Mixed-Methods Research Design.* Department of Psychology, University of Calgary. Alberta, Canada (40 university affiliated attendees).

Debnam, K. & Deutsch, N. (2025, May). *Florida State University, Florida Center for Reading Research (FCRR), Mixed Methods Workshop.* Tallahassee, FL (40 IES training grant affiliates)

Debnam, K. & Deutsch, N. (2024, May). *William T. Grant Foundation, Mixed Methods Workshop.* Charlottesville, VA (20 academic grantees)

Prado, G., **Debnam, K. &** Green, K. (2023, May). *Writing a Successful NIH Grant Proposal: A Science or an Art?* 2023 Washington, D.C. Society for Prevention Research Annual Meeting. (15 mentoring program participants)

Debnam, K. & Deutsch, N. (2022, May). *William T. Grant Foundation, Mixed Methods Workshop.* Charlottesville, VA (25 academic grantees)

Debnam, K. & Bottiani, J. (2022, April). *Playing the Odds: Reframing Your IES Ideas for NIH.* University of Missouri, Prevention Science seminar. (15 attendees)

Debnam, K. (2016, June). *Double Check: A model for promoting cultural proficiency and equitable practices in schools.* Texas, Region 4 - Texas Behavior Support State Conference. (100 school personnel)

Debnam, K. & Larson, K. (2016, May). *Double Check: A model for promoting cultural responsiveness and equitable practices in schools.* 2nd annual PBIS Showcase. New York, Mid-Hudson Regional Special Education Technical Assistance Support Center. (75 school personnel)

Bradshaw, C.P., Bates, L., & **Debnam, K.** (2015, June). *Double Check: A model for promoting cultural proficiency and equitable practices in schools.* Virginia, Loudon County Public School System. (50 school administrators)

PART III: TEACHING AND MENTORSHIP

COURSES TAUGHT

University of Virginia
Primary teaching appointments:

Course	*Level*	*Semesters*
School of Education & Human Development		
EDLF 5060, Research Methods for Education and Human Development (~30 students)	Graduate	Fall 2025 Fall 2024 Fall 2023

EDLF 7410, Mixed Methods Research Design (~25 students)	Graduate	Spring 2025 Fall 2022 Fall 2020 Fall 2018
EDLF 7402, Introduction to Program Evaluation (~25 students)	Graduate	Spring 2026 Fall 2019 Fall 2017
School of Nursing		
GNUR 6056 - Health Policy: Leading Change to Advance Population Health (~50 students)	Graduate	Spring 2024 Spring 2023
GNUR 6056 - Health Policy: Local to Global (~40 students)	Graduate	Spring 2021 Spring 2020 Spring 2019
GNUR 9030 - Essentials of Scholarly Writing at the Doctoral Level (~10 students)	Graduate	Fall 2021 Fall 2020 Fall 2019
GNUR 5250 - Health (In)Equities: The Intersection of Race, Gender, and Class (~10 students)	Graduate	Spring 2019
GNUR 8170, Mixed Methods Research Design (~10 students)	Graduate	Spring 2026 Fall 2017
GNUR 8120, Introduction to Qualitative Methods (~20 students)	Graduate	Spring 2017

Guest Lectures:

Lecture	*Learner Group*	*Level*	*Year*
Schools and school climate as a context for influencing adolescent learning and development	U of Calgary (Dept of Psych): Adolescent Development	Undergraduate	2026
Culturally Responsive Evaluation	EDLF 7402: Introduction to Program Evaluation	Graduate	2024, 2021
The Double Check Framework	EDHS 2840: Introduction to Youth and Social Innovation	Undergraduate	2022,2021, 2020,2019
What is Prevention Science	EDHS 2840: Introduction to Youth and Social Innovation	Undergraduate	2023, 2022,2021, 2020,2019
Environmental Determinants of Health: A Primer	GNUR 5250, Health (In)Equities: The Intersection of Race, Gender, and Class	Undergraduate & Graduate	2021
Understanding and Preventing Teen Dating Violence	University of MD- PMO 530: The Social and Behavioral Sciences Applied to Public Health	Graduate	2020
Gun Violence Prevention	SOM, DXRX: Health Care Systems	Graduate	2019

Place and Health	NUIP 4003: Culture and access to healthcare	Undergraduate	2019
Understanding and Preventing Teen Dating Violence	University of MD-PHSC300: Foundations of Public Health	Undergraduate	2019
Understanding and Preventing Teen Dating Violence	EDHS 2840: Introduction to Youth and Social Innovation	Undergraduate	2019
Double Check: A Cultural Proficiency and Academic Engagement Model	EDLF 5700: Race, Ethnicity, & Diversity in Youth Development	Graduate	2018
Place and Health	NUIP 4003: Culture and access to healthcare	Undergraduate	2018
The Social-Ecological Framework in Practice: Understanding and Preventing Teen Dating Violence	Morgan State University, Public Health Dept: Maternal and Child Health	Graduate	2018
Preventing Teen Violence: Socializing Influences on Healthy Dating Relationships	University of Maryland, Collegium of Scholars Symposium,	Graduate	2016

Other Institutions

Instructor

Department of Health Science, Towson University, 2013-2014

Quantitative and Qualitative Elements of Public Health

- Graduate-level course for approximately 25 students on the basic statistics, epidemiology, and related disciplines as applied to administration, school and community health settings. Solely responsible for all aspects of course, including development of syllabus, assignments, examinations, and lectures.

Instructor

Department of Behavioral and Community Health, University of Maryland, College Park, Spring 2012

Introduction to Health Behavior

- Undergraduate-level course for approximately 130 students on the basic concepts of health behavior within social, psychological, and biological contexts and examining social, interpersonal, and individual factors that influence health behavior and health outcomes. Solely responsible for all aspects of course, including development of syllabus, assignments, examinations, and lectures.

GRADUATE STUDENT SUPERVISION

University of Virginia

Postdoctoral Fellowship Advising and Co-Advising

- *Toshna Pandey, Ph.D.,* School of Education and Human Development (2021-2024)

PhD Advisor:

- *Zahra Tawana*, 2025 – present (EHD)
- *Juehyun Shin,* 2021 – 2025. Understanding Odor-related Challenges for Colorectal Cancer Survivors with Ostomies: Effects on Anxiety, Body Image, and Emotional Well- being (SON)
- *Lena Venable,* 2019 – 2025. Black adults type 2 diabetes spousal/romantic partner support and medication adherence (SON)

Supervision of and/or Participation in Ph.D. Dissertations:

Role	***Name of Student***	***Year Completed***	***Title of Dissertation (School)***
Committee Member	Courtney Newman	*Ongoing*	*(EHD)*
Committee Member	Elia Ramirez	*Ongoing*	*(EHD)*
Committee Member	Sarah Go	*Ongoing*	*(SON)*
Committee Member	Jane Kim	*Ongoing*	*(SON)*
Chair	Juehyun Shin	2025	*Understanding Odor-related Challenges for Colorectal Cancer Survivors with Ostomies: Effects on Anxiety, Body Image, and Emotional Well-being (SON)*
Co-chair	Lena Venable	2025	*Black adults type 2 diabetes spousal/romantic partner support and medication adherence (SON)*
Committee Member	Eujene Chung	2025	*Improving School Climate and Cultural Responsiveness for Students of Color (EHD)*
Committee Member	Danielle A. Moore- Lewis	2025	*"This is Only The Beginning:" An Intersectional Exploration of Community Cultural Wealth, Racialized College Experiences, and Graduate Degree Aspirations Among Black Students (EHD)*
Committee Member	Ryan Burke	2025	*Educational experiences and their influence on developing STEM identities in students (EHD)*
Committee Member	Corey Petit	2025	*Cross-partner Congruence in Approaches to Interpersonal Interaction and Individual and Couple Outcomes (GSAS)*
Committee Member	Alexandria Onuoha	2025	*Count it All Joy: A Qualitative Study Using Photovoice to Explore Black Girls' Joy Against the Backdrop of Fascist Violence (Suffolk University)*
Committee Member	Belinda Hernandez	2024	*The role of individual and contextual factors in positive development for youth with externalizing behaviors (EHD)*
Committee Member	Emily Warren	2024	*Effective Professional Development for School Mental Health Staff (EHD)*
Committee Member	Simone E. Jaeckl	2024	*Commercial Sexual Exploitation / Domestic Minor Sex Trafficking of Girls in the United States: School Nurse Perspectives and School Policy in Virginia's Schools (SON)*
Committee Member	Sarah Eaton	2023	*An Ego-Centric Social Network Analysis of Intimate Partner Violence (SON)*

Committee Member	Meredith Powers	2023	*Culturally Responsive Practices in PK-12 Classrooms: Identification and Validation of Discrete Indicators (EHD)*
Committee Member	Alexis Stanton	2023	*Black emerging adult women's social media use, experiences of online victimization, and mental health in the U.S. (GSAS)*
Committee Member	Sarah Beach	2023	*Student and Policy Perspectives on Content- versus Performance-Based Assessment and Accountability Models (EHD)*
Committee Member	Lori Borg	2023	*Maternal Adverse Childhood Experiences and Infant Outcomes (SON)*
Committee Member	Karin Skeen	2022	*A Summer of Hate: The Impact of Racism on Community Health (SON)*
Committee Member	Catherine E. Elmore	2021	*Examining Cervical Cancer Control for Refugee Women Living in the United States (SON)*
Committee Member	Margaret Thornton	2021	*School Leaders' Actions and Detracking for Student Achievement: A Concurrent Mixed Methods Approach (EHD)*
Committee Member	Robert Kelleher	2020	*Intensive Care Survivors' Perspectives and Post-Intensive Care Syndrome (SON)*
Committee Member	Samantha Ludin	2018	*Teen Dating Violence: Associations with Individual and Contextual Factors (EHD)*

Member, Comprehensive Exam Committee:

- Olivia Burke (2026)
- Juehyun Shin (2023)
- Lena Venable (2022)
- Sarah Beach (2021)
- Sarah Eaton (2021)
- Karin Skeen (2020)
- Simone Jaeckl (2020)

Other Institutions

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

- *Nuha Muktar,* Johns Hopkins Bloomberg School of Public Health MHS Thesis Advisor (2016-2017)
- *Monica Daniels,* Johns Hopkins Bloomberg School of Public Health MHS Thesis Advisor (2015-2016)
- *Jacqueline Bran,* Johns Hopkins Bloomberg School of Public Health MHS Thesis Advisor (2015-2016)
- *Christine Bischoff,* Johns Hopkins Bloomberg School of Public Health MHS Thesis Advisor (2014-2015)

Postdoctoral Fellowship Advising and Co-Advising

- *Elizabeth Parker, Ph.D.,* Johns Hopkins Bloomberg School of Public Health (2013-2015)

UNDERGRADUATE STUDENT SUPERVISION

SON Undergraduate Research Intern Supervision:

- Karima Usman (2025-26)

- Marissa Coletti (2024)
- Lenzy Mondo (2023)
- Ashley Hanson (2022)
- Alison Stoehr (2021)
- Joria Le (2020)
- Olivia Eichner (2019)
- Chloe Grinage (2017)

Research Mentor

- Society for Research in Child Development (SRCD) Biennial Pipeline Development, Young Scientists Program, 2021
- A Student Centered, Entrepreneurship, Development (ASCEND) Training Model to increase diversity in the biomedical research workforce, Morgan State University, 2015 – 2016
- Maternal Child Health Careers/Research Initiatives for Student Enhancement Undergraduate Program (MCHC/RISE-UP), Johns Hopkins Bloomberg School of Public Health, 2012-2015
- Summer Internship Program (SIP), Diversity Programs, Johns Hopkins Bloomberg School of Public Health, 2010 – 2011
- Research Initiative for Student Enhancement (RISE), Kennedy Krieger Institute, 2006 - 2010

PART IV: SERVICE

SERVICE TO PROFESSIONAL ORGANIZATIONS

Officer/Board Member of National and/or International Organization

- Society for Prevention Research
  - ***Invited taskforce member,*** Mid-Career taskforce (2024-2026)
  - ***Steering committee*** (Diversity Network, 2016-present)
  - ***Board Member*****,** (Member-at-Large, 2022 – 2025)
  - ***Co-chair***, (Training taskforce on mentoring, 2022 – 2025)
  - ***Invited taskforce member***, Health Equity taskforce (2022- 2024)
  - ***Chair,*** Early Career Prevention Network (2019-2021)
  - ***Chair-Elect,*** Early Career Prevention Network (2017-2019)

Other Professional Activities

- Co-chair of Society for Prevention Research Undergraduate Training and Mentoring Program (2023-2025)
- Co-chair of Society for Prevention Research Early Career Mentoring Program (2022-2025)
- Co-editor for Special Issue of Prevention Science journal: *Advancing Health Equity Among Black Communities. Prevention Science* (2024), Vol. 25
- Abstract review committee for Nursing Network on Violence Against Women International meeting in 2024
- Abstract review committee for Society for Research in Child Development Biennial Meeting in 2023

- Abstract review committee 2020, 28th Society for Prevention Research Annual Meeting "Why Context Matters: Towards a Place-Based Prevention Science."
- Scholarship review committee, Intel Science Talent Search (2016 – 2020)

SERVICE TO LOCAL, STATE, AND FEDERAL GOVERNMENT

Panelist for Bree's Law Listening Session
HRSA Strategy to Address Intimate Partner Violence, Federal interagency workgroup, July 10, 2024

- Shared research and insight on reducing and preventing teen dating violence with workgroup to help them identify strategies, resources, and supports to improve State, Tribal, and local responses to the incidence of teen dating violence.

Member of the Maryland PBIS Leadership and Management Teams
State-Wide Positive Behavioral Interventions and Supports (PBIS), November 2011 - 2020

- Collaborative project including the Maryland State Department of Education, Sheppard Pratt Health System, and Johns Hopkins University to support state-wide implementation and evaluation of PBIS in over 800 public schools.

SERVICE TO THE COMMUNITY

- ***Member*** – Board of Directors, Sexual Assault Resource Agency, Charlottesville, VA
- ***Member*** – University of Maryland School of Public Health Alumni Board, College Park, MD
- ***Group Facilitator*** - Sisters of Nia, City of Promise, Charlottesville, VA
- ***Member*** - Best Practices Workgroup, MAPP2Health 2019, Thomas Jefferson Health District, Charlottesville, VA

Consultation

- Round-table Facilitator for *Global Leadership Forum 2017: Promoting Gender Equality in Education,* The Presidential Precinct

SERVICE TO PEER-REVIEWED JOURNALS

EDITORIAL BOARD MEMBERSHIP

- *Journal of Youth and Adolescence* (Impact factor: 4.381)
- *Prevention Science (2021-2025*; Impact factor: 4.056)

AD-HOC PEER REVIEW ACTIVITIES

- *Journal of Research on Adolescence*
- *Youth & Society*
- *Journal of Interpersonal Violence*
- *Journal of Primary Prevention*
- *Journal of Adolescence*
- *Trauma, Violence, & Abuse*
- *Children and Youth Services Review*

SERVICE TO FUNDING AGENCIES/ORGANIZATIONS

GRANT REVIEW COMMITTEE MEMBERSHIP

2024	National Institutes of Health, National Institute of Minority Health and Health Disparities, K Review Meeting (ZMD1 DRI J1)
2024	National Institutes of Health, RFA: Study and Techniques on Intimate Partner Violence (IPV) in Different Populations
2023	National Institutes of Health, Social Psychology, Personality, and Interpersonal Processes study section (SPIP)
2023	National Institutes of Health, 2023 Transformative Research Award (TRA)
2021	William T. Grant Foundation, Reducing Inequality grants
2020	Centers for Disease Control and Prevention, Special Emphasis Panel Research Grants for Preventing Violence and Violence Related Injury

SERVICE TO THE UNIVERSITY OF VIRGINIA

- *Advisory Board Member*, Center for Community Partnerships Education Research Advisory Board
- *Seed Grants Committee,* UVA Thriving Youth in a Digital Environment (TYDE)
- *Mentor*, University Mentoring Program (2024)

SERVICE TO THE UNIVERSITY OF VIRGINIA SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT

- *Internal review committee* (2023-24, 2024-25)
- *Pre-tenure review committee* (2024)
- *Member*, Dean Stephanie Rowley Strategic Planning Workgroup (2023)
- *Small group facilitator***,** Dec 2022**,** Early career faculty panel
- *Search Committee*, 2019-2021, Kinesiology, senior faculty search
- *Facilitator*, 2017 Summer Undergraduate Research Program (SURP)

SERVICE TO THE UNIVERSITY OF VIRGINIA SCHOOL OF NURSING

- *Chair*, PhD Faculty; Family, Community & Mental Health Systems Dept (2020-2022)
- Ph.D. Program committee (2019-2022)
- *Faculty lead facilitator*, Area of Excellence, Violence affecting women, families, or individuals in a variety of settings (2020 – 2022)
- Faculty and Staff Allies committee (2018-2022)
- Healthy Work Environment Actions Taskforce (2020)
- Faculty Search committee (2018-2019)
- Ph.D. Admissions committee (2018-2019)
- Quantitative Methods workgroup, School of Nursing, University of Virginia (2016-2017)

MEMBERSHIP IN PROFESSIONAL ORGANIZATIONS

- Society for Prevention Research
- Society for Research on Adolescence
- Nursing Network on Violence Against Women International

- Society for Research on Child Development
- American Public Health Association

PROFESSIONAL DEVELOPMENT, CONTINUING EDUCATION ATTENDED

- *Fellow,* Spring 2021, UVA, Office of the Provost, Leadership in Academic Matters
- *UVA ACTS (2019-2020),* School of Nursing, University of Virginia, Charlottesville, VA
- *Society for Research on Child Development Preconference Workshop (2019)*, Conceptualizing and measuring culture, context, race, and ethnicity: A focus on science, ethnics, and collaboration in the Spirit of 2044
- *Ignite Scholar* (2017-18), Center for Teaching Excellence, University of Virginia, Charlottesville, VA
- *Implicit Bias Intervention Workshop* (Fall 2017), Faculty Development Series, University of Virginia, Charlottesville, VA
- *Course Design Institute* (Spring 2017), Center for Teaching Excellence, University of Virginia, Charlottesville, VA
- *Mixed Methods Workshop* (Summer 2015), Department of Mental Health, Johns Hopkins Bloomberg School of Public Health, Baltimore, MD. Instructor: Joseph Gallo, MD & John Creswell, PhD
- *"East Meets West: Contrasting Public Health Priorities, Pragmatics and Polemics in the U.S. & India,"* (Winter 2010), Manipal University, Manipal, India & University of Maryland, College Park, MD. Supervising Faculty: Donna Howard, Dr.PH.