

CURRICULUM VITAE
Paloma Pérez, Ph.D., Ed.S.

PERSONAL INFORMATION

Name: Paloma Pérez
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AREAS OF SPECIALIZATION

Positive Youth Development
School Mental Health
Violence Prevention
Cultural Adaptations
Evidence-Based Practices

EDUCATION

2023	PhD	School of Special Education, University of Kansas Specialization: Evidence-based Practices Advisor: Kathleen Lynne Lane, Ph.D., BCBA-D
2023	BCBA	School of Applied Behavioral Sciences, University of Kansas Program: Board Certified Behavior Analyst Certification
2012	Ed. S.	Education Specialist, Pittsburg State University Specialization: School Psychology
2010	M.S	Master of Science in Psychology Pittsburg State University
2009	B. S	Bachelor of Science in Psychology Pittsburg State University Major: Developmental Disabilities

PROFESSIONAL EXPERIENCE

2023-present	Postdoctoral Research Associate Youth-Nex Center to Promote Effective Youth Development University of Virginia School of Education & Human Development
2015-2018	School Psychologist STEM Preparatory Schools Department of Special Education

Los Angeles, CA

2012-2015 School Psychologist
Lawrence Public Schools
Department of Special Education
Lawrence, KS

RESEARCH EXPERIENCES

- 2025 Co-Principal Investigator, University of Virginia, Dr. Catherine Bradshaw. Thriving Youth in Digital Environments. *Expanding Coping Power to Promote Digital Media Literacy and Healthy Peer Relationships in Digital Environments*.
- 2024- present Project Lead, University of Virginia, Drs. Catherine Bradshaw & Gabriela Orozco. Global Program of Distinction. *Building Capacity to Scale-up Violence Prevention in Mexican Middle Schools*.
- 2023-present Research Associate, University of Virginia, Drs. Catherine Bradshaw (PI), Amanda Nguyen, Jacquelin Hersh. Institute for Education Sciences' Research Networks Focused on Critical Problems Policy and Practice in Special Education – Special Education Research Grants. *Coping Power for Rural Middle Schoolers: A Tiered Approach to Increasing Behavioral and Mental Health Supports and Reducing Disparities*
- 2023-present Research Associate, University of Virginia, Drs. Wendy Reinke, Keith Herman, Catherine Bradshaw, Ryan Tolleson Knee. Institute for Education Sciences' Research Networks Focused on Critical Problems Policy and Practice in Special Education – Special Education Research Grants. *The National Center for Rural School Mental Health (NCRSMH): Enhancing the Capacity of Rural Schools to Identify, Prevent, and Intervene in Youth Mental Health Concerns*
- 2023 Research Associate, University of Virginia, Drs. Catherine Bradshaw & Herman, Keith. Institute for Education Sciences' Research Networks Focused on Critical Problems Policy and Practice in Special Education – Special Education Research Grants. *Development and Validation of the Culturally and Racial Equity Sustaining (CARES) Classroom Assessment System*.
- 2023-present Research Associate, University of Virginia, Drs. Mike Lyons, Catherine Bradshaw et al. National Center on School Mental Health Research Grant. *Evidence-Informed Mental health Prevention, Assessment, Collaboration, and Treatment in Middle Schools*
- 2023-present Research Associate, University of Virginia, Drs. Jessica Bottiani, Catherine Bradshaw et al. Institute for Education Sciences' Research Networks Focused on Critical Problems Policy and Practice in Special Education – Special Education Research Grants. *R-CITY: Erasing Racism and Violence through Collaborative Intervention with Teachers and Youth*
- Research Associate, University of Virginia, Drs. Wendy Reinke, Keith Herman, Catherine Bradshaw, et al. Institute for Education Sciences' Research Networks Focused on Critical Problems Policy and Practice in Special

- Education – Special Education Research Grants. *Enhancing the Capacity of Rural Schools to Identify, Prevent, & Intervene in Youth Mental Health Concerns*.
- 2019 – 2023 Research Personnel, University of Kansas, Drs. Kathleen Lynne Lane (PI), Wendy Peia Oakes, Sandra M. Chafouleas, Amy M. Briesch, David James Royer, Eric Alan Common, (Co-PIs). Institute for Education Sciences' Research Networks Focused on Critical Problems of Policy and Practice in Special Education – Special Education Research Grants. *Enhancing Ci3T: Building Professional Capacity for High Fidelity Implementation to Support Students' Educational Outcomes (Project ENHANCE)*.
- 2019 – 2023 Research Personnel, University of Kansas, Drs. Kathleen Lynne Lane (PI) and Wendy Peia Oakes (Co-PI). Institute for Education Sciences' CFDA 84.324A: Social and Behavioral Outcomes to Support Learning (Social/Behavioral), Goal Five: Measurement (Validation) *Project SCREEN: Validation of a Free-Access Screening Tool for K-12 Educators to Screen Students for Internalizing and Externalizing Behavior Patterns*.
- 2018 – 2023 Research Personnel, University of Kansas, Drs. Kathleen Lynne Lane and Wendy Peia Oakes. *Implementing Ci3T Models 3: Partnering to Build Capacity*.
- 2018– 2023 Research Personnel, University of Kansas, Drs. Kathleen Lynne Lane and Wendy Peia Oakes. *Student Risk Screening Scale for Early Childhood – Next Steps*.
- 2018 – 2019 Project Coordinator, University of Kansas, Dr. Kathleen Lane. *Project Support & Succeed: Building, Implementing, and Sustaining Comprehensive, Integrated 3-Tiered (Ci3T) Models of Prevention*.
- 2018 – 2020 Research Personnel, University of Kansas, Dr. Kathleen Lane. *Project Support, Succeed, & Sustain: Building, Implementing, and Sustaining Comprehensive, Integrated 3-Tiered (Ci3T) Models of Prevention*
- 2018 – 2020 Project Coordinator, University of Kansas, Dr. Kathleen Lane. *Project EMPOWER: Professional Learning Opportunities*

PUBLICATIONS (N = 11)

- Pérez, P.**, Raynor, S., Birchfield, K., & Bradshaw, C. P. (2026). Strengthening bullying prevention through evidence-based social and emotional learning [Policy brief]. Stanford University.
- Orozco, G.M., **Pérez, P.**, Aguayo D., Hernandez H., Birchfield K., & Bradshaw, C.P. (in press). Cultural Humility in Action: Contextualizing Coping Power for Middle Schools in Guadalajara, Mexico. *School Psychology International*.
<https://doi.org/10.1177/01430343261455040>

- Bradshaw, C. P., Newman, C. G., Birchfield, K., DeCoster, J., **Pérez, P.**, Skrzypek, C., Hersh, J., Beahm, L. A., & Nguyen, A. (2026). Coping Power-Rural: A Pilot Study of the Two-Tiered Preventive Intervention Focused on Addressing Transdiagnostic Needs in Rural Schools. *School Mental Health*. <https://doi.org/10.1007/s12310-026-09873-3>
- Royer, D. J., Austin, K. S., Lane, K. L., & **Pérez, P.** (2026). A Systematic Review of Second Step Social-Emotional Learning in Elementary Schools. *Remedial and Special Education*, <https://doi.org/10.1177/07419325251413247>
- Pérez, P.**, Royer, D. J., Buckman, M. M., & Lane, K. L. (2025). Supporting educators to implement behavior-specific praise: A research synthesis. *Frontiers in Education*, 10, 1443322. <https://doi.org/10.3389/educ.2025.1443322>
- Pérez, P.**, & Lane, K. L. (2024). Supporting students in everyday settings: Resources for educators and families to learn and use practical strategies to increase engagement and limit disruption. *ReThinking Behavior*. [ReThinking Behavior Winter 2024 - Powered by PageTurnPro.com](https://www.rethinkingbehavior.com/winter-2024)
- Buckman, M. M., Lane, K. L., Briesch, A. M., Royer, D. J., Sherod, R. L., Artola Bonanno, A., Allen, G. E., Oakes, W. P., Chafouleas, S. M., Iovino, E. A., Common, E. A., **Pérez, P.**, Austin, K., Perry, H., Sarasin, E., Lane, N. A., Pelton, K. S., & Brandon, C. (2025). Advancing Ci3T professional learning for implementation: Perspectives on usability and initial learning outcomes. *Education and Treatment of Children*
- Buckman, M. M., Lane, K. L., Royer, D. J., Common, E. A., Oakes, W. P., Briesch, A., Chafouleas, S. M., Sherod, R. L., **Pérez, P.**, Iovino, E., Allen, G. E., Artola Bonanno, A., Lane, N. A. (2024). Enhancing Ci3T professional learning: Initial lessons learned from Ci3T implementers. *Education and Treatment of Children*, 1-2. <https://doi.org/10.1007/s43494-024-00127-y>
- Pérez, P.**, Gil, H. J., Artola, A., Royer, D. J., & Lane, K. L. (2023). Behavior-specific praise: Empowering teachers and families to support students in varied learning contexts. *Manuscript under review*. *Preventing School Failure: Alternative Education for Children and Youth*, (6), 83-90. <https://doi.org/10.1080/1045988x.2023.2181303>
- Pérez, P.**, Royer, D. J., Austin, K. S., & Lane, K. L. (2022). A Systematic Review of *Second Step* Social-Emotional Learning in Middle Schools. *Remedial and Special Education*. <https://doi.org/10.1177/07419325221131913>
- Lane, K. L., Buckman, M. M., Common, E. A., Oakes, W. P., Lane, N. A., Schatschneider, C., **Pérez, P.**, Sherod, R. L., & Menzies, H. M., (2020). The Student Risk Screening Scale for Early Childhood: Additional validation studies. *Topics in Early Child Special Education*, 41(2), 129-146. <https://doi.org/10.1177/0271121420922299>

MANUSCRIPTS UNDER REVIEW (N = 3)

Pérez, P., Orozco, G. M., & Bradshaw, C. P. (under review). *Adapting SEL in Mexican middle schools: Implementation insights from Coping Power.*

Pérez, P & Royer, D. J., (under review). A systematic review of *Steps to Respect*: an anti-bullying curriculum.

Beahm, L., Boomhower, K., Ingvarsson, E., Cobb, E., Brewton, S., & **Pérez, P.** (under review). *Partnering with families and students in developing teacher-led functional assessment-based interventions for middle school students in alternative education settings.*

MANUSCRIPTS IN PREPARATION (N = 9)

Pérez, P., DeCoster, J., Newman, C., Birchfield, K., & Bradshaw, C. (2026). A multi-informant approach to equitable identification of internalizing behavior in schools: Teacher and student perspectives. *Manuscript in preparation.*

Pérez, P., Newman, C. G., Brazier, E. G., Raynor, S., Birchfield, K., Skrzypek, C., Ma, J., & Bradshaw, C. P. (2026). Promoting adolescent mental health in a digital world: A scoping review of media literacy interventions. *Manuscript in preparation.*

Orozco Solís, G. M., **Pérez, P.**, Aguayo, D., Mereles, A., De Coster, J., Birchfield, K., & Bradshaw, C. P. (2026). Preliminary outcomes from the culturally adapted SEL intervention Coping Power-Mexico Manuscript in preparation.

Pérez, P., Newman, C. G., Brazier, E. G., Raynor, S., Birchfield, K., Skrzypek, C., Ma, J., & Bradshaw, C. P. (2026). Promoting adolescent mental health in a digital world: A scoping review of media literacy interventions. *Manuscript in preparation.*

Budavari, A. C., Bradshaw, C. P., Pas, E. T., Francis, M. K., Perez, P., & Jeffrey-Pearsall, J. (2026). *Exploring implementation of positive behavior support across Tiers 1 and 2 through the disruption of school closures* Manuscript in preparation.

Pérez, P. Royer, D. J., Austin, K. S., & Lane, K. L. (2026). A systematic review of Second Step social emotional learning for early childhood. *Manuscript in preparation.*

Royer, D. J., Lane, K. L., **Pérez, P.**, Austin, K. S., & Brunsting, N. (2026). *Second Step* social skills program: mapping the literature. *Manuscript in preparation.*

Birchfield, K., Raynor, S., Brazier, E., Skrzypek, C., **Pérez, P.**, Hersh, J., Bradshaw, C. (2026). Integrating Traditional and Computational Qualitative Methods to Inform Prevention Programming to Support Youth Well-Being in the Digital Age. *Manuscript in preparation.*

Buckman, M. M., Bernard, A. M., Sarasin, E. M., Lane, K. L., **Pérez, P.**, & Sherod, R. L. (2026). Tier 2 and tier 3 interventions to support students with internalizing behaviors. *Manuscript in preparation.*

Buckman, M. M., Lane, K. L., Nathan Allan Lane., Katie Scarlett Lane Pelton, **Pérez, P.**, & Sheord, R. L. (2026). Replication of the Student Risk Screening Scale – Early Childhood Factor Structure. *Manuscript in preparation.*

BOOK CHAPTERS (N = 3)

Bradshaw, C., **Pérez, P.**, Hersh, J., & Nguyen, A. (2026). Tiered adaptations for implementation in rural and other low resource settings. In J. Lochman & C. P. Bradshaw (Eds.). *Cognitive behavioral intervention for children with aggressive behavior: Applying Coping Power in school and clinical settings*. Routledge.

Pérez, P., Beahm, L. A., Pandey, T., Lindstrom Johnson, S., & Bradshaw, C.P. (2025). Measuring the Impact of PBIS through Multiple Metrics: Mapping Outcomes to Cost Savings. (Eds.). Lewis, T.J., Simonsen, B., McIntosh, K., & George, H. *Handbook of Positive Behavior Supports (2nd ed)*.

Beahm, L. A., Hersch, J., **Pérez, P.**, Bush, F., Hughes, B., Nguyen, A., & Bradshaw, C.P. (2025). Collaborating with schools to implement Coping Power-Rural. *Advances in Learning and Behavioral Disabilities*. Emerald.

CONFERENCE PRESENTATIONS (N = 34)

Pérez, P., & Bradshaw, C. P. (2026, March). *Digital media literacy for youth: A scoping review of programs* [Concurrent session]. Annual Convention of the Council for Exceptional Children, Salt Lake City, UT, United States.

Pérez, P., & Bradshaw, C. P. (2026, March). *Improving identification of internalizing behaviors: Examining convergence between teacher and student reports* [Poster session]. Annual Convention of the Council for Exceptional Children, Salt Lake City, UT, United States.

Pérez, P., & Bradshaw, C. P. (2026, March). *Preliminary outcomes of a culturally responsive intervention to reduce aggression in Mexican middle schoolers* [Poster session]. Annual Convention of the Council for Exceptional Children, Salt Lake City, UT, United States.

Pérez, P., Ma, J., Brazier, E. G., Birchfield, K., Raynor, S., Skrzypek, C., Newman, C. G., & Bradshaw, C. P. (2025, September). *Digital media literacy for youth: A scoping review of programs* [Poster presentation]. Digital Mental Health Conference, Santa Clara University, Santa Clara, CA.

Birchfield, K., Skrzypek, C., Raynor, S., Newman, C., **Pérez, P.**, Bradshaw, C. P. (2025, October 15). *Roots of Resilience: Growing Emotional Strength, Coping, and Social Problem Solving in Rural School*. Central Appalachian Youth Mental Health and Substance Use Conference [Poster]. Abingdon, VA, United States.

- Pérez, P.,** Beahm, L. A., & Bradshaw, C. P. (2025, March 14). *Evaluating PBIS impact through various metrics: Connecting outcomes to cost savings* [Conference presentation]. Council for Exceptional Children Annual Convention & Expo, Baltimore, MD, United States.
- Bradshaw, C. P., **Pérez, P.,** & Beahm, L. A. (2025, March 14). *Adapting Coping Power for rural schools: Lessons learned and outcomes for students in grades 4-8* [Conference presentation]. Council for Exceptional Children Annual Convention & Expo, Baltimore, MD, United States.
- Bradshaw, C. B., **Pérez, P.,** Orozco, G. M., Newman, C., Birchfield, K. (2024, December 5). *Cultural and Contextual Adaptations of an Evidence-Based Program for Rural and Mexican Youth: Tailoring Mental Health Interventions*. Advancing School Mental Health Promoting Well-Being in School [Symposium]. Orlando, FL.
- Sarasin, R., **Pérez, P.,** Sherod, A., Royer, D., Common, E., Allen, S., Bernard, S., Oakes, W. P., & Lane, K. L. (2024, November 21–23). *Project ENHANCE: Enhanced Ci3T professional learning series and delivery: Access and impressions* [Conference session]. Teacher Educators for Children with Behavior Disorders (TECBD) Conference, Tempe, AZ, United States. <https://education.asu.edu/annual-tecbd-conference>
- Newman, C., Skrzypek, C., Birchfield, K., **Pérez, P.,** Bradshaw, C. (2024, October 8-9). *Youth Emotion and Behavior Regulation: Engaging Caregivers and Teachers Through Digital Tools. Thriving Youth in a Digital World: Understanding the Role of Digital Technology in Positive Youth Development* [Poster]. Charlottesville, VA.
- Pérez, P.** (2024, May). *Interdisciplinary insights: Enhancing social-emotional competencies beyond schooling through education, psychology, and applied behavior analysis* [Conference presentation]. UVA Postdoctoral Research Symposium, “Can We Understand Human Behavior? A Cross-disciplinary Exploration of Why We Do What We Do,” Charlottesville, VA, United States.
- Lane, K. L., **Pérez, P.,** & Sarasin, E. (2024, March). *How are teachers faring in Ci3T systems? Examining elementary teacher well-being in Comprehensive, Integrated, Three-Tiered (Ci3T) models of prevention* [Poster presentation]. Society for Research on Educational Effectiveness Annual Conference, Baltimore, MD, United States.
- Pérez, P.,** Royer, D. J., & Austin, K. (2024, March 13-16). Measuring outcomes of social emotional learning: What practitioners need to know [Conference presentation]. Council for Expectational Children (CEC) Convention and Expo, San Antonio, TX.
- Pérez, P.,** Royer, D. J., Buckman, M. M., & Lane, K. L. (2024, March 13-16). Behavior-specific praise: Contextual considerations for implementation [Poster session]. Council for Expectational Children (CEC) Convention and Expo, San Antonio, TX. National Association of School Psychologists Annual Convention. New Orleans, LA.

- Lane, K. L., Allen, G. E., **Pérez, P.**, Royer, D. J., Common, E. A., & Sarasin, E. M. (2024, February 29-March 2). Keeping students engaged: Practical strategies for teachers and families [Conference presentation]. Midwest Symposium for Leadership in Behavior Disorders (MSLBD), Kansas City, MO.
- Sarasin, E. M., Lane, K. L., Buckman, M. M., Royer, D. J., Common, E. A., **Pérez, P.**, & Bernard, A. M. (2024, February 29-March 2). Project ENHANCE: Designing effective professional learning modules to support implementation of comprehensive, integrated, three-tiered (Ci3T) models of prevention [Poster session]. Midwest Symposium for Leadership in Behavior Disorders (MSLBD), Kansas City, MO.
- Buckman, M. M., **Pérez, P.**, Sherod, R. L., Royer, D. J., Common, E. A., Allen, G. E., Sarasin, E. M., Bernard, A. M., Schonour, S. J. D., Oakes, W. P., & Lane, K. L. (2023, November 16-18). Enhanced Ci3T implementation series and delivery: Educator views of professional learning resources [Conference session]. Teacher Educators for Children with Behavior Disorders, Tempe, AZ.
- Pérez.,** Folkerts, Long (2023, July 24). Continuing the Conversation: Perspectives of OSEP Scholars [Poster Session]. 2023 OSEP Leadership and Project Directors' Conference. Washington. DC.
- Pérez.,** Folkerts, Long (2023, July 24). Continuing the Conversation: Perspectives of OSEP Scholars [Poster Session]. 2023 OSEP Leadership and Project Directors' Conference. Washington. DC.
- Royer, D. J., **Pérez, P.**, Austin, K.S., Lane, K. L., Brunsting N. C. (2023, March 1-4). *Second Step social emotional learning program: Research review and implications for practice*. [Poster session] Council for Exceptional Children (CEC) Convention and Expo, Louisville, KY.
- Austin, K. S., Allen, G. E., **Pérez, P.**, Buckman, M. M., Oakes, W. P., & Lane, K. L. (2022, November 18). Supporting educators with implementing Ci3T prevention before and after COVID-19: A look at professional learning efforts [Conference session]. Teacher Educators for Children with Behavior Disorders (TECBD). Tempe, AZ. <https://education.asu.edu/annual-tecbd-conference>
- Pérez, P.**, Buckman, M. M., Allen, G. E., Royer D.J., & Lane, K. L. (April 09, 2022). *Data-informed decision making to ensure contextual fit of Tier 1, 2, and 3 efforts for staff and students*. [Poster session]. Kansas Association for Behavior Analysis (KansABA) Annual Conference.
- Buckman, M. M., Lane, K. L., Oakes, W. P., **Pérez, P.**, Austin, K. S., Sherod, R. L., Royer, D. J., & Common, E. A. (2022, February 18). *Enhancing Ci3T: Designing professional learning to support implementation of an integrated multi-tiered system of prevention*.

[Concurrent session]. Midwest Symposium for Leadership in Behavior Disorders (MSLBD), Kansas City, MO.

Pérez-Clark, P., Austin, K.S., Royer, D. J., Allen, G. E., Buckman, M. M., Common, E. A., Lane, K. L. (2022, February 1-4). *Systematic review tools and procedures showcase: Synthesizing and evaluating primary prevention practices*. [Virtual conference session]. Council for Expectational Children (CEC) Convention and Expo. Orlando, FL.

Pérez., Austin K. S., Schonour S. J., Allen G. E., Buckman M. M., Oakes W. P., & Lane K. L. (2021, November 19). *Low-Intensity Supports: Resources for In-person, Remote, and Hybrid Environments* [Conference session]. Teacher Educators for Children with Behavior Disorders (TECBD). Tempe, AZ. <https://education.asu.edu/annual-tecbd-conference>

Allen G. E., Buckman M. M., **Pérez P.**, Austin K. S., Common E. A., Royer D. J., Oakes W. P., Brunsting, N. C., & Lane, K. L. (2021, November 19). *What does the evidence suggest at Tier 1? Sharing results from systematic reviews of treatment integrity, social validity, and social emotional well-being* [Conference session]. Teacher Educators for Children with Behavior Disorders (TECBD). Tempe, AZ. <https://education.asu.edu/annual-tecbd-conference>

Buckman, M. M., Royer D. J., Common E. A., Allen G. E., Austin K. S., **Pérez, P.**, Oakes W. P., & Lane, K. L. (2021, November 19). *Enhancing Ci3T using on-demand professional learning resources: Preliminary lessons learned* [Conference session]. Teacher Educators for Children with Behavior Disorders (TECBD). Tempe, AZ. <https://education.asu.edu/annual-tecbd-conference>

Lane, K. L., Buckman, M. M., **Pérez, P.**, Sherod, R. L., & Lane, K.S. (2021, July 19). *Using Ci3T Structures in the COVID Era: Meeting Students' Academic, Behavior, and Social and Emotional Well-being Needs*. 2021 OSEP Leadership and Project Directors' Conference (remote). <https://www.ci3t.org/presentations>

Buckman, M. M., Lane, K. L., **Pérez, P.**, & Austin, K.S. (2021, July 19). *Low Intensity Strategies for Engagement: In-Person & Remote Settings*. 2021 OSEP Leadership and Project Directors' Conference (remote). <https://www.ci3t.org/presentations>

Lane, K. L., Oakes, W. P., Allen, G. E., Austin, K. S., Brunsting N. C., Buckman, M. M., Common, E. A., Jones, J. S., Lane, K. S., Lane, N. A., **Pérez, P.**, Royer, D. J., & Sherod, R. L. (2020, November 3). *Using Ci3T structures in the Covid-19 era: 10/10 topics* [Conference session]. Teacher Educators for Children with Behavior Disorders (TECBD). <https://education.asu.edu/annual-tecbd-conference>

- Pérez, P.**, Buckman, M. M., Lane, K. L., Common, E. A., Sherod, R. L. (2020, February). *Models of Prevention: A Systematic Review of Social Emotional Learning in Secondary Schools*. A poster presented at the Midwest Symposium for Leadership in Behavior Disorders (MSLBD) annual conference, Kansas City, MO.
- Common, E. A., Oakes, W. P., Royer, D. J., Buckman, M. M., Allen, G. E., **Pérez, P.**, Lane, K. L. (2020, February). *Examining Social Validity Within Ci3T Models: Illustrations and Relations Garnered Across a University-District Partnership*. A poster presented at the 2020 Council for Exceptional Children (CEC) Convention and Expo, Portland, OR.
- Pérez, P.**, Buckman, M. M. (2020, February). *Models of Prevention: A Systematic Review of Social-Emotional Learning in Secondary Schools*. A poster presented at the 2020 Council for Exceptional Children (CEC) Convention and Expo, Portland, OR.
- Buckman, M. M., Royer, D. J., Common, E. A., Brunsting, N., Lane, K. S., **Pérez, P.**, Oakes, W. P., Lane, K. L. (2019, October). *Treatment Integrity of Primary Prevention Efforts: Lessons Learned from a Systematic Review of the Literature*. A presentation at Teacher Educators for Children with Behavioral Disorders Annual Conference on Behavior Disorders of Children and Youth. Tempe, AZ.

WEB-BASED RESOURCES: RESEARCH TO INFORM PRACTICE (N= 20)

- Ci3T Project ENHANCE Research Team. (2022, January). *Understanding the hows and whys of behavior to support change: Universal reinforcement system*. Author. <https://www.ci3t.org/enhance>
- Ci3T Project ENHANCE Research Team. (2021, November). *Low-intensity strategies: Instructional choice*. Author. <https://www.ci3t.org/enhance>
- Ci3T Project ENHANCE Research Team. (2021, August). *Serving as a Ci3T leader: Setting up for success – Effective onboarding practices*. Author. <https://www.ci3t.org/enhance>
- Ci3T Project ENHANCE Research Team. (2021, August). *Understanding the hows and whys of behavior to support change: Principles of behavior science*. Author. <https://www.ci3t.org/enhance>
- Ci3T Project ENHANCE Research Team. (2021, June). *Behavior contracts*. Author. <https://www.ci3t.org/enhance>
- Ci3T Project ENHANCE Research Team. (2021, June). *Direct behavior rating*. Author. <https://www.ci3t.org/enhance>
- Ci3T Project ENHANCE Research Team. (2021, March). *Recognize. Relax. Record: An intervention for students struggling with anxiety*. Author. <https://www.ci3t.org/enhance>

- Buckman, M. M., Lane, K. L., Oakes, W. P., **Pérez, P.**, Austin, K. S. (2020, October). *Using your Ci3T structures to support teaching and reinforcing COVID-19 safety procedures* [Presentation slide deck]. Ci3T Strategic Leadership Team. www.ci3t.org
- Austin, K. S., **Pérez, P.**, Buckman, M. M., Oakes, W. P., & Lane, K. L. (2020, October). *Using your Ci3T structures to support teaching and reinforcing COVID-19 safety procedures* [Infographic]. Ci3T Strategic Leadership Team. www.ci3t.org
- Allen, G. E., Lane, K. S., Austin, K. S., **Pérez, P.**, Lane, K. L., Oakes, W. P., & Menzies, H. M. (2020, August). *Active supervision: A step-by-step guide for virtual learning environments*. Ci3T Strategic Leadership Team. www.ci3t.org
- Austin, K. S., Lane, K. S., **Pérez, P.**, Allen, G. E., Lane, K. L., Oakes, W. P., & Menzies, H. M. (2020, August). *Opportunities to respond: A step-by-step guide for virtual learning environments*. Ci3T Strategic Leadership Team. www.ci3t.org
- Austin, K. S., Lane, K. S., **Pérez, P.**, Allen, G. E., Oakes, W. P., Lane, K. L., Menzies, H. M. (2020, August). *Precorrection: A step-by-step guide for virtual learning*. Ci3T Strategic Leadership Team. www.ci3t.org
- Lane, K. S., Austin, K. S., **Pérez, P.**, Allen, G. E., Oakes, W. P., Lane, K. L., & Menzies, H. M. (2020, August). *Instructional choice: A step-by-step guide for virtual learning environments*. Ci3T Strategic Leadership Team. www.ci3t.org
- Pérez, P.**, Lane, K. S., Austin, K. S., Allen, G. E., Oakes, W. P., Lane, K. L., & Menzies, H. M. (2020, August). *Behavior-specific praise: A step-by-step guide for virtual learning environments*. Ci3T Strategic Leadership Team. www.ci3t.org
- Pérez, P.**, Lane, K. S., Austin, K. S., Allen, G. E., Oakes, W. P., Lane, K. L., & Menzies, H. M. (2020, August). *Instructional feedback: A step-by-step guide to virtual learning environments*. Ci3T Strategic Leadership Team. www.ci3t.org
- Austin, K. S., **Pérez, P.**, Sherod, R. L., Wheat, K., Oakes, W. P., & Lane, K. L. (2020, March). *Setting up for success at home: Using Ci3T structures to facilitate positive, productive continuous learning opportunities during the COVID-19 crisis – A closer look: Scheduling for success*. Ci3T Strategic Leadership Team. <http://www.ci3t.org>
- Lane, K. L., **Pérez, P.**, Sherod, R. L., Oakes, W. P. & Allen, G. E. (2020, March). *Using behavior specific praise at home: A step-by-step guide for families*. Ci3T Strategic Leadership Team. <http://www.ci3t.org>
- Pérez, P.**, Oakes, W. P., & Common, E. A. (2020, March). *Setting up for success at home: Using Ci3T structures to facilitate positive, productive continuous learning opportunities during the COVID-19 crisis. A closer look: Emotional well-being for child*. Ci3T Strategic Leadership Team. <http://www.ci3t.org>

Sherod, R. L., Wheat, K., **Pérez, P.**, Allen, G. A., Oakes, W. P., & Lane, K. L. (2020). *Setting up for success at home: Using Ci3T structures to facilitate positive, productive continuous learning opportunities during the COVID-19 crisis - A closer look: Set and teach expectations*. Ci3T Strategic Leadership Teams. <http://www.ci3t.org>

Sherod, R. L., Wheat, K., **Pérez, P.**, Allen, G. A., Oakes, W. P., & Lane, K. L. (2020). *Setting up for success at home: Using Ci3T structures to facilitate positive, Productive Continuous Learning Opportunities during the COVID-19 Crisis - A Closer Look: Set and Teach Expectations*. Ci3T Strategic Leadership Teams. <http://www.ci3t.org>

PROFESSIONAL SOCIETY MEMBERSHIPS (N= 9)

2010-2026	National Association of School Psychologists (NASP)
2010-2025	Kansas Association of School Psychologists (KASP)
2015-2025	California Association of School Psychologists (CASP)
2015-2026	Council of Exceptional Children (CEC)
2018-2026	Association for Behavior Analysis International (ABAI)
2020- 2026	Division for Emotional and Behavioral Health (DEBH)
2019-2026	Council for Exceptional Children Division for Research (CECDR)
2019-2026	Association of Positive Behavior Supports (APBS)
2021- 2025	Kansas Association for Behavior Analysis (KansABA)

SERVICE

2026–2027	Committee Member: Association for Positive Behavior Support 2027 <i>Annual Conference Planning Committee</i>
2026	<u>CentroNía</u> Washington, DC Volunteer Consultant for Positive Culture & Professional Development
2026	Chair: <i>International Submissions: Society for Prevention Science</i>
2026	Member: <i>CEC Finance and Audit Committee</i>

2025	Pérez, P. , Bradshaw, C. P., & Dolan, V. Testimony to the Council of the District of Columbia on multi-tiered systems of support (MTSS) and school-based prevention programming. Washington, DC.
2020-2026	Guest Reviewer: <i>Education and Treatment of Children</i> (N=5)
2021-2026	Guest Reviewer: <i>Behavioral Disorders</i> (N=5)
2022-2025	Guest Reviewer: <i>Psychology in Schools</i> (N=4)
2023-2025	Guest Reviewer: <i>Frontiers in Education</i> (N=2)
2023-2026	Guest Reviewer: <i>Social and Emotional Learning</i> (N=4)
2025- 2026	Guest Reviewer: <i>School Psychology Review</i> (N = 1)
2025-2026	Guest Reviewer: <i>Prevention Science</i> (N = 2)

Lane, K.L., Buckman, M.M., Oakes, W.P., Sherod, R.L., **Pérez, P.**, Austin, K.S. (2022, February 17). *Project EMPOWER session 4, Where did that come from? Understanding and managing acting out behavior*. Project EMPOWER www.ci3t.org/pl

Lane, K. L., Buckman, M. M., Oakes, W. P., Sherod, R. L., **Pérez, P.**, Austin, K.S. (2021, February 23). *Project EMPOWER session 4, Where did that come from? Understanding and managing acting out behavior*. Project EMPOWER www.ci3t.org/pl

Lane, K.L., Buckman, M.M., **Pérez.**, Austin, K.S. (2020, February 25). *Project EMPOWER session 4, supporting students across the tiers: managing acting out and internalizing behaviors*. Project EMPOWER www.ci3t.org/pl

Lane, K. L. Buckman, M. M., Oakes, W. P., & **Pérez, P.** (2019, November 05). *Project EMPOWER session 2, empowering educators with low-intensity strategies to increase engagement and minimize disruption*. A presentation at the University of Kansas Alumni Center, Lawrence, KS.

Lane, K. L., Buckman, M. M., Oakes, W. P., & **Pérez, P.** (2019 April 17). *Project EMPOWER session 5, Supporting students with internalizing behaviors*. A presentation at the University of Kansas Alumni Center, Lawrence, KS.

Lane, K. L., Buckman, M. M., Oakes, W. P., & **Pérez, P.** (2019 March 20). *Project EMPOWER session 4, Supporting students with challenging behaviors: Managing acting out behavior*. A presentation at the University of Kansas Alumni Center, Lawrence, KS.

Lane, K. L., Buckman, M. M., Oakes, W. P., & **Pérez, P.** (2019 January 24). *Project EMPOWER session 3, Using schoolwide data to connect students with secondary (Tier 2) and tertiary (Tier 3) interventions*. A presentation at the University of Kansas Alumni Center, Lawrence, KS.

Buckman, M. M., Lane, K. L., Oakes, W. P., & **Pérez, P.** (2018, November). *Project EMPOWER session 2, simple, low-intensity strategies to increase engagement and minimize disruption*. A presentation at the University of Kansas Alumni Center, Lawrence, KS.

University and Department

2018-2023 University of Kansas, Department of Special Education Chairs Advisory Committee. *Doctoral student representative.*

TEACHING & MENTORSHIP

2026 EDHS 3055 – Development and Prevention of Youth Violence, Department of Education and Human Development University of Virginia

2025 EDHS 3055 – Development and Prevention of Youth Violence, Department of Education and Human Development, University of Virginia

2021-23 SPED 843: Advanced Methods & Assessment: Strategies for Students with Significant Behavior, Social & Emotional Needs, Department of Special Education, University of Kansas

2021-2023 *OSEP Scholars Steering Committee Founding Member and Mentor*

Doctoral Student Peer Mentor: Apprentice for Advising

Skylar Raynor (2025-2026)

Katherine Austin (2019-2023)

Rebecca Sherod (2018-2023)

AWARDS AND FELLOWSHIPS

2025-2027 CASSEL Weissberg Scholar

2025 Thriving Youth in Digital Environments. *Expanding Coping Power to Promote Digital Media Literacy and Healthy Peer Relationships in Digital Environments.*

2024 Global Program of Distinction. *Building Capacity to Scale-up Violence Prevention in Mexican Middle Schools.*

2019-2023 KU RITE Doctoral Scholar, OSEP-funded Training Grant, University of Kansas

2018-2019 University Graduate Fellowship