

Jessika Hattie Bottiani, PhD, MPH

Research Assistant Professor

University of Virginia
School of Education & Human Development
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EDUCATION

- 2015-2016** **Postdoctoral Fellowship**, School-Based Violence Prevention (PI: Catherine Bradshaw), University of Virginia, Charlottesville, VA
- 2009-2014** **Doctor of Philosophy (PhD)** in Mental Health, Johns Hopkins University, Bloomberg School of Public Health, Institute of Education Sciences (IES) Interdisciplinary Traineeship in Sociology, Mental Health, & Education, Baltimore, MD
Dissertation: *Inequitable School Climate*
- 2007-2008** **Master of Public Health (MPH)**, Johns Hopkins University, Bloomberg School of Public Health, Baltimore, MD, Certifications: Maternal & Child Health
Capstone: *Mamás y Bebés: A Case Study in Cultural Adaptation*
- 1997-2001** **Bachelor of Arts, cum laude**, Smith College, Northampton, MA
Russian and Chinese Literature

FACULTY APPOINTMENT

Assistant Professor, Research Track, December 2016 – Present
University of Virginia (Charlottesville), School of Education & Human Development, affiliated with the Youth-Nex Center to Promote Effective Youth Development and the Department of Human Services.

RESEARCH AND TRAINING APPOINTMENTS

Health Disparities Research Institute Scholar, National Institute of Minority Health and Health Disparities (NIMHD). August 2019. One of 50 scholars competitively selected. Interactive sessions with leading scientists and NIH staff designed to increase likelihood of NIH funding awards.
<https://nihrecord.nih.gov/2019/10/18/program-provides-blueprint-young-researchers>

William T. Grant Foundation - Scholars Strategy Network, Policy Engagement Cohort, February 2019 – Present, One-to-one mentoring and coaching for a select group of scholars to increase likelihood of research utilization by policymakers to reduce inequality and improve the lives of young people.

Johnson & Johnson Community Health Care Scholar, September 2010 – May 2013, Cultural adaptation of evidence-based interventions for African and Caribbean immigrant and refugee children. Johns Hopkins University, Bloomberg School of Public Health, Baltimore, MD

PROFESSIONAL EXPERIENCE

Research Associate, Community Science, Gaithersburg, MD | May 2014 – May 2015
Evaluation of the Substance Abuse and Mental Health Services Administration-funded National Resource Center for Mental Health Promotion and Youth Violence Prevention (part of the Safe Schools/Healthy Students initiative) and National Institute of Minority Health and Health Disparities (NIMHD)-funded JourneyStart Cross-Cultural and Linguistic Competency Assessment.

Program Officer | August 2008 - May 2009, **Program Associate** | March 2006 - July 2007
The California Endowment, Sacramento, CA

Program Manager | September 2003 - March 2006
Edgewood Center for Children and Families, San Francisco, CA

HONORS & SCHOLARSHIPS

National Institutes of Health, Health Disparities Loan Repayment Program Renewal Award, 2019-2020
National Academy of Education/Spencer Postdoctoral Fellowship Award Semi-Finalist, 2018
National Institutes of Health, Health Disparities Loan Repayment Program Award, 2016-2018
Early Career Travel Award for Society for Prevention Research, 2016, 2017
Article of Year Award Finalist, *Journal of School Psychology*, 2015
Early Career Travel Award for Society for Research on Child Development, 2015
US DOE Institute of Education Sciences Predoctoral Training Fellowship 2009 - 2014
Gordis Teaching Fellowship, *Youth Violence Prevention: A Public Health Approach*, 2013
Johnson & Johnson Community Health Care Scholar, 2010-2013
UC Berkeley Summer Institute on Youth Violence Prevention Scholarship, 2010
First Group Scholar, 2001
Dean's List, 1998-2001

PROFESSIONAL AFFILIATIONS & ACTIVITIES

- Society for Research on Child Development, Member
- Society for Prevention Research (SPR), Member; SPR Early Career Prevention Network (ECPN), Steering Committee Member - Program Committee
- Society for Research on Adolescence, Member
- American Public Health Association, Member

GRANT PARTICIPATION

Current Principal Investigator Grants

William T. Grant Foundation Bottiani (PI) 4/1/18-3/31/23
Implementing state-level policy reform to eliminate school discipline disparities: A mixed methods examination of effectiveness and lessons learned. To evaluate the effectiveness of a state-level policy to reduce discipline disparities for Black youth.
Role: Principal Investigator

William T. Grant Foundation Bottiani (PI) 7/1/19-6/30/21
Mentoring Grant. Dr. Henderson will collaborate with a tribal community to develop a culturally-adapted evidence-based intervention to improve tribal youth educators' competencies in mental health promotion. Group mentorship of Dr. Henderson's research will be led by Dr. Bottiani

† Jessica H. Bottiani, *née* Zmuda, 2

Role: Principal Investigator, Primary Mentor

1R01MD013808-01 Bradshaw (PI) 4/1/19-11/30/23
National Institute on Minority Health and Health Disparities (R01 Clinical Trial)
R-CITY: Reducing Racism and Violence through Collaborative Intervention with Teachers and Youth. To test the integration of a universal, classroom-based adaptation of Coping Power for Baltimore City youth with racism and discrimination-focused elements of the Double Check professional development and coaching preventive intervention for teachers and school police.
Role: Co-Principal Investigator, Project Director

Current Co-Investigator Grants

R305A190116 Bradshaw (PI) 7/1/19-6/30/23
Institute of Education Sciences
Coping Power for Rural Middle Schoolers: A Tiered Approach to Increasing Behavioral and Mental Health Supports & Reducing Disparities.
Role: Co-Investigator

R305C190014 Reinke (PI) 2/1/19-1/31/24
Institute of Education Sciences
National Center for Rural School Mental Health: Enhancing the capacity of rural schools to identify, prevent, and intervene in youth mental health concerns.
Role: Co-Investigator

R305A150221 Bradshaw (PI) 7/1/15-6/30/20
Institute of Education Sciences
Testing the Efficacy of Double Check: A Cultural Proficiency Professional Development Model in Middle Schools. 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.
Role: Co-Investigator

R305A180111 Herman (PI) 8/1/18-7/30/21
Institute of Education Sciences
Identifying Discrete and Malleable Indicators of Culturally Responsive Instruction and Discipline. To derive, refine and validate a classroom observation tool, teacher self-report, and student survey to measure culturally response instruction and discipline.
Role: Co-Investigator

2015-CK-BX-0023 Bradshaw (PI) 1/1/16-12/31/20
National Institute of Justice. *Coping Power in the City: Promoting Safety and Coping Skills in Baltimore City High Schools.* To increase safety and reduce rates of violence, discipline problems, and related mental health concerns among City Schools 9th graders.
Role: Co-Investigator

R305H150027 Bradshaw (PI) 6/1/15-5/31/20

Institute of Education Sciences

Evaluating Maryland State Policies to Improve School Climate. Work in partnership with the Maryland State Department of Education and Sheppard Pratt Health System to conduct an evaluation of Positive Behavior Support.

Role: Co-Investigator

R305A140070

Bradshaw (PI)

7/1/14-6/30/20

Institute of Education Sciences

Testing the Efficacy of the Middle School Coping Power Program. Conduct a randomized controlled trial of a developmentally adapted middle school version of the evidence-based Coping Power.

Role: Co-Investigator

Completed Grants

U.S. Department of Education: *Maryland's Safe and Supportive Schools Project* (PI Bradshaw, 10/1/10-9/30/14). To 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.

Role: Predoctoral Researcher

Institute of Education Sciences (R324A110107): *Double Check: A Cultural Proficiency and Student Engagement Model* (PI Bradshaw, 5/1/11-4/30/14). To 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. Role: Predoctoral Researcher.

William T. Grant Foundation *Observing the Setting-level Impact of a High School Behavioral Change Intervention: A 60 School Randomized Trial* (PI Bradshaw, 10/15/11-10/14/14). To 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. Role: Predoctoral Researcher

University of Virginia, Innovative, Developmental, Exploratory Awards (IDEA) Seed Grant. A *brief mindfulness intervention for reducing pre-service teachers' stress associated with managing challenging student behaviors* (PI Jennings, 7/1/18-6/30/19). Role: Co-Principal Investigator

Youth-Nex Center for Effective Youth Development, Translational Research Seed Grant.

Roots & Wings: Promoting Positive Youth Development and Educational Equity in Charlottesville Middle Schools through Integrated Music Programming (PI Bottiani, 7/1/18-6/30/19). To develop classroom-based English, math, and science instruction through a set of six music arts-integrated academic lesson plans for middle grade levels. Role: Principal Investigator

University of Virginia, Innovative, Developmental, Exploratory Awards (IDEA). *Developing the R-CITY model: An integrated intervention to prevent school-based racism/discrimination and youth violence* (PI Bottiani, 7/1/18-6/30/19). To develop an adapted curriculum integrating Double Check and Coping Power interventions to the universal level and including racism/discrimination prevention strategies. Role: Principal Investigator

Youth-Nex Center for Effective Youth Development, Translational Research Seed Grant
Evaluating the Impact of Youth-Police Dialogues on Police: A Seed Funding Proposal for Survey Development (PI Wahl, 7/1/18-6/30/19) To develop and validate a new survey measure to assess police officers' attitudes and behaviors towards youth of color. Role: Co-Principal Investigator

PUBLICATIONS

Peer-Reviewed

<https://www.ncbi.nlm.nih.gov/myncbi/1T75aieRV2FOC/bibliography/public/>

22. **Bottiani**, J.H., Camacho, D., Lindstrom Johnson, S.L., Bradshaw, C.P. (2021). Youth firearm violence disparities in the U.S. and implications for prevention. Advance online publication. *Journal of Child Psychology and Psychiatry*.
<https://doi.org/10.1111/jcpp.13392> (IF: 7.035)
21. Thomas, D., Bradshaw, C., **Bottiani**, J., McDaniel, H.L., & Debnam, K. (2021). Coping Power in the City: Promoting safety and healthy coping among African American males in urban high schools. Manuscript in press at *Professional School Counseling*.
20. 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. Manuscript accepted at *Journal of School Health*. (IF: 1.673)
19. **Bottiani**, J.H., McDaniel, **Henderson, L., Castillo, J., & Bradshaw, C.P. (2020). Buffering effects of racial discrimination on school engagement: The role of culturally responsive teachers and caring school police. *Journal of School Health, 1019-1029*. <https://doi.org/10.1111/josh.12967> (IF: 1.673)
18. **Bottiani**, J. H., Johnson, S. L., McDaniel, H. L., & Bradshaw, C. P. (2020). Triangulating school climate: Areas of convergence and divergence across multiple levels and perspectives. *American Journal of Community Psychology, 65*(3-4), 423-436.
<https://doi.org/10.1002/ajcp.12410> (IF: 2.320)
17. Larson K.E., Pas E.T., **Bottiani** J.H., *Kush J.M., & Bradshaw C.P. (2020). A multidimensional and multilevel examination of student engagement and secondary school teachers' use of classroom management practices. *Journal of Positive Behavior Interventions*. <https://doi.org/10.1177/1098300720929352> (IF: 2.683)
16. Larson, K. E., **Bottiani**, J. H., Pas, E. T., *Kush, J. M., & Bradshaw, C. P. (2019). A multilevel analysis of racial discipline disproportionality: A focus on student perceptions of academic engagement and disciplinary environment. *Journal of School Psychology, 77*, 152-167. <https://doi.org/10.1016/j.jsp.2019.09.003> (IF: 3.000)
15. **Bottiani**, J.H., **Duran, C.A.K., Pas, E.T., & Bradshaw, C.P. (2019). Teacher stress and burnout in urban middle schools: Associations with job demands, resources, and effective classroom practices. Advance online publication. *Journal of School Psychology*.
<https://doi.org/10.1016/j.jsp.2019.10.002>
14. 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>

13. *Bistrong, E., **Bottiani**, J. H., & Bradshaw, C. P. (2019). Youth reactions to bullying: Exploring the factors associated with students' willingness to intervene. *Journal of School Violence*, 18(4), 522–535. <https://doi.org/10.1080/15388220.2019.1576048>
12. Lindstrom Johnson, S., **Bottiani**, J., Waasdorp, T. E., & Bradshaw, C. P. (2018). Surveillance or safekeeping? How school security officer and camera presence influence students' perceptions of safety, equity, and support. *The Journal of Adolescent Health: Official Publication of the Society for Adolescent Medicine*, 63(6), 732–738. <https://doi.org/10.1016/j.jadohealth.2018.06.008>
11. Bradshaw, C. P., Pas, E. T., **Bottiani**, J. H., Debnam, K. J., Reinke, W. M., Herman, K. C., & Rosenberg, M. S. (2018). Promoting cultural responsiveness 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>
10. **Bottiani**, J. H., Bradshaw, C. P., & Gregory, A. (2018). Nudging the gap: Introduction to the special issue “Closing in on Discipline Disproportionality.” *School Psychology Review*, 47(2), 109–117. <https://doi.org/10.17105/SPR-2018-0023.V47-2>
9. *Ludin, S., **Bottiani**, J. H., Debnam, K., Solis, M. G. O., & Bradshaw, C. P. (2018). A cross-national comparison of risk factors for teen dating violence in Mexico and the United States. *Journal of Youth and Adolescence*, 47(3), 547–559. <https://doi.org/10.1007/s10964-017-0701-9>
8. **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. <https://doi.org/10.1177/0022487117722553>
7. **Bottiani**, J.H., Bradshaw, C.P., & Mendelson, T.M. (2017). A multilevel examination of racial disparities in high school discipline: Black and White adolescents' perceived equity, school belonging, and adjustment problems. *Journal of Educational Psychology*, 532-545. <https://doi.org/10.1037/edu0000155>
6. **Bottiani**, J.H., Bradshaw, C.P., & Mendelson, T.M. (2016). Racial inequality in Black and White high school students' perceptions of school support: An examination of race in context. *Journal of Youth and Adolescence*, 45(6), 1176-1191. <https://doi.org/10.1007/s10964-015-0411-0>
5. Debnam, K., Pas, E., **Bottiani**, J.H., Cash, A.H., & 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. <https://doi.org/10.1002/pits.21845>
4. **Bottiani**, J.H., Bradshaw, C.P., & Mendelson, T. (2014). Promoting an equitable and supportive school climate in high schools: The role of school organizational health and staff burnout. *Journal of School Psychology*, 52, 567-582. <https://doi.org/10.1016/j.jsp.2014.09.003>
3. **Bottiani**, J.H., Bradshaw, C.P., Rosenberg, M.S., Hershfeldt, P.A., Pell, K.L., Debnam, K.D. (2012). Applying Double Check to Response to Intervention: Culturally responsive practices for students with learning disabilities. *Insights on Learning Disabilities*, 9, 93-107.
2. Le, H. N., †**Zmuda**, J., Perry, D. F., & Muñoz, R. F. (2010). Transforming an evidence-based intervention to prevent perinatal depression for low-income Latina immigrants. *American Journal of Orthopsychiatry*, 80, 34-45. <https://doi.org/10.1111/j.1939-0025.2010.01005.x>

1. Bradshaw, C.P., [†]Zmuda, J. H., Kellam, S. G. & Ialongo, N. S. (2009). Longitudinal impact of two universal preventive interventions in first grade on educational outcomes in high school. *Journal of Educational Psychology*, 101, 926-937.
<https://doi.org/10.1037/a0016586>

*PhD student mentee

**Postdoctoral mentee

Chapters and Papers in Edited Volumes

- Bottiani, J.H.**, Heilbrun, A. & Bradshaw, C.P. (2018). Models of health promotion, prevention, and intervention. In M.J. Mayer & S.R. Jimerson (Eds.). *School Safety and Violence Prevention: Science, Practice, and Policy Driving Change*. Washington, D.C.: American Psychological Association.
- Debnam, K. J., **Bottiani, J. H.**, & Bradshaw, C. P. (2017). Promoting culturally responsive practice to reduce disparities in school discipline among African American students. In N. Finnigan-Carr (Ed.), *Linking Health and Education for African American Students' Success* (pp. 97-114). New York, NY: Routledge Press.
- Bradshaw, C. P., **Bottiani, J. H.**, Petras, H., Schaeffer, C. M., & Ialongo, N.S. (2016). Trajectories of aggressive-disruptive behavior. In R. J. Levesque (Ed.). *Encyclopedia of Adolescence* (Second edition). New York: Springer.
- Bradshaw, C. P., **Bottiani, J.**, Osher, D., & Sugai, G. (2014). Integrating Positive Behavioral Interventions and Supports (PBIS) and Social Emotional Learning. In Weist, M.D., Lever, N. A., Bradshaw, C. P., & Owens, J. (Eds.). *Handbook of School Mental Health: Advancing Practice and Research* (second edition; pp. 101-118). New York: Springer.
- [†]**Zmuda, J.H.**, & Bradshaw, C.P. (2012). Social and emotional learning and academic achievement. In Hattie, J., & Anderman, E.M. (Eds.), *International Handbook of Student Achievement*. New York: Routledge.

Book Reviews

- Powers, M. & **Bottiani, J.** (2019, October 29). [Review of the book *Creating Safe, Equitable, Engaging Schools: A Comprehensive Evidence-Based Approach to Supporting Students*, by D. Osher, D. Moroney, & S. Williamson]. *Teachers College Record*.
<https://www.tcrecord.org> ID Number: 23125

Under Review

- McDaniel, H.L., Braun, S., **Bottiani, J.H.**, De Lucia, D., Tolan, P., & Bradshaw, C. (2021). Examining developmental differences in observed teacher-student classroom interactions across elementary, middle, and high school. Under review with the *Journal of School Psychology*.
- *Powers, M.D., **Bottiani, J.H.**, Bradshaw, C.P. (2021). Cultivating warm demand: How teachers' use of culturally responsive practices relates to students' classroom experience. Under review with *American Educational Research Journal*.

Duran, C. A. K., Braun, S., **Bottiani, J. H., McDaniel, H., & Bradshaw, C. P. (2021). Observed Teacher Support of Middle School Student Engagement: Exploration of Contextual Factors Contributing to Variability across the Day. Under review with the *Journal of Educational Psychology*.

Duran, C.A.K., **Bottiani, J. H., & Bradshaw, C. P. (2021). Teachers Supporting Teachers: A Social Network Perspective on Collegial Stress Support and Emotional Wellbeing among Elementary and Middle School Educators. Invited paper for a special issue in *School Mental Health*. (IF: 3.007)

In Preparation

Bottiani, J.H. Kush, J.M., McDaniel, H.L., & Bradshaw, C.P. (2021). *Measuring school discipline disparities: A primer and case study demonstration of intervention effects on discipline disproportionality affecting Black youth*. In preparation.

Bottiani, J.H., *Duran, C., Molloy Elreda, L., Pas, E.T., & Bradshaw, C.P. (2021). *Let's talk about race: a social network analysis of educators who seek and are sought after for help on racial and cultural issues at school*. In preparation.

*PhD student mentee

**Postdoctoral mentee

CONFERENCE PRESENTATIONS

Bradshaw, C.P., Debnam, K.J., **Bottiani**, J.H., Pas, E.T. (2020, May). *Promoting Cultural Proficiency and Student Engagement through Coaching of Classroom Teachers: An Efficacy Study of Double Check in Middle Schools* [Conference session]. Society for Research in Child Development Special Topic Meeting Construction of the 'Other': Development, Consequences, and Applied Implications of Prejudice and Discrimination, Rio Grande, Puerto Rico. (Conference postponed due to COVID-19)

Bottiani, J.H., Bradshaw, C.P., Debnam, K.J. (2020, May). *Preventing Youth Violence by Targeting Racial Bias and Racial Stress: A Collaborative Intervention with Middle Schoolers and Their Teachers* [Conference session]. Society for Research in Child Development Special Topic Meeting Construction of the 'Other': Development, Consequences, and Applied Implications of Prejudice and Discrimination, Rio Grande, Puerto Rico. (Conference postponed due to COVID-19)

Bottiani, J.H., Bonifay, W., Duran, C., Herman, K., & Bradshaw, C.P. (2022, May). *Measurement Properties and Convergent Validity of a Live Classroom Observational Measure of Culturally Responsive Practices* [Conference session]. Society for Research in Child Development Special Topic Meeting Construction of the 'Other': Development, Consequences, and Applied Implications of Prejudice and Discrimination, Rio Grande, Puerto Rico. (Conference postponed due to COVID-19)

Powers, M., **Bottiani**, J.H., Karras-Jean Gilles, J., Suárez-Orozco, J., Bradshaw, C.P. (2022, May). *Observational Assessments of Culturally Responsive Teaching: Leveraging the Measures of Effective Teaching (MET) Study* [Conference session]. Society for Research in Child Development Special Topic Meeting Construction of the 'Other': Development,

- Consequences, and Applied Implications of Prejudice and Discrimination, Rio Grande, Puerto Rico. (Conference postponed due to COVID-19)
- Debnam, K.J., Milam, A., **Bottiani**, J.H., Bradshaw, C.P. (2020, March). *Staff-Student Incongruence in Perceived School Equity: Associations with Student Perceived Connectedness in Middle and High School* [Conference session]. Society for Research on Adolescence Biennial Conference, San Diego, CA. (Conference cancelled due to COVID-19).
- Bottiani**, J.H., Henderson, L., Bradshaw, C.P. (2020, March). *Examining School and Family Racial, Relational, and Cultural Resilience Factors and Urban Black 9th Graders' Mental Health* [Conference session]. Society for Research on Adolescence Biennial Conference, San Diego, CA. (Conference cancelled due to COVID-19).
- Bottiani**, J.H., Debnam, K.J., & Bradshaw, C.P. (2020, June). *Preventing Youth Violence By Targeting Racial Bias and Racial Stress: A Collaborative Intervention with Middle Schoolers and Their Teachers* [Conference session cancelled due to COVID-19]. Society for Prevention Research Annual Meeting, Washington, DC.
- Bottiani**, J.H., Duran, C., Pas, E., & Bradshaw, C.P. (2019, June). *Understanding Teacher Stress in Relation to Classroom Context: Implications for Effective Teaching Practices with Black Adolescents in Urban Middle Schools*. Oral presentation at the Society for Prevention Research Annual Meeting, San Francisco, CA.
- Bottiani**, J.H., Bonifay, W., Pas, E., Herman, K., & Bradshaw, C.P. (2019, June). *Understanding Teacher and Classroom Contextual Factors Associated with Observed Culturally Responsive Practices (CRP) in Predominantly Black, Urban Schools*. Oral presentation at the Society for Prevention Research Annual Meeting, San Francisco, CA.
- Thomas, D., Bradshaw, C., **Bottiani**, J.H., McDaniel, H., Debnam, K. (2019, June). *Promoting Healthy Coping Among Urban High Schoolers: Preliminary Findings from the Coping Power in the City Project*. Oral presentation at the Society for Prevention Research Annual Meeting, San Francisco, CA.
- Debnam, K., Milam, A., **Bottiani**, J., & Bradshaw, C. (2019, June). *Teacher-Student Incongruence in Perceptions of School Equity*. Oral presentation at the Society for Prevention Research Annual Meeting, San Francisco, CA.
- Bottiani**, J.H., Debnam, K.J., Lindstrom Johnson, S., Bradshaw, C.P. (2019, March). *Associations of observed school climate on perceived connectedness among Black, Latino, and White high schoolers*. Oral presentation at the Society for Research in Child Development Biennial Conference, Baltimore, MD.
- Bottiani**, J.H. & Debnam, K.J. (2019, February). Invited talk. *Climate and Culture in Middle Grades*. Sponsored by New York Life Foundation, Association for Middle Level Education (AMLE), and Altria: The Youth-Nex Remaking Middle School Summit. Gallup Headquarters, Washington, D.C.
- Bottiani**, J.H., Debnam, K.J., Herman, K., & Bradshaw, C.P. (2018, October). *Closing in on Disproportionality Mini-Conference*, University of Virginia, School of Education & Human Development.
- Nguyen, A., **Bottiani**, J.H., Debnam, K.J., & Bradshaw, C.P. (2018, November). *Rural Research-Practitioner Engagement Mini-Conference*, University of Virginia, School of Education and Human Development.

- Bottiani, J.H., Vanapalli, J., Debnam, K., Pas, E., Kim, B.K.E.** (2018, June). *Critical dialogue skills to address microaggressions in prevention science*. Oral presentation at the 2018 Society for Prevention Research Annual Meeting, Washington, D.C.
- Bottiani, J.H., Lindstrom Johnson, S., Debnam, K.J., Bradshaw, C.** (2018, April). *School engagement, safety, and environment in multilevel perspective: convergence and divergence in independently observed and student-reported measures of school climate*. Oral presentation at the Society for Research on Adolescence Biennial Meeting, Minneapolis, MN.
- Bradshaw, C.P., Debnam, K.J., **Bottiani, J.H.** Thomas, D. (2018, June). *Identifying and intervening with at-risk urban high school students through the Coping Power in the City model*. Oral presentation at the Society for Prevention Research Annual Meeting, Washington, D.C.
- Gaias, L. M., Lindstrom Johnson, S., Debnam, K. J., **Bottiani, J. H.**, & Bradshaw, C.P. (2018, June). *A person-centered approach to understanding teacher's culturally responsive practices*. Oral presentation at the 2018 Society for Prevention Research Annual Meeting, Washington, D.C.
- Nguyen, A., **Bottiani, J.H.**, Bradshaw, C.P., Schaefer, H., Debnam, K.D., Pas, E., Lochman, J.E. (2017, June). *Getting under the skin: Exploring physiological indicators of program engagement in the Early Adolescent Coping Power program*. Oral presentation at the Society for Prevention Research Annual Meeting, Washington, D.C.
- Bottiani, J.H., Lindstrom Johnson, S., Debnam, K.J., Bradshaw, C.** (2017, June). *Triangulating school climate: Areas of convergence and divergence in multilevel perspective*. Poster presentation at the Society for Prevention Research Annual Meeting, Washington, D.C.
- Bottiani, J.H.** (2017, June). Chair, *Deconstructing the Black Box: Synergizing Fidelity and Adaptation Processes to Enhance Intervention Engagement and Effectiveness for Students of Color Symposium*. Society for Prevention Research Annual Meeting, Washington, D.C.
- Bottiani, J.H., Pas, E.T., Asuncion-Bates, L., Hardee, S., Bradshaw, C.** (2017, June). *Cultural adaptation of a teacher coaching intervention to improve classroom practices with diverse students*. Oral presentation at the Society for Prevention Research Annual Meeting, Washington, D.C.
- Bottiani, J.H., Pas, E., Debnam, K.J., Larson, K., & Bradshaw, C.P.** (2017, April). *The role of teacher job-related stress, burnout, and racial/ethnic composition in observed student-teacher classroom interactions*. Oral presentation at the Society for Research in Child Development Biennial Conference, Austin, TX.
- Bottiani, J.H., Debnam, K.D., 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 presentation at the Babies, Boys, & Men of Color Special Meeting of the Society for Research in Child Development, Tampa, FL.
- Bottiani, J.H., Molloy Elreda, L. Pas, E.T., Debnam, K.D., Bradshaw, C.P.** (2016, June). *School- and individual-level characteristics associated with key opinion leaders in positive behavior support & working with students of color*. Oral presentation at the Society for Prevention Research Annual Meeting, San Francisco, CA.
- Bottiani, J.H. & Bradshaw, C.P.** (2016, March). *#BlackLivesMatter: Can adolescent researchers contribute to racial justice? A discussion of Coping Power in the City Project*. Oral

- presentation at the Society for Research on Adolescence Biennial Conference, Baltimore, MD.
- Bradshaw, C.P., **Bottiani**, J., Debnam, K., Ellison, A., & Leaf, P. (2016, June). *Leveraging school police to reduce youth violence in Baltimore city high schools*. Society for Prevention Research Conference, San Francisco, CA.
- Bottiani**, J.H. & Bradshaw, C.P. (2015, August). *School-based prevention to curb school violence and promote safety and equity in schools*. Invited presentation at the Center for Evidence-Based Crime Policy, Fairfax, VA.
- Bottiani**, J.H. & Bradshaw, C.P. (2015, March). *Inequitable school discipline practices and disparate psychosocial outcomes among black and white high school-aged youth*. Oral presentation at the Society for Research in Child Development Biennial Conference, Philadelphia, PA.
- Bottiani**, J.H. & Bradshaw, C.P. (2015, March). *School racial/ethnic diversity: A contextual influence on inequitable experiences of supportive school climate among black and white adolescent boys*. Oral presentation at the Society for Research in Child Development Biennial Conference, Philadelphia, PA.
- Bottiani**, J.H. (2014, December). *Schools as developmental contexts: Implications of racial inequity in adolescents' school experiences*. Invited talk at the Room to Grow: Journey to Cultural and Linguistic Competency Conference (Kennedy Krieger Institute), Baltimore, MD.
- Bottiani**, J.H., Debnam, K., & Bradshaw, C.P. (2014, March). *Equitable school support: An approach to reducing racial disparities in student engagement and social-emotional health*. Oral presentation at the Society for Research on Adolescence Biennial Conference, Austin, TX.
- Bottiani**, J.H., Debnam, K., & Bradshaw, C.P. (2013, June). *Enhancing teacher cultural proficiency through improved measurement: Exploring the factor structure of cultural proficiency continuum measures*. Poster session presented at the Society for Prevention Research Annual Conference, San Francisco, CA.
- Bottiani**, J.H., Bradshaw, C.P. (2013, June). *Understanding the schooling experiences of children of immigrants: the role of discrimination, psychological adjustment, and academics*. Poster session presented at the Society for Prevention Research Annual Conference, San Francisco, CA.
- 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 Summit on the Science of Eliminating Health Disparities (sponsored by the National Institutes of Health), National Harbor, MD.
- Bottiani**, J.H., Waritay, O.R., & Fonseca-Becker, F. (2012, December). *Preventing obesity among African and Caribbean immigrant and refugee children in Philadelphia: A multisectoral effort to measure effectiveness*. Poster session presented at the Summit on the Science of Eliminating Health Disparities (sponsored by the National Institutes of Health), National Harbor, MD.

REVIEWER SERVICE

Journal Editorial Boards

Prevention Science, Early Career Editorial Board Member, 2016 – 2019
School Psychology Review, Editorial Board Member, 2019 - Present

Special Issues Edited

Bradshaw, C.P., Bottiani, J., & Gregory, A. (Eds.) (2018). *School Psychology Review*. Guest editor for special issue *Closing in on Disproportionality in Discipline*.

Journal Invited Reviewer

Invited reviewer for peer reviewed journals including *Journal of Educational Psychology*, *Journal of Urban Health*, *AERA Open*, *Social Science & Medicine*, *Assessment for Effective Intervention*, *Journal of Child and Family Studies*, and *Advances in School Mental Health Promotion*.

Foundation Grant Review

Invited reviewer for grant proposals from the William T. Grant Foundation (ad hoc), 2017 – Present
Invited reviewer for grant proposals from the Sierra Health Foundation, 2011-2015

UNIVERSITY AND DEPARTMENTAL SERVICE

UVA Youth-Nex Center's *Remaking Middle Schools* Initiative, Lead Author, White Paper on Culture, Climate, & Community

TEACHING & MENTORING

Doctoral Advisees (Co-Mentored with Catherine Bradshaw)

Meredith Powers, University of Virginia

Elizabeth Bistrong, Ph.D., 2019, University of Virginia, Dissertation Title: A Developmental Perspective on Bullying: Exploring Risk Factors from Preschool through High School. APPIC Clinical Psychology Internship at Henry Ford Health Sciences Center (Pediatric Neuropsychology)

Samantha Ludin, Ph.D., 2019, University of Virginia, Dissertation Title: Teen Dating Violence: Associations with Individual and Contextual Factors, APPIC Clinical Psychology Internship at University of Michigan.

Youth and Social Innovation Undergraduate Research Assistants

Juliana Parra, University of Virginia
Andie Goodman, University of Virginia

Cultural Competency Workshop, Co-Facilitator, June 2017, June 2018

School of Education, University of Virginia, Charlottesville Virginia
U.S. Department of Education Science Funded Summer Undergraduate Research Program (SURP)
10-week Internship for Undergraduate Students of Color

Lab Supervisor, June 2016 – June 2018

Prevention Research and Intervention Development Lab (PI: Catherine Bradshaw)

School of Education, University of Virginia, Charlottesville Virginia

Faculty Advisor, June 2016 - August 2016

School of Education, University of Virginia, Charlottesville Virginia

U.S. Department of Education Science Funded Summer Undergraduate Research Program (SURP)
10-week Internship for Undergraduate Students of Color

Teaching Fellow, Fall 2013

The Johns Hopkins University Krieger School of Arts & Sciences.

Awarded competitive teaching fellowship. Developed course syllabus and lecture content. Taught semester-long seminar to 18 advanced undergraduate Public Health majors.

Course Title: *Youth Violence Prevention: A Public Health Approach*

Faculty Mentors: Dr. James Goodyear, Dr. Kelly Gebo

Teaching Assistant, Spring 2013

Social, Psychological, & Developmental Processes in the Etiology of Mental

Disorders, Course Instructor: Dr. Catherine Bradshaw

Supported online course for 40 students by co-facilitating “Live Talk” sessions; assisted students via the course bulletin board system (BBS), email, and in-person; graded written assignments; developed and maintained online syllabus and library.

Teaching Assistant, Fall 2010 & Fall 2011

Introduction to Mental Health Services, Course Instructor: Dr. Ramin Mojtabai

Supported in-person course for 30 students; guest lectured; graded written assignments and exams; assisted students in-person and via email with questions; developed and maintained online syllabus and library.

SPECIAL TRAINING

Person-Centered Methods in Educational Research Course, Arya Ansari, University of Virginia
School of Education, January 2017

Hierarchical Linear Modeling Short Course with Dr. Robert Croninger, University of Maryland,
College Park. March 2013

Data & Democracy Community Assessment Train the Trainer Course, UCLA Center for Health
Policy Research, Health DATA (Data, Advocacy, Technical Assistance) Program, Fresno, CA.