

Michael D. Lyons, Ph.D.

Clinical and School Psychology Program
Department of Human Services
University of Virginia
Charlottesville, VA 22904
mdl8s@virginia.edu
(434) 924-0790

EDUCATION

Ph.D. School Psychology

Area of emphasis: Quantitative methods
University of South Carolina (USC), August 2014
Dissertation: *An evaluation of a mediational model of adolescent global life satisfaction*

M.A. School Psychology

University of South Carolina, December 2011
Thesis: *The dual-factor model of mental health: Further study of the determinants of group differences*

B.A. Economics and Political Science

University of Michigan (UM)

LICENSURE / CERTIFICATIONS

2019-Present Licensed Psychologist, Virginia Board of Psychology (#0810006336)
2016-Present Nationally Certified School Psychologist (#49166)

RESEARCH INTERESTS

- Adolescent psychological well-being
- Youth-adult relationships
- School-based youth mentoring
- School-based mental health

PROFESSIONAL POSITIONS

2016-Present Assistant Professor, University of Virginia
2014-2016 Postdoctoral research fellow, University of Houston
2011-2014 Graduate assistant, Quantitative Methods with M. Lee VanHorn, Ph.D. at USC
2010-2013 Lab manager, Positive Psychology Lab with E. Scott Huebner, Ph.D. at USC
2009-2014 Graduate assistant, School Psychology Program

HONORS AND AWARDS

2021 Nominee, Online Course Showcase (for exemplary work using digital spaces in teaching)
2016 Society for the Study of School Psychology, Early Career award
2011, 12, 13 USC Graduate Student Travel award
2011 APA Division 16 Excellence in Graduate Student Research
2011 Greenville Family Symposium Scholarship

EXTERNALLY FUNDED RESEARCH AND GRANTS

2020-2025 *Virginia School Mental Health Providers Recruitment and Retention: Creating Capacity for Change and Continued Professional Growth*
Role: co-Principal Investigator
Source: United States Department of Education, \$250,000
2020-2021 *How do districts implement equity in afterschool and summer programs?*
Role: co-Principal Investigator
Source: Wallace Foundation, \$150,000

- 2019-2024 *Statewide implementation of professional development for school-mental health professionals*
 Role: Principal Investigator
 Source: United States Department of Education, \$2,058,674
- 2019-2020 *Improving Student Outcomes through Data-Driven Practices among School Counselors*
 Role: Co - Principal Investigator
 Source: Commonwealth of Virginia: 4-VA Advancing the Commonwealth, \$30,000
- 2016-2017 *Promoting positive youth development through instrumental mentoring: A "SMART" Study*
 Role: Principal Investigator
 Source: Society for the Study of School Psychology, \$19,929
- 2007-2016 *Heterogeneity in treatment effects: Can modeling techniques provide personalized prediction of treatment response and uncover groups of respondents?*
 Role: Research Scientist
 Source: Medical Research Council (UK), \$156,003
- 2014-2017 *An evaluation of Houston Independent School District's health and wellness program*
 Role: Methodologist
 Source: Sonima Foundation, \$53,500
- 2012-2013 *Antecedents of students' psychological well-being and engagement in schooling*
 Role: Principal Investigator
 Source: South Carolina Association of School Psychologists, \$1,000

PENDING GRANT APPLICATIONS

- 2021 *Improving mental health through technology-assisted mentoring: Examining associations between the use of research evidence and mental health outcomes*
 Role: Principal Investigator
 Source: William T. Grant Foundation [LOI submitted] \$1,000,000
- 2021 *AMPED Coping Power: Task Shifting Evidence-Based Preventive Programming to Paraprofessionals*
 Role: Co-Principal Investigator
 Source: EHD IDEA award, \$10,000

PUBLICATIONS

REFEREED JOURNAL ARTICLES (*Student authors*)

1. *Spiekermann, L.*, Lawrence, E., **Lyons, M.D.**, & Deutsch, N. (accepted). A qualitative analysis of the utility of a competency framework for mentor training. *Mentoring and Tutoring: Partnerships in learning*.
2. *Spiekermann, L.*, **Lyons, M.D.** & Deutsch, N. (accepted). A mixed-methods approach to understanding trajectories of mentoring relationship growth. *Journal of Community Psychology*.
3. **Lyons, M.D.** & McQuillin, S.D. (2021) It's not a bug, it's a feature: Evaluating mentoring programs with heterogeneous activities. *Child and Youth Care Forum*. Online first. <https://doi.org/10.1007/s10566-021-09609-1>
4. **Lyons, M.D.** & Jiang, X. (2021). School-related social support as a buffer to stressors in the development of adolescent life satisfaction. *Journal of Applied School Psychology*. Online First. <https://doi.org/10.1080/15377903.2021.1895397>
5. *Williamson, S.*, **Lyons, M.D.**, Deutsch, & Lawrence (2021). Mothers and mentoring: The association between maternal relationship difficulties and mentoring outcomes. *Journal of Community Psychology*. Online first. <https://doi.org/10.1002/jcop.22540>
6. McQuillin, S.D. & **Lyons, M.D.** (2021) A national study of mentoring program characteristics and premature match closure: The role of program training and ongoing support. *Prevention Science*. Online first. [10.1007/s11121-020-01200-9](https://doi.org/10.1007/s11121-020-01200-9)

7. *Jablon, E. & Lyons, M.D.*, (2021) Relationship quality and attunement in school-based mentoring: Effects on academic and behavioral outcomes. *Journal of Community Psychology*, 49, 533-546 doi: 10.1002/jcop.22477
8. *Spiekermann, L. Lyons, M.D.*, & Lawrence, E (2020) The ups and downs of mentoring relationship formation. *Child and Youth Services Review*, 118, 105413. <https://doi.org/10.1016/j.chilyouth.2020.105413>
9. *Williamson, S.*, Lawrence, E., **Lyons, M.D.**, & Deutsch, N. (2020). What mentees bring: Relationship characteristics pre-mentoring and mentoring relationship satisfaction. *Journal of Early Adolescence*, 40, 996-1022. <https://doi.org/10.1177/0272431619891251>
10. Jiang, X., Fang, L., & **Lyons, M.D.** (2019) Is life satisfaction an antecedent to coping behaviors for adolescents? *Journal of Youth and Adolescence*, 48, 2292-2306. doi: 10.1007/s10964-019-01136-6.
11. McQuillin, S.D., **Lyons, M.D.**, Becker, K., Hart, M., & Cohen, K. (2019) Strengthening and expanding child services in low resource communities: The role of task-shifting and just-in-time training. *American Journal of Community Psychology*, 63, 355-365. doi:10.1002/ajcp.12314
12. **Lyons, M.D.** & McQuillin, S.D. (2019). Risks and rewards of school-based mentoring relationships: A reanalysis of the student mentoring program evaluation. *School Psychology*, 34, 76-85. doi: 10.1037/spq0000265
13. **Lyons, M.D.**, McQuillin, S.D., & *Henderson, L.* (2019). Finding the sweet spot: Investigating the effects of relationship closeness and instrumental activities in school-based mentoring. *American Journal of Community Psychology*, 63, 88-98. doi: 10.1002/ajcp.12283
14. Jiang, X., Fang, L., & **Lyons, M.D.** (2019). Does school satisfaction predict coping? A short-term longitudinal examination in early adolescents. *Psychology in the Schools*, 56, 582-594. doi: 10.1002/pits.22210
15. McQuillin, S., **Lyons, M.D.**, Clayton, R.J., & Anderson, J. (2018). Assessing the impact of school-based mentoring: Common problems and solutions associated with evaluating nonprescriptive youth development programs. *Applied Developmental Science*, 24, 215-229. doi: 10.1080/10888691.2018.1454837
16. Smith, B.S., **Lyons, M.D.**, & Esat, G. (2018) Yoga kernels: Taking a public health approach to fundamental yoga practices. *International Journal of Yoga Therapy*, 29, 119-126. doi: 10.17761/2018-00024.
17. Lamont, A., **Lyons, M.D.**, Jaki, T., Stuart, E., Feaster, D., Ishwaran, H., Tharmaratnam, K., & Van Horn, M.L. (2018). Identification of predicted individual treatment effects in randomized clinical trials. *Statistical Methods in Medical Research*, 1, 142-157 doi: 10.1177/0962280215623981
18. **Lyons, M.D.**, McQuillin, S.M., Smith, B, H., Jones, S., McClellan, A.M., Jacobs, G., & Reed, E. (2017). Motivation coaching training for instructional coaches: A pilot study of motivational interviewing skills training. *Mentoring and Tutoring: Partnerships in Learning*, 25(5), 548-565. <https://doi.org/10.1080/13611267.2017.1415796>
19. Jiang, X., **Lyons, M.D.**, & Huebner, S.H. (2016). An examination of the reciprocal relations between life satisfaction and social problem solving in early adolescents. *Journal of Adolescence*, 53, 141-151. doi: 10.1016/j.adolescence.2016.09.004
20. McQuillin, S & **Lyons, M.D.** (2016). Brief instrumental school-based mentoring for middle school students: Theory and impact. *Advances in School Mental Health*, 9, 73-89 doi: 10.1080/1754730X.2016.1148620

21. **Lyons, M.D.**, Huebner, E.S., & Hills, K.J. (2016). Relations among personality characteristics, environmental events, coping behavior and adolescents' life satisfaction. *Journal of Happiness Studies*, *17*, doi: 10.1007/s10902-015-9630-z
22. **Lyons, M.D.**, & Huebner, E.S. (2016). Academic characteristics of early adolescents with higher levels of life satisfaction. *Applied Research in Quality of Life*, *11*, 757-771. doi:10.1007/s11482-015-9394-y
23. **Lyons, M.D.**, Otis, K., Hills, K.J., & Huebner, S.H. (2014). Life satisfaction and maladaptive behaviors in early adolescents. *School Psychology Quarterly*, *29*, 553-566. doi:10.1037/spq0000061
24. **Lyons, M.D.**, Huebner, E.S., Hills, K.J., & Van Horn, M.L., (2013). Mechanisms of change in adolescent life satisfaction: A longitudinal analysis. *Journal of School Psychology*, *51*, 587-598. doi: 10.1016/j.jsp.2013.07.001
25. Mancil, E., Bird, J., **Lyons, M.D.**, VanEck, K., & Smith, B.H. (2013). Considering positive psychology constructs of life satisfaction and school connectedness when assessing symptoms related to attention-deficit/hyperactivity disorder. *Journal of Human Sciences and Extension*, *1*, 63-77.
26. **Lyons, M.D.**, Huebner, E.S., & Hills, K.J. (2013). The dual-factor model of mental health: A short-term longitudinal study of school-related outcomes. *Social Indicators Research*, *114*, 549-565. doi: 10.1007/s11205-012-0161-2
27. **Lyons, M.D.**, Huebner, E.S., Hills, K.J., & Shinkareva, S.V., (2012). The dual- factor model of mental health: Further study of the determinants of group differences. *Canadian Journal of School Psychology*, *27*, 183-196. doi: 10.1177/0829573512443669

REFEREED JOURNAL ARTICLES UNDER REVIEW & IN PROGRESS

1. Downey, S. & **Lyons, M.D.**, & Williams, J. (revise and resubmit). The Role of Family Relationships in Youth Mentoring: An Ecological Perspective.
2. **Lyons, M. D.**, Edwards, K., & Fallavollita, W. (revise and resubmit). Testing associations between mentor and mentee reports of relationship quality: A cross-lagged autoregressive model.
3. **Lyons, M. D.**, Taylor, J., Zeanah, K., & Downey, S. (under review). Short-term impact of telementoring on school staff engagement, knowledge, and attitudes for evidence-based school mental health care.
4. Alwani, N., **Lyons, M.D.**, & Edwards, K. (under review). Examining Heterogeneity in Mentoring: Relations Between Session Content and Youth Outcomes

BOOK CHAPTERS/ EDITED VOLUMES

1. **Lyons, M.D.**, Griffin, C., Downer, J.T., & Smith, K.R. (2020). Theories of child development. In Kelly, K., Garbacz, A. & Albers, A. *Theoretical foundations of school psychology research and practice* (pp. 73-95). New York, NY: Routledge.
2. Hills, K.J., **Lyons, M.D.**, & Huebner, E.S., (2020). Adolescents' life satisfaction. In A. Michalos (Ed.), *Encyclopedia of quality of life and well-being research* (2nd ed.). Dordrecht, Netherlands: Springer. doi: 10.1007/978-3-319-69909-7_34-2
3. Huebner, E.S., Hills, K.J., Jiang, X., Long, R., Kelly, R., & **Lyons, M.** (2014). Schooling and children's subjective well-being. In A. Ben-Arieh, F.Casas, I. Frones, & J. Korbin (Eds.), *Handbook of child well-being* (pp. 797-819). Dordrecht, Netherlands: Springer.
4. Hills, K.J., **Lyons, M.D.**, & Huebner, E.S., (2014). Adolescents' life satisfaction. In A. Michalos (Ed.), *Encyclopedia of quality of life and well-being research* (pp. 71-75). Dordrecht, Netherlands: Springer.

TECHNICAL REPORTS

1. **Lyons, M.D.** & McQuillin, S.D. (2021). Mentoring for enhancing educational attitudes beliefs and behaviors. *National Mentoring Resource Center Model Review*
2. **Lyons, M.D.** & Chan, W. (in preparation) Mentoring for Enhancing School Attendance, Academic Performance, and Educational Attainment *National Mentoring Resource Center Model Review*

SCHOLARLY PRESENTATIONS

INVITED PRESENTATIONS

1. **Lyons, M.D.**, Taylor, J., Wharff, J. (2020, December) *Virginia Partnership for School Mental Health*. Presentation given at the Meeting for Mental Health Service Professional Demonstration, Project Prevent, and Trauma Recovery
2. **Lyons, M.D.** (2020, May). *Evidence and recommendations for school-based mentoring*. Workshop presented virtually to the Remaking Middle School Initiative.
3. **Lyons, M.D.**, Jablon, E., & Deutsch, N. (2020, May). *Diversity and social justice implications for school-based mentors*. Workshop presented virtually to the Freedom School Initiative.
4. Smith, B. H. & **Lyons, M.D.** (2016, March). *A call to study dosage, student engagement, satisfaction, and attendance in school-based yoga*. Yoga in the Schools Research Summit, Kirpalu Institute Stockbridge, MA.
5. Smith, B.H., **Lyons, M.D.** & Esat, G. (2019, March 14). Yoga Kernels: Using the RE-AIM model to disseminate mindfulness [National Webinar]. In *RE-AIM Webinar Series*. Retrieved from <http://www.re-aim.org/2019/03/>

REFEREED NATIONAL PRESENTATIONS

1. Kassabian, S. & **Lyons, M.D.** (2021, April) The Role of Family Relationships in Youth Mentoring: An Ecological Perspective. Paper presented at the *Society for Research in Child Development*.
2. Spiekermann, L., **Lyons, M.D.**, Lawrence, E. & Deutsch, N. (2020, February). *School-Based Mentoring Relationship Development*. Poster session presented at the National Association of School Psychologists Annual Convention, Baltimore, MD.
3. Kassabian, S. & **Lyons, M.D.** (2020). *Family Matters: The Role of Family Relationships in Youth Mentoring*. Poster presented at the National Association of School Psychologists annual conference, Baltimore, MD.
4. **Lyons, M.D.** (2019, August). *Expanding the Scope and Improving the Effectiveness of Youth Mentoring in School Systems*. Symposium to be presented at the American Psychological Association annual conference, Washington, DC
5. Jiang, X., Fang, L., & **Lyons, M.D.** (2019, March). *Gender Differences in the Longitudinal Relations between Life Satisfaction and Coping Behaviors in Early Adolescents*. Poster to be presented at the Society for Research on Child Development, Biennial Meeting, Baltimore, MD.
6. **Lyons, M.D.** & Deutsch, N.D. (2019, February) *Using Sentiment Analysis to understand mentor relationship quality*. Poster presented at the National Association of School Psychologists Association 2019 Convention. Atlanta, GA.
7. Jablon, E., **Lyons, M.D.** & Deutsch, N.D. (2019, February). *Can Mentoring Relationship Quality Predict School Outcomes: Preliminary Results*. Poster presented at the National Association of School Psychologists Association 2019 Convention. Atlanta, GA.

8. **Lyons, M.D.**, McQuillin, S., & Henderson, L., (2018, September). *What is a mentor to do? Estimating mentor effects as a function of relationship quality and explicit skill instruction*. Poster presented at the Society for Research on Child Development, Philadelphia, PA.
9. **Lyons, M.D.**, Speikermann, L., & Williamson, S. (2018, August). *Promoting positive youth development through school-based mentoring: A pilot "SMART" study*. Poster presented at the American Psychological Association annual conference, San Francisco, CA.
10. Speikermann, L., Jablon, E., Lawrence, E., & **Lyons, M.D.** (2018, August). *Mentors' Perceived Program Support and Relationship Growth*. Poster presented at the American Psychological Association annual conference, San Francisco, CA.
11. Jiang, X., Fang, L., & **Lyons, M.D.** (2018, April). *Longitudinal relations between school satisfaction and social coping behaviors in early adolescents*. Poster presented at the Society for Research on Adolescence Biennial Meeting, Minneapolis, MN.
12. **Lyons, M.D.** & McQuillin (2017, February) *A reanalysis of the student mentoring program: Estimating treatment effects by the quality of the mentoring relationship*. In **Lyons, M.D.** (Organizer) *Advances in school-based mentoring: Overcoming methodological and practical barriers associated with one widely funded school-based prevention intervention*. Symposium conducted at the Society for the Study of Educational Effectiveness, Washington, DC.
13. McQuillin, S.D., **Lyons, M.D.** (2017, February) Treatment construct validity in school-based mentoring intervention research. In **Lyons, M.D.** (Organizer) *Advances in school-based mentoring: Overcoming methodological and practical barriers associated with one widely funded school-based prevention intervention*. Symposium conducted at the Society for the Study of Educational Effectiveness, Washington, DC.
14. Strait, G., **Lyons, M.D.**, McQuillin, S.D., & Lee, J (2017, January). *School-based motivational interviewing: An introduction to OARS*. Miniskills session presented the annual convention of the National Association of School Psychologists, San Antonio, TX.
15. Sajovic, P., **Lyons, M.D.**, & Smith, B. H. (2016, February). *Attendance in After-School Programs Predicts Standardized Test Scores*. Poster presented at the annual convention of the National Association of School Psychologists, New Orleans, LA.
16. Racine, M., **Lyons, M. D.**, & Smith, B. H. (2016, February). *Yoga and social-emotional functioning: A dual factor perspective*. Poster presented at the annual convention of the National Association of School Psychologists, New Orleans, LA.
17. Smith, B. H., **Lyons, M. D.**, & Amir-Kiaei, Y. (2016, February). *Yoga Kernels as Potential School-Based Behavioral Interventions*. Poster presented at the National Association for School Psychologists (NASP) 2016 Convention, New Orleans, LA.
18. Ng, Z.J., **Lyons, M.D.**, Huebner, S.H., & Hills, K.J. (2015, September) *Stressful life events and life satisfaction in early adolescents*. Poster presented at the Ninth annual World Congress on the Promotion of Mental Health and the Prevention of Mental and Behavioral Disorders. Columbia, SC.
19. McQuillin & **Lyons, M.D.** (2015, May) *From harmful to helpful: Transforming youth mentoring through task-shifting, evidenced-based practice and practice-based evidence*. Paper presented at the Association for Psychological Sciences Annual Conference. New York, NY.
20. Lamont, A., **Lyons, M.D.**, & VanHorn, M. (2015, May) *Validating methods for predicting individual treatment effects*. Symposium presented at the Modern Modeling Methods Conference, Storrs, CT.
21. Jiang, X., Siddall, J., Weber, M., Hills, K., **Lyons, M.D.**, Otis, K., Harzer, C., Tian, L. (2014, February)

Incorporating positive psychological assessment in school psychologists' practice. Miniskills session presented at the annual convention of the National Association for School Psychologists, Washington DC.

22. **Lyons, M.D.**, Huebner, E.S., & Hills, K.J. (2013, January). *Mechanisms of change in adolescent life satisfaction: Implications for intervention.* Poster presented at the National Association of School Psychologists Annual Convention, Seattle, WA.
23. Kelly, R., **Lyons, M.D.**, Jiang, X., Bird, J., Huebner, E.S., & Hills, K.J. (2013, January). *Advances in positive psychology: Basic science assessment and intervention research.* Symposium presented at the National Association of School Psychologist Annual Convention, Seattle, WA.
24. **Lyons, M.D.**, Fowler, J., Kelly, R., & Huebner, E.S. (2012, January). *Strategies for understanding and improving emotional well-being during IEP meetings.* Poster presented at the National Association of School Psychologist Annual Convention, Philadelphia, PA.
25. **Lyons, M.D.**, Jiang, X., Kelly, R., Hills, K.J., & Huebner, E.S. (2011, August). *Adolescents' positive mental health: Variable- and person- centered research approaches.* Poster presented at American Psychological Association Annual Convention, Washington DC.
26. **Lyons, M.D.**, Kelly, R., Bird, J., Hills, K.J., & Huebner, E.S. (2011, August). *The dual- factor model of mental health and evidence-based interventions: A positive psychological approach.* Poster presented at American Psychological Association Annual Convention, Washington DC.

REFEREED INTERNATIONAL PRESENTATIONS

1. Siddall, J., **Lyons, M.D.**, Huebner, E.S., & Hills, K.J. (2013, April). *School-related need satisfaction and adolescents' school well-being: The role of student engagement.* Poster presented at the International Positive Psychology Association, Los Angeles, CA.
2. **Lyons, M.D.**, Otis, K., Huebner, E.S., & Hills, K.J. (2013, April). *Relationships among mental health and subjective quality of life of early adolescents.* Paper presented at the International Family Symposium, Greenville, SC.
3. **Lyons, M.D.**, Hills, K.J., & Huebner, E.S. (2011, July). *Infusing positive psychology into the psychology in the schools.* Poster presented at the Second World Congress on Positive Psychology sponsored by the International Positive Psychological Association, Philadelphia, PA.
4. **Lyons, M.D.**, Weist, M., & Huebner, E.S. (2011, July). *Integrating school mental health and positive psychological assessment.* Poster presented at the Second World Congress on Positive Psychology sponsored by the International Positive Psychological Association, Philadelphia, PA.
5. **Lyons, M.D.**, Huebner, E.S., & Hills, K.J. (2011, April). *Theoretical antecedents of a new model of mental health: Predictors of well-being and psychopathology.* Poster presented at The Third Annual International Greenville Family Symposium, Greenville, SC.
6. Jiang, X., Huebner, E.S., Kelly, R., Long, R., **Lyons, M.D.**, & Gilman, R. (2011, April) *Children's subjective well-being and schooling: A synthesis of the literature and implications for school professionals.* Poster presented at The Third Annual International Greenville Family Symposium, Greenville, SC.
7. Hills, K.J., **Lyons, M.D.**, & Huebner, E.S. (2010, April). *Measuring perceived quality of life in children and youth: The BMSLSS.* Paper presentation at The Second Annual International Greenville Family Symposium, Greenville, SC.
8. **Lyons, M.D.**, Huebner, E.S., Hills, K.J., Antaramian, S.P., & Lewis, A.D. (2010, April). *Benefits of multidimensional positive indicators of well-being in comprehensive child assessments.* Plenary Session at The Second Annual International Greenville Family Symposium, Greenville, SC.

REFEREED REGIONAL/LOCAL PRESENTATIONS

1. **Lyons, M.D.**, Jiang, X., Kelly, R., Long, R., Hills, K.J., & Huebner, E.S. (2010, October). *Child psychological well-being in school*. Poster presented at the South Carolina Association of School Psychologists, Columbia, SC.

TEACHING and MENTORING

DOCTORAL ADVISEES

- Westley Fallavollita (anticipated PhD 2026), University of Virginia
- Noor Alwani, (anticipated PhD 2025), University of Virginia
- Sara Kassabian, (anticipated PhD 2024), University of Virginia
- Elana Jablon, (anticipated PhD 2023), University of Virginia
- Lara Spiekermann, (anticipated PhD 2022), University of Virginia

OTHER ADVISING

- Brittany Crowley (anticipated Ph.D. 2023) (dissertation committee member), Clinical and School Psychology, University of Virginia
- Meredith Powers (anticipated Ph.D. 2024) (academic advisor), Clinical and School Psychology, University of Virginia
- Theresa Melton (anticipated Ph.D. 2020) (dissertation committee member), Research, Evaluation, & Statistics, University of Virginia
- Jacqueline Atunrase (anticipated Ph.D. 2021) (dissertation committee member), Clinical Psychology, University of Virginia
- Julia Augenstern (anticipated MEd, 2019) (pre-dissertation reader), Clinical Psychology, University of Virginia
- Supriya Williamson (anticipated Ph.D. 2020) (dissertation committee member), Clinical Psychology, University of Virginia
- Marisa Malone, Ph.D. (2019) (dissertation committee member), Clinical Psychology, University of Virginia
- Sarah Dillion, Ph.D. 2017 (dissertation committee member), Special Education, University of Virginia

COURSES TAUGHT

University of Virginia

- Mental health in schools (EDHS 2895)
- Professional issues in psychology (EDHS 7630)
- School psychology practicum (EDHS 8750)

University of South Carolina

- Psychological Statistics (Psyc 227)
- Laboratory in Psychology (Psyc 228)

OTHER TEACHING EXPERIENCE

- Teaching Assistant, Advanced Psychology Practica (Psych 782; Psych 830; Psych 841C; graduate-level)
- Teaching Assistant, Quantitative Methods (Psych 709; Psych 710; graduate-level)
- Teaching Assistant, Personality Psychology (Psych 460; undergraduate-level)
- Teaching Assistant, Health Psychology (Psych 465; undergraduate-level)
- Teaching Assistant, Research Methods (Psych 226; undergraduate-level)

PROFESSIONAL SERVICE

PROFESSIONAL ASSOCIATION MEMBERSHIPS

- National Association of School Psychologists (NASP)
- American Psychological Association (APA)

EDITORIAL EXPERIENCE

Editorial Board

- *School Psychology* (formerly *School Psychology Quarterly*; Impact factor: 3.26; 2018-Present)
- *Psychology in the Schools* (Impact factor: 1.247; 2016-Present)

Ad Hoc Reviewer

- *American Journal of Community Psychology* (Impact factor: 2.322; 2018)
- *American Journal of Orthopsychiatry* (Impact factor: 1.276; 2014)
- *Applied Research in Quality of Life* (Impact factor: 1.025, 2018)
- *Child Development* (Impact factor: 3.791; 2016)
- *European Journal of Psychological Assessment* (Impact factor: 1.969; 2016)
- *Journal of Community Psychology* (Impact factor: 0.797; 2016)
- *Journal of Happiness Studies* (Impact factor: 1.846; 2015, 2016, 2016)
- *Learning Disability Quarterly* (Impact factor: 2.132, 2017)
- *School Psychology Review* (Impact factor: 1.521; 2017, 2018)
- *The Spanish Journal of Psychology* (Impact factor: 0.493; 2016)

Ad Hoc Conference Proposal Reviewer

- National Association of School Psychologists Annual Convention (2014, 2015)
- Society for Research on Educational Effectiveness (2016)

OTHER NATIONAL SERVICE

- Co-chair, Student well-being committee. Virginia Department of Education's Return to Schooling CVD19 recovery task force (April 2020)
- Board member, *National Mentoring Resource Center Research Board* (2019-Present)

UNIVERSITY, COLLEGE & DEPARTMENT SERVICE – UNIVERSITY OF VIRGINIA

2019	Ad hoc Committee, Cultural Competence work group in the Department of Human Services
2018	Ad hoc Committee, Academic Honor
2017 - 2018	Search Committee, Curriculum Instruction and Special Education
2019-	Admissions coordinator, Clinical and School Psychology
2020-	PhD Studies committee, member

UNIVERSITY, COLLEGE & DEPARTMENT SERVICE – UNIVERSITY OF SOUTH CAROLINA

2012	Search Committee, Psychology Services Center Department of Psychology (Chair: Kimberly Hills, Ph.D.)
2011-2012	Graduate student representative, School Psychology Program

MEDIA MENTIONS

- Hoxworth L. (2020, December). UVA leads Virginia's new plan to improve mental health in K-12 schools UVA Today. Retrieved from <https://news.virginia.edu/content/uva-leads-virginias-new-plan-improve-mental-health-k-12-schools>
- Breen, A. (2020, August). Back-to-school recommendations to boost students' and teachers' well-being. UVA Today. Retrieved from <https://news.virginia.edu/content/back-school-recommendations-boost-students-and-teachers-well-being>
- Breen, A. (2019, August). 3 ways to become a better mentor. Retrieved from <https://news.virginia.edu/content/3-ways-become-better-mentor>
- Moore, N. (2018, December). Engaged UVA. *Engaged UVA - Michael Lyons*. WTJU 91.1FM. Retrieved from <https://soundcloud.com/wtju/sets/engaged-uva>
- Poon, C. (2018, December). Profiles in Mentoring: Michael Lyons on effective school-based mentoring. Retrieved December 5, 2018, from <https://www.evidencebasedmentoring.org/michael-lyons-on-effective-school-based-mentoring/>
- Rhodes, J. (2018, December). New study pinpoints the "sweet-spot" wherein youth outcomes are maximized. Retrieved December 20, 2018, from <https://www.evidencebasedmentoring.org/new-study-pinpoints-the-sweet-spot-wherein-youth-outcomes-are-maximized/>
- Damour, L. (2017, December). When a Teenager's Coping Mechanism Is SpongeBob. *The New York Times*. Retrieved from <https://www.nytimes.com/2017/02/08/well/family/when-a-teenagers-coping-mechanism-is-spongebob.html>