

CURRICULUM VITAE

Courtney N. Baker, Ph.D.

Department of Psychology, Tulane University

Percival Stern Hall, 6400 Freret Street

New Orleans, LA 70118

504-862-8332 (office); 504-862-8744 (fax)

cnbaker@tulane.edu; www.courtneybaker.com

ACADEMIC POSITIONS

- 2012-present **Assistant Professor – Department of Psychology, Tulane University**, New Orleans, LA
Co-Director, Tulane University Psychology Clinic for Children and Adolescents
Member, Tulane University Violence Prevention Institute
- 2010-2012 **Postdoctoral Fellow – The Children’s Hospital of Philadelphia Research Institute**, Philadelphia, PA
Clinical/Community/School Program
Leadership Education in Neurodevelopmental Disabilities (LEND) Advanced Fellow
Mentor: Stephen S. Leff, Ph.D.

EDUCATION

- 2007-2010 **Ph.D. (Clinical Psychology) – University of Massachusetts**, Amherst, MA
Concentration in Child, Adolescent, and Family Clinical Psychology
Minor in Quantitative Methods, Supervised by Aline Sayer, Ph.D.
Dissertation: “Relationships between Contextual Characteristics, Parent Implementation, and Child Outcome within an Academic Preventive Intervention for Preschoolers”
Chair: David H. Arnold, Ph.D.
- 2009-2010 **Predoctoral Internship (Clinical Psychology) – Department of Psychiatry, University of Rochester Medical Center**, Rochester, NY
Child and Adolescent Track
- 2004-2007 **M.S. (Clinical Psychology) – University of Massachusetts**, Amherst, MA
Master’s Thesis: “Attrition from a Parent Training Prevention Program for Conduct Problems”
Thesis Advisor: David H. Arnold, Ph.D.
- 1999-2003 **B.A. (Psychology and English), High Honors – Oberlin College**, Oberlin, OH

PSYCHOLOGY LICENSE

2015-present **License #1307 – Louisiana, Specialty in Clinical Psychology**

RESEARCH INTERESTS

My career is committed to bridging the gap between research and practice, with a particular focus on understanding and facilitating the translation of evidence-based programs into school and community settings that serve children, youth, and families at risk for poor outcomes. This includes children who live in poverty, racial and ethnic minority children, and children who have experienced trauma. **The goal of my research program is to eliminate disparities in mental health and academic achievement by improving the dissemination and implementation of high-quality prevention and intervention programs.** In order to achieve this goal, my research program focuses on three interrelated objectives: 1) understanding developmental contexts that are central to disparities in the health and academic outcomes of vulnerable populations; 2) understanding antecedents and consequences of high fidelity implementation; and 3) addressing barriers to the high-quality implementation of prevention/intervention programs in community settings serving children and families. I focus on mental health and academic problems with particularly high public health significance, including aggression, violence, trauma, and early skill deficits in language/literacy, along with the evidence-based prevention and intervention programs researchers have developed to promote healthy socioemotional and academic development. My research program is guided by the fields of dissemination and implementation science and prevention science. In line with best practices when working with underserved communities, I utilize a community-based participatory research approach.

GRANT SUPPORT – FEDERAL

- 2016-2020 **Trauma-Informed Approaches to School Safety** (2015-CK-BX-0020; PI: Overstreet) – National Institute of Justice, Co-PI, \$2,662,969
- 2015-2017 **Does Network Density Increase after Trauma-Informed Care Training? A Systems Science Approach** – Government of Yukon, Health and Social Services Department, Canada, Co-PI*, \$10,000
- 2015-2016 **Trauma-Informed Schools Demonstration Project** – Office of Juvenile Justice and Delinquency Prevention, National Forum on Youth Violence Prevention, Department of Justice, Consultant, \$280,471 (\$13,000 subcontract)
- 2012-2014 **Risking Connection Mixed Methods Research Project** – Government of Yukon, Health and Social Services Department, Canada, Co-PI*, \$10,000
- 2011-2018 **Clinical Research Loan Repayment Program** (L30 HD070439-04) – NICHD, PI, \$81,896.75

*Shared Co-PI status with non-academic community partner, in line with best practices in community-based participatory research.

GRANT SUPPORT – FOUNDATION/NON-PROFIT

2018	ARTIC Scale Validity Investigation – Traumatic Stress Institute, PI, \$10,870
2017-2020	Trauma SMART New York City Evaluation – Crittenton Children’s Center, PI, \$78,000
2017-2019	Trauma SMART Expansion Evaluation – Crittenton Children’s Center, PI, \$16,500
2017-2018	Homer A. Plessy Community School LETS Read Program Evaluation – Saul Zaentz Charitable Foundation, PI, \$7,850
2017-2018	Trauma-Informed Care Readiness Planning Evaluation – Behavioral Health Alliance of Rural Pennsylvania, Co-PI*, \$43,890
2017-2018	New Orleans Trauma-Informed Schools Learning Collaborative – United Way, Consultant, \$200,000 (\$9,000 subcontract)

*Shared Co-PI status with non-academic community partner, in line with best practices in community-based participatory research.

GRANT SUPPORT – STATE

2016-2020	Violence Prevention Doctoral Fellowship – Louisiana Board of Regents Fellowship Training Grant, Community Support Team Member, in kind
2015-2018	Translating Evidence-Based Socioemotional Programs into Low-Income Preschool Settings: Leveraging Treatment Fidelity to Enhance Effectiveness (071A-15) – Louisiana Board of Regents Support Fund, Research Competitiveness Subprogram, PI, \$140,996

GRANT SUPPORT – INTRAMURAL

2017-2018	Universal Screening to Improve Youth Outcomes – Carol Lavin Bernick Faculty Grant, PI, \$10,000
2015-2017	A Case Study of Trauma-Informed Schools Adoption and Implementation – Center for Public Service Community Based Research Program, Tulane University, PI, \$3,000
2015-2016	Evaluating Trauma-Informed Care Using an Interrupted Time Series Design – University Senate Committee on Research Fellowship, Tulane University, PI, \$5,932
2015-2016	Ecological Covariates of Preschool Teacher Perceptions – CELT Faculty Scholarly/Artistic Engagement Fund, Tulane University, PI, \$870
2014	Tulane Scholarly Retreat Program – A Studio in the Woods and the Tulane-Xavier Center for Bioenvironmental Research, PI, \$1,400
2014	Networking Seminar Program – Tulane University, PI, \$3,369

UNFUNDED GRANT APPLICATIONS

- 2017-2022 **Delivering on the Promise of Social Emotional Learning Programs: An Evaluation of the Fidelity Check-Up** – William T. Grant Foundation Scholars Program, PI, LOI not invited
- 2017-2020 **Coaching Early Childhood Educators to Implement Evidence-Based Socioemotional Learning Practices with High Fidelity** – Foundation for Child Development Young Scholars Program, PI, LOI not invited
- 2016-2018 **Can a Trauma-Informed Approach in Juvenile Court Result in Improved Outcomes?** – Laura and John Arnold Foundation, Co-PI, LOI not invited
- 2015-2018 **Trauma Treatment and School Safety** – National Institute of Justice, Co-PI, not funded
- 2013-2015 **Victoria S. Levin Award** – Society for Research in Child Development (SRCD), PI, not funded
- 2011-2013 **Victoria S. Levin Award** – Society for Research in Child Development (SRCD), PI, not funded

STUDENT GRANT SUPPORT

- 2016-2017 **Dissertation Grant Award** – Society for the Study of School Psychology (SSSP), Mentor, PI: Hill (graduate student)
- 2016-2017 **Ruth L. Kirschstein National Research Service Award** – NICHD, Mentor, PI: Hill (graduate student), not funded (impact score 39, 39th percentile)
- 2015 **Travel Award** – Psi Chi, Mentor, PI: Hardin (undergraduate student)
- 2015 **Dean's Grant** – Tulane University, Mentor, PI: Aaron (undergraduate student)

HONORS AND AWARDS

- 2017 **Recipient** – Classroom Enhancement Grant, CELT, Tulane University
- 2014 **Participant** – Grant Writing Seminar & Practical Exercises Workshop, Federation of American Societies for Experimental Biology (FASEB)
- 2013 **Fellow** – Training Institute for Dissemination and Implementation Research in Health (TIDIRH), NIH/VA
- 2013 **Fellow** – 13th Annual Summer Institute on the Design and Conduct of Randomized Clinical Trials Involving Behavioral Interventions, OBSSR/NHLBI
- 2013 **Early Career Scholar** – School Psychology Research Collaboration Conference, Society for the Study of School Psychology (SSSP)
- 2012 **Fellow** – Child Intervention, Prevention, and Services (CHIPS) Research Institute, NIMH
- 2012 **Participant** – Workshop for Postdocs Transitioning to Independent Positions, NIGMS

REFEREED JOURNAL ARTICLES (*graduate student co-authors underlined and italicized*;
full citation lists: NCBI:

<https://www.ncbi.nlm.nih.gov/myncbi/browse/collection/49267877/?sort=date&direction=ascending>; Google Scholar: <https://scholar.google.com/citations?hl=en&user=jLb4VA0AAAAJ>)

- Baker, C. N.**, Brown, S. M., Wilcox, P. D., Verlenden, J. M., *Black, C. L.*, & Grant, B. E. (in press). The implementation and effect of trauma-informed care within residential youth services in rural Canada: A mixed methods evaluation. *Psychological Trauma: Theory, Research, Practice, and Policy*.
- Graybill, E. *, **Baker, C. N.***, Cloth, A. *, Fisher, S. *, & Nastasi, B. K. (in press). An analysis of social justice research in school psychology. *International Journal of School & Educational Psychology*. *These authors contributed equally to this work.
- Arora, P. G., **Baker, C. N.**, Krumholz, L. K. & Stark, K. D. (in press). Components analysis of a school-based cognitive-behavioral treatment for youth depression. *Journal of Clinical Child and Adolescent Psychology*.
- Hill, T.*, Gray, S., **Baker, C. N.**, Kamps, J., Boggs, K., Johnson, C., Carey, E., & Varela, R. E. (2017). A pilot study examining the effectiveness of the PEERS Program on social skills and anxiety in adolescents with autism spectrum disorder. *Journal of Developmental and Physical Disabilities, 29*, 797-808.
- Lockwood, A. B.*, McClure, J., Sealander, K., & **Baker, C. N.** (2017). Measuring school psychology trainee self-efficacy. *Psychology in the Schools, 54*, 655-670.
- Baker, C. N.**, Brown, S. M., Wilcox, P. D., Overstreet, S., & Arora, P. (2016). Development and psychometric evaluation of the Attitudes Related to Trauma-Informed Care (ARTIC) Scale. *School Mental Health, 8*, 61-76.
- Baker, C. N.**, Tichovolsky, M., Kupersmidt, J., Voegler-Lee, M. E., & Arnold, D. H. (2015). Teacher (mis)perceptions of preschoolers' academic skills: Predictors and associations with longitudinal outcomes. *Journal of Educational Psychology, 107*, 805-820.
- Gabrielsen, T. P., Farley, M., Speer, L., Villalobos, M., **Baker, C. N.**, & Miller, J. (2015). Identifying autism in a brief observation. *Pediatrics, 135*, e330-e338.
- Leff, S. S., **Baker, C. N.**, Waasdorp, T. E., Vaughn, N. A., Bevans, K., Thomas, N. A., Guerra, T., Hausman, A. J., & Monopoli, W. J. (2014). Social cognitions, distress, and leadership self-efficacy: Associations with aggression for high risk minority youth. *Development and Psychopathology, 26*, 759-772.

- Gerhart, J. I., **Baker, C. N.**, Hoerger, M., & Ronan, G. F. (2014). Experiential avoidance and interpersonal problems: A moderated mediation model. *Journal of Contextual Behavioral Science*, 3, 291-298.
- Hausman, A. J., **Baker, C. N.**, Komaroff, E., Thomas, N., Guerra, T., Hohl, B., & Leff, S. S. (2013). Developing measures of community-relevant outcomes for violence prevention programs: A community-based participatory research approach to measurement. *American Journal of Community Psychology*, 52, 249-262.
- Tichovolsky, M., Arnold, D. H., & **Baker, C. N.** (2013). Parenting and parent predictors of changes in child behavior problems. *Journal of Applied Developmental Psychology*, 34, 336-345.
- Waasdorp, T. E., **Baker, C. N.**, Paskewich, B., & Leff, S. S. (2013). The association between forms of aggression, leadership, and social status among urban youth. *Journal of Youth and Adolescence*, 42, 263-274.
- Baker, C. N.**, & Hoerger, M. (2012). Parental child rearing strategies: Implications for self-regulation, socio-emotional adjustment, and psychopathology in early adulthood. *Personality and Individual Differences*, 52, 800-805.
- Brown, S. M., **Baker, C. N.**, & Wilcox, P. (2012). Risking Connection trauma training: A pathway toward trauma-informed care in child congregate care settings. *Psychological Trauma: Theory, Research, Practice, and Policy*, 4, 507-514.
- Casey, C. M., Cook-Cottone, C., & **Baker, C. N.** (2012). A pilot study of effects of the Magic Penny Early Literacy Program on phonemic awareness and basic reading skills. *The New School Psychology Bulletin*, 9, 74-84.
- Baker, C. N.**, Arnold, D. H., & Meagher, S. (2011). Enrollment and attendance in a parent training prevention program for conduct problems. *Prevention Science*, 12, 126-138.
- Baker, C. N.**, Kupersmidt, J. B., Voegler-Lee, M. E., Arnold, D. H., & Willoughby, M. T. (2010). Predicting teacher participation in a classroom-based, integrated preventive intervention for preschoolers. *Early Childhood Research Quarterly*, 25, 270-283.
- Meagher, S., Arnold, D. H., Doctoroff, G. L., & **Baker, C. N.** (2008). The relationship between maternal beliefs and behavior during shared reading. *Early Education and Development*, 19, 138-160.
- Arnold, D. H., Brown, S. A., Meagher, S., **Baker, C. N.**, Dobbs, J., & Doctoroff, G. L. (2006). Preschool-based programs for externalizing problems. *Education and Treatment of Children*, 29, 311-339.

BOOK CHAPTERS AND NEWSLETTERS (graduate student co-authors underlined and italicized)

Daly, B. P., DeMatteo, D., Hildenbrand, A., **Baker, C. N.**, & Fisher, J. H. (2017). Psychosocial treatment and prevention in the adolescent years for ODD and CD. In J. E. Lochman & W. Matthys (Eds.), *The Wiley Handbook of Disruptive and Impulse-Control Disorders*. New York: Wiley Press.

Brown, S. M., & **Baker, C. N.** (2016). Measuring trauma-informed care: The Attitudes Related to Trauma-Informed Care (ARTIC) Scale. *Trauma Psychology News: A Publication of APA Division 56, Trauma Psychology, 11*, 11-13.

Black, C. L., & **Baker, C. N.** (2014). National Assessment Governing Board and National Assessment of Educational Progress. In L. H. Cousins (Ed.), *Encyclopedia of Human Services and Diversity*. (Vols. 1-3). Thousand Oaks, CA: SAGE Publications.

Coriano, V. & **Baker, C. N.** (2014). Educational status and service delivery. In L. H. Cousins (Ed.), *Encyclopedia of Human Services and Diversity*. (Vols. 1-3). Thousand Oaks, CA: SAGE Publications.

Baker, C. N., Leff, S. S., Bevans, K., & Power, T. J. (2014). Treatment integrity in urban, community-based prevention programs. In L. M. H. Sanetti & T. R. Kratochwill (Eds.), *Treatment integrity: A foundation for evidence-based practice in applied psychology* (pp. 279-301). Washington, DC: American Psychological Association.

PUBLISHED ABSTRACT

Baker, C. N., Bevans, K., Blum, N. J., & Leff, S. S. (2013). Examining the psychometrics and utility of the Research Competency Self-Report Tool. *Clinical and Translational Science, 6*, 159.

MANUSCRIPTS UNDER REVIEW (graduate student co-authors underlined and italicized; undergraduate student co-authors underlined)

Hardin, C. R., Black, C. L., Coriano, V. L., Hill, T., & **Baker, C. N.** (invited resubmission). Associations between institutional support, perceived student malice, and endorsement of punitive behavior management. *Education and Treatment of Children*.

McIntyre, E. M., **Baker, C. N.**, Overstreet, S., & the Trauma-Informed Schools Learning Collaborative (invited resubmission). Evaluating foundational professional development training for trauma-informed approaches in schools. *Psychological Services*.

Augenstern, J., & Baker, C. N. (submitted). Measurement in trauma-informed care: A scoping review. *Administration and Policy in Mental Health*.

Jurgen, B., Baker, C. N., Kamps, J., Hempe, J. M., & Chalew, S. A. (submitted). Predictors of metabolic control in youth with type 1 diabetes mellitus: Examining the role of depressive symptoms, fear of hypoglycemia and adherence. *Journal of Psychosomatic Research*.

Kester, J. S., Hill, T. L., Black, C. L., Coriano, V. L., Swineford, L., & Baker, C. N. (submitted). Variability in autism prevalence: Links with insurance policy, clinical resources, research institutions, and awareness-raising organizations. *Research in Autism Spectrum Disorders*.

Ziadni, M., Stevens, N., Lillis, T., Hobfoll, S., Baker, C. N., & Gerhart, J. (submitted). An examination of trauma-informed care: Intersections of provider personality and training. *General Hospital Psychiatry Journal*.

MANUSCRIPTS IN PREPARATION (graduate student co-authors underlined and italicized)

Baker, C. N. (in preparation). *Socioemotional promotion, prevention, and intervention programs for preschoolers: A systematic literature review and meta-analysis.*

Baker, C. N., Reinke, W., & Herman, K. (in preparation). *Teacher and school characteristics predict improvements in teacher self-efficacy and classroom management in the Incredible Years teacher training program.*

Baker, C. N. & Weixler, L. B. (in preparation). *Examining organizational correlates of student, teacher, and school outcomes in post-Katrina New Orleans schools.*

Black, C. L., & Baker, C. N. (in preparation). *Teacher turnover and preschooler aggression in low income early childhood educational settings.*

Coriano, V. L., & Baker, C. N. (in preparation). *Cultural adaptation in mental health programming: A checklist measure.*

Saybe, M. C., & Baker, C. N. (in preparation). *Examining the effects of classroom climate on relational aggression and victimization in low income, ethnically diverse preschoolers.*

NATIONAL AND INTERNATIONAL PRESENTATIONS (graduate student co-authors underlined and italicized; undergraduate student co-authors underlined; *refereed)

*Moberg, S. A., Baker, C. N., & Kupersmidt, J. B. (2018, August). *The ABCs of ACEs: Understanding adversity and adversity buffers in preschool children.* Poster to be

presented at the Annual Convention of the American Psychological Association, San Francisco, CA.

- ***Baker, C. N.**, Bell, P., Gauthier, R., & Moberg, S. A. (2018, March). Using technology to support the implementation of multi-tiered systems of support for social, emotional, and behavioral problems. In W. Reinke (Chair), *Integrating mental health assessment and supports into school-based tiered prevention models*. Symposium to be presented at the 15th International Conference on Positive Behavior Support, San Diego, CA.
- *Black, C. L., Margolies, S., & **Baker, C. N.** (2018, February). *Barriers and facilitators of trauma-informed care implementation in schools*. Poster submitted to be presented at the National Association of School Psychologists Annual Convention, Chicago, IL.
- *Augenstern, J., & **Baker, C. N.** (2017, December). *Measurement in trauma-informed care: A scoping review*. Poster presented at the 10th Annual Conference on the Science of Dissemination and Implementation in Health, Washington, DC.
- *Robey, N., Margolies, S., Sutherland, L., & **Baker, C. N.** (2017, December). *Understanding contextual factors that promote trauma-informed care implementation*. Poster presented at the 10th Annual Conference on the Science of Dissemination and Implementation in Health, Washington, DC.
- *Saybe, M., **Baker, C. N.**, & Kupersmidt, J. B. (2017, November). *Examining the effects of classroom climate on aggression and victimization in preschoolers*. Poster presented at the annual conference of the Louisiana School Psychological Association, Lafayette, LA.
- *McIntyre, E. M., & **Baker, C. N.** (2017, August). Trauma 101: Preparing your school for trauma-informed service delivery. In K. A. Simon and S. Overstreet (Chairs), *Whole school professional development as the foundation for trauma-sensitive schools*. Symposium presented at the Annual Convention of the American Psychological Association, Washington, DC.
- *Coriano, V. L., & **Baker, C. N.** (2017, August). *The impact of race-related stress on the psychological well-being of Black and Latino children: A critical review*. Poster presented at the Annual Convention of the American Psychological Association, Washington, DC.
- *Petrovic, L., Simon, K. A., **Baker, C. N.**, & Overstreet, S. (2017, August). *Examining the impact of secondary traumatic stress on attitudes toward trauma-informed care*. Poster presented at the Annual Convention of the American Psychological Association, Washington, DC.
- *Hill, T. L., Obstfeld, R., Kupersmidt, J. B., & **Baker, C. N.** (2017, June). *Workplace correlates of teacher misperceptions: Understanding discrepancies in teacher predictions of low-income preschoolers' pre-academic skills*. Poster presented at the annual meeting of the Society for Prevention Research, Washington, DC.

- Baker, C. N., & Cox, M.** (Co-Chairs). (2017, May). *Overcoming imposter syndrome: Strategies for early career professionals*. Luncheon panel presented at the annual meeting of the Society for Prevention Research, Washington, DC.
- ***Baker, C. N., Herrick, L., & Kupersmidt, J. B.** (2017, April). *Using propensity score matching to understand low-income preschoolers' internalizing and externalizing problems after divorce*. Poster presented at the biennial meeting of the Society for Research in Child Development, Austin, TX.
- ***Hill, T., Baker, C. N., & Kupersmidt, J. B.** (2017, April). Empirically derived profiles of preschooler risk: Relationships with kindergarten readiness. In B. Cooper (Chair), *Multi-level adversity during early childhood: Using advanced methods to advance policy-relevant school readiness research*. Symposium presented at the biennial meeting of the Society for Research in Child Development, Austin, TX.
- ***Saybe, M., Baker, C. N., & Kupersmidt, J. B.** (2017, April). *Examining the effects of classroom climate on relational aggression and victimization in preschool*. Poster presented at the biennial meeting of the Society for Research in Child Development, Austin, TX.
- ***Jurgen, B., Baker, C. N., Kamps, J., Hempe, J., & Chalew, S. A.** (2017, April). *Predictors of metabolic control in youth with type 1 diabetes: Depressive symptoms, fear of hypoglycemia and adherence*. Poster presented at the biennial meeting of the Society for Research in Child Development, Austin, TX.
- ***Petrovic, L., Overstreet, S., & Baker, C. N.** (2017, April). *The effects of teacher secondary traumatic stress on the implementation of trauma-informed care*. Poster presented at the biennial meeting of the Society for Research in Child Development, Austin, TX.
- ***Baker, C. N., Overstreet, S., & Whalen, K.** (2017, February). Trauma-informed schools: The development and preliminary evaluation of a manualized curriculum. In A. Holdaway (Chair), *Coaching teachers in tier 1 SEB programs: State of the science*. Symposium presented at the National Association of School Psychologists Annual Convention, San Antonio, TX.
- ***Baker, C. N., Brown, S., Wilcox, P., Overstreet, S., & Arora, P.** (2016, August). *Measuring trauma-informed care using the Attitudes Related to Trauma-Informed Care (ARTIC) Scale*. Paper presented at the 21st Annual International Summit and Training on Violence, Abuse, and Trauma, San Diego, CA.
- ***Baker, C. N., & Weixler, L. B.** (2016, May). Examining organizational correlates of student, teacher, and school outcomes in post-Katrina New Orleans schools. In **C. N. Baker & B. R. Cooper** (Co-Chairs), *Adopting innovations in community contexts: System-level predictors of readiness, outcomes, and sustainability*. Symposium presented at the annual meeting of the Society for Prevention Research, San Francisco, CA.

- ***Baker, C. N.**, Reinke, W., & Herman, K. (2016, May). *Teacher and school characteristics predict improvements in teacher self-efficacy and classroom management in the Incredible Years teacher training program*. Poster presented at the annual meeting of the Society for Prevention Research, San Francisco, CA.
- *McIntyre, E. M., **Baker, C. N.**, Vanderburg, J., & Overstreet, S. (2016, May). *Factors influencing school staff acceptability ratings of trauma-informed care*. Poster presented at the annual meeting of the Society for Prevention Research, San Francisco, CA.
- ***Baker, C. N.** (Chair). (2016, May). *Externalizing behavior and social and mental health issues*. Symposium presented at the annual meeting of the Society for Prevention Research, San Francisco, CA.
- *Hill, T. L., Gray, S., Boggs, K., Johnson, C., Carey, E., **Baker, C. N.**, & Varela, R.E. (2016, May). *Examining the effectiveness of the PEERS program on social skills and anxiety in adolescents with autism spectrum disorder*. Poster presented at the annual meeting of the International Society for Autism Research, Baltimore, MD.
- *Kester, J. S., Hill, T. L., Swineford, L. B., & **Baker, C. N.** (2016, May). *Variance in autism prevalence across states: Links with insurance policy, availability of clinical resources, proximity to research institutions, and presence of awareness-building organizations*. Poster presented at the annual meeting of the International Society for Autism Research, Baltimore, MD.
- *Lockwood, A., **Baker, C. N.**, Adkins, M., & Sealander, K. (2016, February). *School psychology graduate student self-efficacy: A psychometric study*. Paper presented at the National Association of School Psychologists Annual Convention, New Orleans, LA.
- ***Baker, C. N.** (Discussant). (2015, December). *Implementation research designs that address the complexities of clinician fidelity in behavioral health*. Symposium presented at the 8th Annual Conference on the Science of Dissemination and Implementation in Health, Washington, DC.
- *Black, C. L., & **Baker, C. N.** (2015, November). *Teacher-implemented prevention programs for preschoolers: A meta-analysis of impacts on aggression*. Poster presented at the Annual Louisiana School Psychology Association Conference, Lafayette, LA.
- ***Baker, C. N.**, Brown, S., Wilcox, P. D., Overstreet, S., & Arora, P. (2015, August). The Trauma-Informed Care Belief Measure: Examining the psychometrics of a scale that evaluates the trauma-informed care attitudes of educators and providers. In S. Overstreet (Chair), *Translating research on trauma into evidence-based practices: Creating trauma informed schools*. Symposium presented at the Annual Convention of the American Psychological Association, Toronto, ON.
- *Black, C. L., & **Baker, C. N.** (2015, August). *Differences in race and ethnicity in the distribution of tiered prevention and intervention programs for preschoolers: A*

systematic literature review. Poster presented at the Annual Convention of the American Psychological Association, Toronto, ON.

- *Hardin, C. R., Black, C. L., & Baker, C. N., (2015, August). *The effects of institutional support and teacher-perceived student malice on beliefs about punitive strategies for behavior management*. Poster presented at the Annual Convention of the American Psychological Association, Toronto, ON.

- Baker, C. N., & Rhoades Cooper, B.** (Co-Chairs). (2015, May). *Effective knowledge transfer and translation strategies for early career prevention scientists*. Symposium presented at the annual meeting of the Society for Prevention Research, Washington, DC.

- ***Baker, C. N.** (Chair). (2015, May). *Process, obstacles, and outcomes associated with scaling up early childhood programs*. Symposium presented at the annual meeting of the Society for Prevention Research, Washington, DC.

- *Coriano, V. L., & Baker, C. N. (2015, May). *Cultural adaptation in mental health programming: Are we doing enough to promote change?* Poster presented at the annual meeting of the Society for Prevention Research, Washington, DC.

- *Leff, S. S., **Baker, C. N.**, & Waasdorp, T. E. (2015, April). *Better understanding associations of social cognitions, distress, and leadership with aggression for high risk urban youth*. Paper presented at the biennial meeting of the Society for Research in Child Development, Philadelphia, PA.

- *Aaron, S. K., & Baker, C. N. (2015, April). *The role of parent involvement and peer-mediation on the effectiveness of early interventions for children with autism*. Poster presented at the biennial meeting of the Society for Research in Child Development, Philadelphia, PA.

- ***Baker, C. N.**, Brown, S., Wilcox, P. D., Overstreet, S., & Arora, P. (2015, February). *Measuring attitudes about trauma-informed care in schools: A psychometric study*. Paper presented at the National Association of School Psychologists Annual Convention, Orlando, FL.

- *Graybill, E., **Baker, C. N.**, Cloth, A., Fisher, S., Nastasi, B., Miranda, A., Power, T., Shriberg, D., & Prilleltensky, I. (2015, February). *An analysis of social justice research in school psychology*. Symposium presented at the National Association of School Psychologists Annual Convention, Orlando, FL.

- *Arora, P., **Baker, C. N.**, Krumholz, L. S., & Stark, K. D. (2015, February). *Components analysis of a school-based CBT intervention for depressed adolescents*. Paper presented at the National Association of School Psychologists Annual Convention, Orlando, FL.

- ***Baker, C. N.**, Brown, S. M., Wilcox, P. D., Verlenden, J. M., & Black, C. L. (2014, December). *Understanding the implementation, effect, and sustainability of trauma-informed care*

within a health service system serving children and youth. Poster presented at the 7th Annual Conference on the Science of Dissemination and Implementation, Bethesda, MD.

*Black, C. L., Kupersmidt, J. B., & **Baker, C. N.** (2014, November). *Preschooler functioning and teacher interaction style in early childhood classroom settings.* Poster presented at the Annual Louisiana School Psychology Association Conference, Lafayette, LA.

***Baker, C. N.** (2014, May). *Socioemotional promotion, prevention, and intervention programs for preschoolers: A systematic literature review and meta-analysis.* Poster presented at the annual meeting of the Society for Prevention Research, Washington, DC.

***Baker, C. N.** (Chair). (2014, May). *Examining implementation processes: Implications for positive youth outcomes.* Symposium presented at the annual meeting of the Society for Prevention Research, Washington, DC.

Baker, C. N., & Leff, S. S. (2014, May). *Strengths, Challenges, and Future Directions of Community Based Participatory Research in the Context of Prevention Programming.* Special Interest Group presented at the annual meeting of the Society for Prevention Research, Washington, DC.

*Black, C. L., Kupersmidt, J. B., Voegler-Lee, M. E., & **Baker, C. N.** (2014, May). *Reciprocal associations between the teacher-child relationship and child social-emotional outcomes in ethnically diverse and economically disadvantaged preschool settings.* Poster presented at the annual meeting of the Society for Prevention Research, Washington, DC.

*Gerhart, J. I., Ronan, G. F., Saks, S., Fitzgerald, C., **Baker, C. N.**, & Hoerger, M. (2013, November). *Moderated mediation of experiential avoidance, emotional distress, and interpersonal problems.* Poster presented at the Annual Convention of the Association for Behavioral and Cognitive Therapies, Nashville, TN.

***Baker, C. N.**, & Leff, S. S. (2013, August). Bridging the gap between efficacy and effectiveness: Two early career examples of partnerships. In P. Arora and **C. N. Baker** (Co-Chairs), *Partnering to implement evidence-based practices: Illustrations from school community programs.* Symposium presented at the Annual Convention of the American Psychological Association, Honolulu, HI.

***Baker, C. N.**, Brown, S., Lai, B., & Wilcox, P. D. (2013, August). *The development and preliminary psychometric evaluation of the Trauma-Informed Care Belief Measure.* Poster presented at the Annual Convention of the American Psychological Association, Honolulu, HI.

***Baker, C. N.**, Brown, S., Healey, M. J., Wilcox, P. D., & Lai, B. (2013, May). *Implementing trauma-informed care in congregate care settings serving children: Successes and challenges.* Poster presented at the annual meeting of the Society for Prevention Research, San Francisco, CA.

- ***Baker, C. N.**, Leff, S. S., Bevans, K., Fitzgerald, C. J., Gerhart, J. I., Saks, S. J., & Hoerger, M. (2013, May). *Associations between client characteristics and perceptions of the importance of implementation quality in decisions to join and stay involved in socioemotionally-focused group therapy*. Poster presented at the annual meeting of the Society for Prevention Research, San Francisco, CA.
- ***Baker, C. N.** (Chair). (2013, May). *Evaluating intervention efficacy, effectiveness, and mechanisms of change across research studies*. Symposium presented at the annual meeting of the Society for Prevention Research, San Francisco, CA.
- *Gabrielsen, T. P., Villalobos, M. E., Farley, M., Speer, L. A., **Baker, C. N.**, Viskochil, J., & Miller, J. (2013, May). *Symptomatic presentation of autism in toddlers: What can we see in 10 minutes?* Paper presented at the International Meeting for Autism Research, Donostia/San Sebastian, Spain.
- ***Baker, C. N.**, *Black, C. L.*, *Kester, J.*, *Aaron, S.*, *Robins, S. T.*, *Heier, J.*, & *Parks, A.* (2013, April). *The role of treatment fidelity in the effectiveness of preschool-based prevention and intervention programming on socioemotional outcomes*. Poster presented at the biennial meeting of the Society for Research in Child Development, Seattle, WA.
- ***Baker, C. N.**, Bevans, K., Blum, N. J., & Leff, S. S. (2013, April). *Examining the psychometrics and utility of the Research Competency Self-Report Tool*. Poster presented at Translational Science, Washington, DC.
- ***Baker, C. N.**, Vaughn, N., Barnhart-Wilson, K. A., & Leff, S. S. (2012, May). Using community-based participatory research to develop an organizational assessment to match after-school sites with a multi-component violence prevention program. In S. Leff (Chair), *Better understanding measure development through community-based participatory research: Three illustrations from throughout the process*. Symposium presented at the annual meeting of the Society for Prevention Research, Washington, DC.
- ***Baker, C. N.**, & Hausman, A. (2012, May). Evaluating intervention outcomes in the context of community-based participatory research: Comparisons between the Alabama Parenting Questionnaire and community-identified indicators of parenting. In S. Leff (Chair), *Better understanding measure development through community-based participatory research: Three illustrations from throughout the process*. Symposium presented at the annual meeting of the Society for Prevention Research, Washington, DC.
- ***Baker, C. N.**, & Barnhart-Wilson, K. A. (2012, February). Measuring implementation quality in the context of PARTNERS. In **C. Baker** (Chair), *Better understanding and measuring implementation quality of interventions*. Symposium presented at the National Association of School Psychologists Annual Convention, Philadelphia, PA.

- *Waasdorp, T. E., Paskewich, B., Leff, S. S., & **Baker, C. N.** (2012, February). *Associations between aggression, leadership, and popularity: Implications for school-based practice*. Paper presented at the National Association of School Psychologists Annual Convention, Philadelphia, PA.
- *Saks, S., Kehoe, L., Bomersbach, J., West, A., **Baker, C. N.**, Quirk, S. W., Duberstein, P. R., & Hoerger, M. (2012, January). *Does self-complexity buffer against interpersonal distress?* Poster presented at the annual meeting of the Society for Personality and Social Psychology, San Diego, CA.
- ***Baker, C. N.**, & Barnhart-Wilson, K. A. (2011, June). Measuring implementation integrity in the context of a community-based violence prevention program. In S. Leff (Chair), *Better understanding and developing tools to measure implementation quality in the context of a community-based clinical trial*. Symposium presented at the annual meeting of the Society for Prevention Research, Washington, DC.
- *Hoerger, M., **Baker, C. N.**, & McCabe, B. (2011, June). *Parental child rearing strategies: Implications for the development of self-regulation, socio-emotional adjustment, and psychopathology in early adulthood*. Poster presented at the annual meeting of the Association for Research in Personality, Riverside, CA.
- *Hoerger, M., Giannandrea, S., West, A., Morgan, M., Gerhart, J., Bomersbach, J., & **Baker, C. N.** (2011, June). *Individual differences in coping and predicted, actual, and recollected emotional reactions*. Poster presented at the annual meeting of the Association for Research in Personality, Riverside, CA.
- ***Baker, C. N.**, & Arnold, D. H. (2011, April). *Correlates and differential outcomes between families that do and do not reach recommended levels of intervention dose*. Poster presented at the biennial meeting of the Society for Research in Child Development, Montreal, QC.
- ***Baker, C. N.**, Tichovolsky, M., Voegler-Lee, M. E., Kupersmidt, J., & Arnold, D. H. (2011, April). *Teacher (mis)perceptions of preschoolers' academic skills: Predictors and associations with longitudinal outcomes*. Poster presented at the biennial meeting of the Society for Research in Child Development, Montreal, QC.
- *Hoerger, M., Quirk, S. W., Birkett, M. A., & **Baker, C. N.** (2010, May). *Emotional intelligence predicts ability to forecast, encode, and consolidate emotional experiences*. Poster presented at the annual meeting of the Association for Psychological Science, Boston, MA.
- ***Baker, C. N.**, Arnold, D. H., & Tichovolsky, M. (2009, May). *The relationship between contextual influences and outcome in an academic preventative intervention for*

preschoolers: Tests of direct effects and effects mediated by intervention implementation. Poster session presented at the annual meeting of the Society for Prevention Research, Washington, DC.

- *Voegler-Lee, M. E., Kupersmidt, J. B., Willoughby, M. T., **Baker, C. N.**, Arnold, D. H., Bryant, D. M., & Peisner-Feinberg, E. S. (2009, April). The Building Bridges Program: Promoting school readiness. In S. Odom (Chair), *The Interagency School Readiness Consortium (ISRC): Preliminary findings*. Symposium presented at the biennial meeting of the Society for Research in Child Development, Denver, CO.
- *Meagher, S., Arnold, D. H., Doctoroff, G. L., & **Baker, C. N.** (2009, April). *Do as I say and as I do: Maternal beliefs and behavior during shared reading*. Poster session presented at the biennial meeting of the Society for Research in Child Development, Denver, CO.
- ***Baker, C. N.**, Voegler-Lee, M. E., Kupersmidt, J., & Arnold, D. H. (2008, May). *Teacher participation in a classroom-based, multi-dimensional preventative intervention for preschoolers*. Poster session presented at the annual meeting of the Society for Prevention Research, San Francisco, CA.
- ***Baker, C. N.** & Arnold, D. H. (2007, April). *Attrition from a parent training prevention program for conduct problems*. Poster session presented at the biennial meeting of the Society for Research in Child Development, Boston, MA.

INVITED PRESENTATIONS

- Overstreet, S., & **Baker, C. N.** (2017, May). *Trauma-informed approaches to improve school safety*. Symposium presented at the National Institute of Justice (NIJ) Comprehensive School Safety Initiative Conference, Alexandria, VA.
- Baker, C. N.** (2017, March). *Trauma-informed approaches in schools*. Paper presented at the 42nd Annual Review Course in Child and Adolescent Psychiatry, New Orleans, LA.
- Baker, C. N.** (2016, May). *Trauma-informed schools: Implementation, measurement, and preliminary outcomes*. Paper presented at the Missouri Prevention Center Seminar, University of Missouri, Columbia, MO.
- Overstreet, S., Whalen, K., & **Baker, C. N.** (2016, February). *Trauma 101: Preparing your school for trauma-informed service delivery*. Documented session presented at the National Association of School Psychologists Annual Convention, New Orleans, LA.
- Baker, C. N.**, & Hausman, A. (2013, April). Challenges and successes of multidisciplinary team science in the context of community-based participatory research. In R. Weiner (Chair), *Overcoming challenges in team science*. Symposium presented at Translational Science, Washington, DC.

Baker, C. N. (2011, December). *Translating evidence-based programs into community settings serving young children: The role of contextual and implementation factors*. Paper presented at Psychology Department Seminar, Tulane University, New Orleans, LA.

Baker, C. N. (2011, December). *The role of contextual and implementation factors in successfully translating evidence-based programs into early childhood community settings*. Paper presented at Psychology Colloquium, Ohio University, Athens, OH.

CAMPUS/DEPARTMENTAL PRESENTATIONS (undergraduate student co-authors
underlined)

Baker, C. N., Marrero, A., & Bell, P. (2016, October). *A case study of trauma-informed schools adoption and implementation*. Paper presented at the Community Engaged Research Workshop, Tulane University's Center for Public Service, New Orleans, LA.

Shade, M. & Baker, C. N. (2014, April). *The role of intervention delivery agent and treatment fidelity in the effectiveness of early childhood interventions on socioemotional outcomes: A systematic literature review*. Poster presented at Tulane University Department of Psychology Annual Meeting, New Orleans, LA.

Allen, C. O., Voorhees, S., Ketterer, H. L., **Baker, C. N.**, McLaughlan, J., Stone, T. L., Chapman, N. E., & Hoerger, M. (2014, April). *Social support in cancer: How do patients want us to help?* Poster presented at the annual meeting of the Center for Engaged Learning and Teaching, New Orleans, LA.

Baker, C. N. (2012, November). *Translating evidence-based programs into community settings serving young children: Research findings, challenges, and next steps*. Paper presented at Child and Adolescent Psychiatry Grand Rounds, Tulane University School of Medicine, New Orleans, LA.

Baker, C. N., Bevans, K., Blum, N. J., & Leff, S. S. (2012, May). *Investigating the reliability, validity, and utility of a research self-report tool*. Poster presented at LEND Research Day, Children's Hospital of Philadelphia, Philadelphia, PA.

Baker, C. N., Vaughn, N., Barnhart Wilson, K. A., & Leff, S. S. (2012, May). *Matching after-school sites with a violence prevention program for youth: The development of an organizational assessment tool using participatory action research*. Poster presented at LEND Research Day, Children's Hospital of Philadelphia, Philadelphia, PA.

Baker, C. N., & Hausman, A. (2012, May). *How should intervention outcomes be evaluated in the context of community-based participatory research? A comparison between the Alabama Parenting Questionnaire and community-identified indicators of effective*

parenting. Poster presented at LEND Research Day, Children's Hospital of Philadelphia, Philadelphia, PA.

Baker, C. N. (2012, March). *Improving and maintaining program quality: The role of contextual and implementation factors*. Guest lecture presented at Applications in Pediatric School Psychology Prevention/Health Promotion course taught by Dr. Thomas Power, Lehigh University, Bethlehem, PA.

Baker, C. N. (2011, July). *Implementation science: Understanding how and why effective programs work, or fail to work, in community settings*. Paper presented at Psychology Seminar, Children's Hospital of Philadelphia, Philadelphia, PA.

Leff, S. S., **Baker, C. N.**, & Giangrosso, K. (2011, June). *The PARTNERS youth violence prevention program: Initial results and efforts towards sustainability*. Paper presented at Psychology Seminar, Children's Hospital of Philadelphia, Philadelphia, PA.

Baker, C. N., & Arnold, D. H. (2011, May). *Reaching the recommended dose: Predictors and differences in intervention outcome*. Poster presented at LEND Research Day, Children's Hospital of Philadelphia, Philadelphia, PA.

Baker, C. N., Tichovolsky, M., Voegler-Lee, M. E., Kupersmidt, J., & Arnold, D. H. (2011, May). *Teacher perceptions of preschoolers' academic skills: Predictors and associations with academic outcomes*. Poster presented at LEND Research Day, Children's Hospital of Philadelphia, Philadelphia, PA.

Baker, C. N. (2005, May). *Attrition from a parent training prevention program for conduct problems*. Paper presented at the Ethics and Professional Issues Colloquium Series, Amherst, MA.

DISSEMINATION OF RESEARCH TO LAY COMMUNITY AND MEDIA APPEARANCES

- 2017 **Work featured** – When Schools Meet Trauma with Understanding, Not Discipline, NPR Morning Edition, <http://www.npr.org/sections/ed/2017/05/30/524554109/when-schools-meet-trauma-with-understanding-not-discipline>
- 2017 **Work featured** – New Orleans Charter School Creates 'Trauma Informed' Discipline Model, NPR All Things Considered, <http://www.npr.org/2017/05/30/530769784/new-orleans-charter-school-creates-trauma-informed-discipline-model>
- 2017 **Work featured** – A New Movement to Treat Troubled Children as 'Sad, Not Bad,' The Hechinger Report, <http://hechingerreport.org/a-new-movement-to-treat-troubled-children-as-sad-not-bad/>
- 2016 **Co-presenter** – *Measuring Trauma-Informed Care Using the Attitudes Related*

- 2016 **Co-presenter** – *Trauma 101 Podcast*. Webinar Series, hosted by the Traumatic Stress Institute, Klingberg Family Centers, New Britain, CT.
- 2016 **Co-presenter** – *Trauma 101 Podcast*. The National Association of School Psychologists Annual Convention, New Orleans, LA.
<http://apps.nasponline.org/resources-and-publications/podcasts/podcast.aspx?id=209>
- 2015 **Panelist** – *Screening Event and Panel Discussion: The Raising of America – Early Childhood and the Future of our Nation*. Kingsley House, New Orleans, LA.

CONTINUING POSTDOCTORAL EDUCATION IN DATA ANALYSIS AND METHODOLOGY

- 2017 **Workshop** – Modern Mediation Analysis, Society for Prevention Research Pre-Conference Workshop, Washington, DC
- 2016 **Training** – Applied Latent Class Analysis and Finite Mixture Modeling, Stats Camp, Texas Tech University Institute for Measurement, Methodology, Analysis & Policy
- 2016 **Workshop** – Motivational Interviewing Training and Assessment System for Educational Applications, Society for Prevention Research Pre-Conference Workshop, San Francisco, CA
- 2015 **Training** – SEM Foundations and Extended Applications, Stats Camp, Texas Tech University Institute for Measurement, Methodology, Analysis & Policy
- 2015 **Training** – Meta-Analysis, Stats Camp, Texas Tech University Institute for Measurement, Methodology, Analysis & Policy
- 2015 **Workshop** – SMART: Experimental Design Methods for Developing Adaptive Interventions, Society for Prevention Research Pre-Conference Workshop, Washington, DC
- 2014 **Workshop** – Time-Varying Effect Models in Prevention Science, Society for Prevention Research Pre-Conference Workshop, Washington, DC
- 2013 **Workshop** – Mixed Methods Approaches for Prevention Research, Society for Prevention Research Pre-Conference Workshop, San Francisco, CA
- 2012 **Training** – Longitudinal Structural Equation Modeling Workshop, Department of Psychology, Tulane University
- 2011 **Training** – Winter Institute on Qualitative and Mixed Methods Research, Center for Public Health Initiatives, University of Pennsylvania
- 2011 **Workshop** – Conducting Economic Analyses in Prevention Research, Society for Prevention Research Pre-Conference Workshop, Washington, DC

DISSERTATIONS CHAIRED (TULANE UNIVERSITY)

- Proposed **Trenesha Hill**, Empirically Derived Profiles of Preschooler Functioning:

- Proposed **Effects on Kindergarten Readiness**
Corey Black, Teacher Turnover and Preschooler Aggression in Low Income
 Early Childhood Educational Settings
- Proposed **Veronica Coriano**, Racial Discrimination and the Psychological Well-Being of
 Black and Latino Children: School is (not Always) a Safe Space

COMPREHENSIVE EXAMINATION COMMITTEES CHAIRED (TULANE UNIVERSITY)

- 2017 **Veronica Coriano**, The Impact of Race-Based Stress on the Mental Health of
 Black and Latino Preschoolers: A Critical Review
- 2016 **Corey Black**, Impact of Teacher-Implemented Universal Prevention Programs
 on Preschooler Aggression: A Meta-Analysis
- 2015 **Trenesha Hill**, NRSA Application (NICHD): Empirically Derived Profiles of
 Preschooler Functioning: Effects on Kindergarten Readiness

MASTER'S THESES CHAIRED (TULANE UNIVERSITY)

- In progress **Stephanie Moberg**, Moderating Effects of Preschool Caregiver Interaction
 Style on Kindergarten Readiness in Preschoolers Exposed to Violence
- 2017 **Emma Lewis**, Understanding Links between Food Insecurity and Disruptive
 Behavior Disorders Using the NHANES Study
- 2017 **Megan Saybe**, The Impact of Classroom Climate on Relational Aggression
 Trajectories in Preschoolers
- 2017 **Chinwendu Duru**, Drinking to Cope in College-Aged Students
- 2016 **Leah Herrick**, The Impact of Maternal Parenting and Maternal Depression
 after Divorce on Preschool Children's Externalizing and Internalizing Problems
- 2015 **Veronica Coriano**, Cultural Adaptation in Mental Health Programming: Are
 We Doing Enough to Promote Change?
- 2015 **Brittney Jurgen**, Co-Chair, Predictors of Metabolic Control in Youth with
 Type 1 Diabetes: Examining Racial Disparities in the Relationship between
 Depressive Symptoms and Adherence
- 2015 **Corey Black**, The Role of the Teacher-Child Relationship in the
 Socioemotional Outcomes of Ethnically Diverse, Low-Income Children in
 Daycare Settings

UNDERGRADUATE HONORS THESES CHAIRED (TULANE UNIVERSITY)

- In progress **Caroline Bonaventure**, Associations between School Climate and Mental
 Health for Children in Special Education
- 2016 **Sarah Margolies**, Barriers and Facilitators of Trauma-Informed Care: A
 Content Analysis
- 2016 **Laura Sutherland**, Indicators of Trauma-Informed Care
- 2015 **Stephanie Aaron**, The Role of Parental Involvement and Peer-Mediation on
 the Effectiveness of Early Interventions for Children with Autism and other
 Developmental Disabilities

- 2015 **Camille Hardin**, The Effects of Institutional Support and Teacher Perceived Student Malice on Beliefs about Punitive Strategies for Behavior Management
- 2015 **Johanna Kester**, Variance of Autism Prevalence Across States: Effects of State Insurance Policy, Availability of Clinical Resources, and Proximity to Research Institutions
- 2014 **Mackenzie Shade**, The Role of Intervention Delivery Agent and Treatment Fidelity in the Effectiveness of Early Childhood Interventions on Socioemotional Outcomes: A Systematic Literature Review

DOCTORAL DISSERTATION COMMITTEE MEMBER (TULANE UNIVERSITY)

Kathryn Simon (in progress), Michael Healey (University of Alaska, Fairbanks; in progress), Emiliya Adelson (2017), Amanda Borja (2015), Allisyn Swift (2015), Patrick Bell (2014)

COMPREHENSIVE EXAMINATION COMMITTEE MEMBER (TULANE UNIVERSITY)

Erin Glackin (in progress), Kathryn Simon (2017), Michael Healey (University of Alaska, Fairbanks; 2016), Jorge Verlenden (2015), Heather Henderson (2014)

MASTER'S THESIS COMMITTEE MEMBER (TULANE UNIVERSITY)

Lea Petrovic (in progress), Juliana Vanderburg (2017), Laura Cornell (2017), Elizabeth McIntyre (2017), Samia Lalani (2015), Xzania White (2015), Jorge Verlenden (2014), Emiliya Adelson (2014), Idan Mark (2014)

UNDERGRADUATE HONORS THESIS COMMITTEE MEMBER (TULANE UNIVERSITY)

Brooke Yuspeh (in progress), Brooke Kania (2014), Melanie Holz (2014), Renee Blair (2013)

GRADUATE AND UNDERGRADUATE TEACHING

Graduate Seminar Courses, Tulane University

Behavioral and Cognitive Behavioral Intervention (5 semesters)

Leadership Education in Neurodevelopmental Disabilities (LEND) Research Course (2 semesters, co-taught, Children's Hospital of Philadelphia)

Graduate Clinical Supervision, APA-Accredited School Psychology Doctoral Program, Tulane University

Behavioral and Cognitive Behavioral Intervention Two-Semester Training Sequence (10 semesters)

Undergraduate Courses, Tulane University

Developmental Psychopathology (1 semester)

Early Childhood Mental Health – Second-Tier Public Service Independent Study (3 semesters)

Lectures, Tulane University

Violence as a Public Health Problem (graduate)

Research Methods (graduate)

Evidence-Based Interventions for Children and Adolescents (graduate)

Senior Capstone Lecture (undergraduate)

PROFESSIONAL DEVELOPMENT WORKSHOPS PRESENTED FOR COMMUNITY PARTNERS

- 2017 **Contributor** – Safe and Supportive Schools; *Two New Orleans Public School Partners in the Safe Schools NOLA Project*; New Orleans, LA
- 2017 **Contributor** – Creating Trauma-Informed Schools: Rationale and School Wide Approach; *Two New Orleans Public School Partners in the Safe Schools NOLA Project*; New Orleans, LA
- 2016 **Presenter** – Strategies to Help Preschoolers Develop Socioemotional Skills; *ReNEW Schools Early Childhood Programs*, New Orleans, LA
- 2016 **Supervisor** – Working with Children Who Have Challenging Behavior; *Kingsley House Head Start and Early Head Start*, New Orleans, LA
- 2015-2016 **Presenter** – Expectations for Behavior through a Developmental Lens, *Lawrence D. Crocker College Prep, KIPP: Believe Primary, and Success Preparatory Academy*, New Orleans, LA
- 2015-2016 **Supervisor** – “Discipline without Tears” Behavioral Parent Training Groups, *Royal Castle Child Development Center*, New Orleans, LA
- 2015 **Presenter and Supervisor** – Fostering Self-Awareness, Self-Control, and Delay Of Gratification In Preschoolers, *ReNEW Schools Early Childhood Programs*, New Orleans, LA
- 2015 **Presenter and Supervisor** – Working with Children Who Have Challenging Behavior; *Kingsley House Head Start and Early Head Start*, New Orleans, LA
- 2015 **Contributor** – Creating Trauma-Informed Schools: Rationale and Best Practices; *Six New Orleans Public School Partners in the Trauma-Informed Schools Learning Collaborative*; New Orleans, LA
- 2014 **Presenter** – Trauma-Sensitive Schools; *KIPP: Believe Primary*, New Orleans, LA
- 2014 **Supervisor** – Social/Emotional Milestones in PreK: What is Typical and What Should You Worry About?; *ReNEW Schools Early Childhood Programs*, New Orleans, LA
- 2014 **Supervisor** – Capitalizing on Naturally Occurring Situations in the PreK

- Classroom to Promote Social/Emotional Development; *ReNEW Schools Early Childhood Programs*, New Orleans, LA
- 2014 **Presenter** – Behavioral Assessment and Intervention in the Schools; *Project Fleur-de-lis*, New Orleans, LA
- 2014 **Presenter** – Parenting: Giving Effective Commands; *Kingsley House Head Start and Early Head Start Parent Teacher Association*, New Orleans, LA

SERVICE TO THE PROFESSION

Grant Reviewer – Standing Panelist

- 2014-present Training and Information for Parents of Children with Disabilities – Parent Training and Information Centers (CFDA 84.328M), Office of Special Education Programs (OSEP), US Department of Education
- 2014-present Preparation of Special Education, Early Intervention, and Related Services Leadership Personnel (CFDA 84.325D), Office of Special Education Programs (OSEP), US Department of Education

Journal Reviewer – Editorial Board Member

- 2018-present *Early Childhood Research Quarterly*
- 2016-present *Journal of Educational Psychology*
- 2016-present *School Psychology Quarterly*

Journal Reviewer – Ad Hoc

Analyses of Social Issues and Public Policy, BMC Psychology, British Journal of Educational Psychology, Child Development, Children and Youth Services Review, Contemporary Clinical Trials, Early Childhood Research Quarterly, Educational Psychology, Emerging Adulthood, Journal of Abnormal Child Psychology, Journal of Adolescence, Journal of Child and Family Studies, Journal of Clinical Child and Adolescent Psychology, Journal of Consulting and Clinical Psychology, Journal of School Psychology, Journal of Traumatic Stress, Pediatrics, Prevention Science, Psychological Assessment, Psychology of Violence, Psychological Reports, Psychological Trauma: Theory, Research, Practice, and Policy, Qualitative Research in Education, Sage Open (Ad Hoc Reviewer and Article Editor roles), School Mental Health, Social Development

National Conference Abstract and Training Institute Application Reviewer

Annual Conference on the Science of Dissemination and Implementation in Health, Society for Prevention Research Annual Meeting, Society for Research in Child Development Biennial

Meeting, Society for Research on Adolescence Biennial Meeting, Training Institute in Dissemination and Implementation Research in Health

Leadership and Governance

- 2017-present **Early Career Preventionists Network (ECPN) Liaison**, Diversity Network Committee, Society for Prevention Research
- 2017-present **LRP Ambassador**, NIH Loan Repayment Programs Ambassador Network, NIH
- 2017 **Coordinator**, Grouped Paper Sessions, Dissemination and Implementation Science, Society for Prevention Research
- 2015-2017 **Chair**, Program Committee, Early Career Preventionists Network (ECPN), Society for Prevention Research
- 2015-present **Mentor**, National Association of School Psychologists Annual Convention
- 2015 **Member**, Planning Committee, 20th Annual Conference on Advancing School Mental Health
- 2014-present **Member**, Steering Committee, Early Career Preventionists Network (ECPN), Society for Prevention Research
- 2014-2016 **Member**, Poster Contest Committee, Early Career Preventionists Network (ECPN), Society for Prevention Research
- 2014-2015 **Member**, Program Committee, Early Career Preventionists Network (ECPN), Society for Prevention Research

SERVICE TO THE SCHOOL AND UNIVERSITY

- 2016-present **Member**, Graduate Honor Board, Tulane University
- 2016-present **Member**, Curriculum Committee, School of Science and Engineering, Tulane University

SERVICE TO THE DEPARTMENT

- 2018-present **Chair**, Diversity and Inclusion Committee, Department of Psychology, Tulane University
- 2017-present **Member**, Professor of Practice in School Psychology Search Committee, Department of Psychology, Tulane University
- 2017 **Member**, Diversity Taskforce, Department of Psychology, Tulane University
- 2017 **Member**, Academic Appeals, Department of Psychology, Tulane University
- 2016-2017 **Member**, Flowerree Committee, Department of Psychology, Tulane University
- 2015-2016 **Member**, Professor of Practice in School Psychology Search Committee, Department of Psychology, Tulane University
- 2014-2017 **Chair**, Website Committee, Department of Psychology, Tulane University
- 2013-2014 **Member**, Professor of Practice in Behavioral Health Search Committee, Department of Psychology, Tulane University
- 2012-2016 **Member**, Early Childhood Committee, Department of Psychology, Tulane University

2012-2014 **Member**, Colloquium Committee, Department of Psychology, Tulane
University

ACADEMIC AND PROFESSIONAL AFFILIATIONS

Association of Directors of Psychology Training Clinics, Association for Patient Oriented
Research, American Psychological Association (Division 53 Clinical Child and Adolescent
Psychology and Division 16 School Psychology), National Association of School Psychologists,
Society for Prevention Research, Society for Research in Child Development, Society of Sigma
Xi