

## 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](mailto:cnbaker@tulane.edu); [www.courtneynbaker.com](http://www.courtneynbaker.com)

## ACADEMIC POSITIONS

- 2018-present **Associate Professor – Department of Psychology, Tulane University, New Orleans, LA**  
Program Director, APA-Accredited School Psychology Doctoral Program (2019-present)  
Co-Director, Tulane University Psychology Clinic for Children and Adolescents (2014-present)  
Member, Tulane University Violence Prevention Institute (2016-present)  
Faculty in Residence, Greenbaum Residence Hall (2020-present)
- 2012-2018 **Assistant Professor – Department of Psychology, Tulane University, New Orleans, LA**
- 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 **Predoxal 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. My research program is guided by the fields of dissemination and implementation science and prevention science. The goal of my research program is to diminish 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) elucidating the barriers and facilitators of high-fidelity implementation, and 3) developing and testing system-level interventions that boost implementation quality, thus improving programs' effectiveness. To achieve these aims, I use best-practice research methods, including community-engaged research.

### **GRANT SUPPORT – FEDERAL**

2022-2025 **Enhancing the Capacity of Trauma-Informed Schools to Address Youth Violence** (PI: Overstreet) – Office of Juvenile Justice and Delinquency Prevention, Department of Justice, Co-I, \$954,923  
(under review)

2021-2024 **Building Local and Regional Capacity to Recognize, Respond Quickly to, and Help Prevent Acts of Violence in Schools** (15PBJA-21-GG-04669-STOP) – BJA STOP School Violence, U.S. Department of Justice, PI, \$803,529

2022-2026 **Patient-Centered Equity Enhancements to Reduce Disproportionate Unmet Mental Health Need of African American Children** (Comparative Effectiveness; PIs: Splett, Halliday-Boykins) – Patient-Centered Outcomes Research Institute, Co-I, \$5,845,320

2021-2023 **Building Capacity to Support the Pandemic's Unsung Heroes: Frontline Essential Food Service Workers** (Engagement Award; PL: Hoerger) – Patient-Centered Outcomes Research Institute, Co-PL, \$200,000

2020-2024 **Developing Positive Family Support for Students Exposed to Trauma** (Development and Innovation; PI: Lindstrom) – U.S. Department of Education, Institute of Education Sciences, Consultant

- 2018-2021 **A Train the Trainer Model for Trauma-Informed Schools** (BJA STOP School Violence Prevention and Mental Health Training Program; PI: Harris) – U.S. Department of Justice, Co-I, \$499,910
- 2016-2021 **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-engaged research.

#### GRANT SUPPORT – FOUNDATION/NON-PROFIT

- 2021-2022 **Trauma-Informed Care Mapping Project** – BCM, Awarded to the Trauma-Informed Schools Learning Collaborative, Member
- 2021-2022 **Expansion of the Train the Trainer Model for Trauma-Informed Schools, Year 2** – BCM, Awarded to the Trauma-Informed Schools Learning Collaborative, Member
- 2021 **Trauma-Informed Schools Bridge Funding** – LoveTruth Society, Awarded to the Trauma-Informed Schools Learning Collaborative, Member, \$200,000
- 2020-2021 **Expansion of the Train the Trainer Model for Trauma-Informed Schools** – BCM, Co-I, \$193,990
- 2018-2021 **Trauma Smart Program Evaluation** – YMCA of Greater Kansas City, PI, \$7,900
- 2017-2022 **Trauma Smart Expansion Evaluation** – Crittenton Children’s Center, PI, \$73,600
- 2017-2021 **New Orleans Trauma-Informed Schools Learning Collaborative** – United Way, Consultant, \$300,000
- 2017-2021 **LETS Read Program Evaluation** – Saul Zaentz Charitable Foundation, PI, \$10,715
- 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
- 2017-2018 **Trauma-Informed Care Readiness Planning Evaluation** – Behavioral Health Alliance of Rural Pennsylvania, Co-PI\*, \$43,890

\*Shared Co-PI status with non-academic community partner, in line with best practices in community-engaged 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

- 2020-2021 **PD Summer Camp** – Carol Lavin Bernick Faculty Grant, PI, \$9,000
- 2019-2020 **Developing and Testing a Measure of Cultural Adaptation** – Carol Lavin Bernick Faculty Grant, PI, \$8,500
- 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

### STUDENT GRANT SUPPORT

- 2022-2023 **Dissertation Grant Award** – Society for the Study of School Psychology (SSSP), Mentor, PI: Orapallo (graduate student)
- 2020 **Tulane Scholarly Retreat Program** – A Studio in the Woods and the Tulane-Xavier Center for Bioenvironmental Research, PI: Peele (graduate student)
- 2016-2017 **Dissertation Grant Award** – Society for the Study of School Psychology (SSSP), Mentor, PI: Hill (graduate student)
- 2015 **Travel Award** – Psi Chi, Mentor, PI: Hardin (undergraduate student)
- 2015 **Dean’s Grant** – Tulane University, Mentor, PI: Aaron (undergraduate student)

## HONORS AND AWARDS

- 2022 **Nominee** – 2022 Psychology in the Public Interest Award, Louisiana Psychological Association
- 2022 **Recipient** – 2021 Community Award for Community Development, *The Psychology Times*
- 2021 **Instrument Listed with Rating of “A – Psychometrics Well-Demonstrated”** – California Evidence-Based Clearinghouse for Child Welfare, Attitudes Related to Trauma-Informed Care Scale (ARTIC), <https://www.cebc4cw.org/assessment-tool/attitudes-related-to-trauma-informed-care-artic-scale/>
- 2021 **Recipient** – Scholarship for Training Directors, American Board of Professional Psychology Foundation
- 2020 **Nominee** – Inspirational Faculty Award, Tulane Women in Politics
- 2019 **Recipient** – Top Manuscript Reviewer, *Prevention Science*
- 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** – 13<sup>th</sup> 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; undergraduate student co-authors underlined*)

Full citation lists:

NCBI: <https://www.ncbi.nlm.nih.gov/myncbi/courtney.baker.1/bibliography/public/>

Google Scholar: <https://scholar.google.com/citations?hl=en&user=jLb4VA0AAAAJ>

Davis, C. R., **Baker, C. N.**, Osborn, J., Overstreet, S., & the New Orleans Trauma-Informed Schools Learning Collaborative. (in press). Understanding teacher self-efficacy to address students’ social-emotional needs in the COVID-19 pandemic. *Urban Education*.

Davis, W., Petrovic, L., Whalen, K., Danna, L., Ziegler, K., Brewton, A., Joseph, M., **Baker, C. N.**, Overstreet, S., & the New Orleans Trauma-Informed Schools Learning Collaborative.

(in press). Centering trauma-informed approaches in schools within a social justice framework. *Psychology in the Schools*.

Fleckman, J. M., Petrovic, L., Simon, K., Peele, H., **Baker, C. N.**, Overstreet, S., and the New Orleans Trauma-Informed Schools Learning Collaborative (in press). Compassion satisfaction, secondary traumatic stress, and burnout: A mixed methods analysis in a sample of public-school educators working in marginalized communities. *School Mental Health*.

Simon, K. A., Petrovic, L., **Baker, C. N.**, & Overstreet, S. (2022). An examination of the associations among teacher secondary traumatic stress, teacher-student relationship quality, and student socio-emotional functioning. *School Mental Health*, 14, 213-224.

**Baker, C. N.**, Brown, S. M., Overstreet, S., Wilcox, P. D., and the New Orleans Trauma-Informed Schools Learning Collaborative. (2021). Validation of the Attitudes Related to Trauma-Informed Care (ARTIC) Scale. *Psychological Trauma: Theory, Research, Practice, and Policy*, 13(5), 505-513.

**Baker, C. N.**, Peele, H., Daniels, M., Saybe, M., Whalen, K., Overstreet, S., & the New Orleans Trauma-Informed Schools Learning Collaborative. (2021). The experience of COVID-19 and its impact on teachers' mental health, coping, and teaching. *School Psychology Review*, 50, 491-504.

Arora, P. G., Parr, K. M., Khoo, O., Lim, K., Coriano, V., & **Baker, C. N.** (2021). Cultural adaptations to youth mental health interventions: A systematic review. *Journal of Child and Family Studies*, 30, 2539-2562.

Orapallo, A., Grant, B., & **Baker, C. N.** (2021). Examining the effectiveness of Trauma Smart training: Staff satisfaction, knowledge, and attitudes. *Psychological Trauma: Theory, Research, Practice, and Policy*, 13(8), 891-898.

Robey, N., Margolies, S., Sutherland, L., Rupp, C., Black, C., Hill, T., & **Baker, C. N.** (2021). Understanding staff- and system-level contextual factors relevant to trauma-informed care implementation. *Psychological Trauma: Theory, Research, Practice, and Policy*, 13, 249-257.

Wagner, A. C., Bartsch, A. A., Manganaro, M., Monson, C. M., **Baker, C. N.**, & Brown, S. M. (2021). Trauma-informed care training with HIV and related community service workers: Short and long term effects on attitudes. *Psychological Services*, 18(4), 695-702.

Wittich, C., Rupp, C., Overstreet, S., **Baker, C. N.**, & the New Orleans Trauma-Informed Schools Learning Collaborative. (2020). Barriers and facilitators of the implementation of trauma-informed schools. *Research and Practice in the Schools*, 7, 33-48.

Jurgen, B., **Baker, C. N.**, Kamps, J., Hempe, J. M., & Chalew, S. A. (2020). Associations between depressive symptoms, fear of hypoglycemia, adherence to management

- behaviors and metabolic control in children and adolescents with Type 1 diabetes. *Journal of Clinical Psychology in Medical Settings*, 27, 385-395.
- Stevens, N. R., Ziadni, M. S., Lillis, T. A., Gerhart, J., **Baker, C. N.**, & Hobfoll, S. E. (2019). Perceived lack of training moderates the relationship between healthcare providers' personality traits and sense of efficacy in trauma-informed care. *Anxiety, Stress, and Coping*, 32, 679-693.
- McIntyre, E. M., **Baker, C. N.**, Overstreet, S., & the New Orleans Trauma-Informed Schools Learning Collaborative. (2019). Evaluating foundational professional development training for trauma-informed approaches in schools. *Psychological Services*, 16, 95-102.
- Arora, P. G., **Baker, C. N.**, Marchette, L. K. & Stark, K. D. (2019). Components analyses of a school-based cognitive-behavioral treatment for youth depression. *Journal of Clinical Child and Adolescent Psychology*, 48, S180-S193.
- Baker, C. N.**, Brown, S. M., Wilcox, P. D., Verlenden, J. M., Black, C. L., & Grant, B. E. (2018). 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*, 10, 666-674.
- Graybill, E. \*, **Baker, C. N.\***, Cloth, A. \*, Fisher, S. \*, & Nastasi, B. K. (2018). An analysis of social justice research in school psychology. *International Journal of School & Educational Psychology*, 6, 77-89. \*These authors contributed equally to this work.
- 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, NEWSLETTERS, AND REPORTS** (*graduate student co-authors underlined and italicized; undergraduate student co-authors underlined*)

- New Orleans Trauma-Informed Schools Learning Collaborative (2021). *COVID-19 Impacts on educator well-being: A report from the Trauma-Informed Schools Learning Collaborative*. Author. (Member of New Orleans Trauma-Informed Schools Learning Collaborative)
- Alonzi, S., Kim, S., Zapolin, D., Mossman, B., **Baker, C. N.**, Hoerger, M., & The NOLA Pandemic Food Collaborative. (2021). *Scenario planning guidebook: Illustrative example from the COVID-19 pandemic*. Tulane University. <http://www.nola19.com/scenario.pdf>
- Pickford, D. Y., Hill, T. L., Arora, P. G., & **Baker, C. N.** (2021). Prevention of conduct problems in integrated pediatric primary care. In W. O'Donohue & M. Zimmermann (Eds.), *Handbook of Evidence-Based Prevention of Behavioral Disorders in Integrated Care*. New York: Springer.
- McGlynn-Wright, T., Orapallo, A., Reyes, L., Overstreet, S., **Baker, C. N.**, and the New Orleans Trauma-Informed Schools Learning Collaborative (2021). *Trauma-Informed Schools Organizational Readiness Assessment*. Unpublished instrument. Retrieved from <https://safeschoolsnola.tulane.edu/trauma-informed-schools-organizational-readiness-assessment/>
- Baker, C. N.**, Augenstern, J., Moberg, S., Robey, N., & Saybe, M. (2020). Developing staff buy-in for trauma-informed schools. In E. Rossen (Ed.), *Supporting and Educating Traumatized Students: A Guide for School-Based Professionals* (2nd ed.). New York: Oxford University Press.
- New Orleans Trauma-Informed Schools Learning Collaborative (2020). *COVID-19 Teacher Impacts and Recommended School Responses*. Author. (Member of New Orleans Trauma-Informed Schools Learning Collaborative)
- 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)

**Baker, C. N.**, Saybe, M., & Moberg, S. (invited resubmission). Leveraging a community-university partnership to improve low-income preschoolers' socioemotional well-being. *Journal of Educational and Psychological Consultation*.

**Baker, C. N.**, Oshrin, S., Petrovic, L., Swanberg, S., & Nastasi, B. (invited resubmission). Transitioning to telehealth during COVID-19: Challenges and opportunities for trainees in trauma-focused school psychology. *Training and Education in Professional Psychology*.

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*.

Kester, J. S., Hill, T. L., Swineford, L., Black, C. L., Coriano, V. L., Bruton, J., & **Baker, C. N.** (invited resubmission). Variance in autism prevalence across states: Links with insurance policy, availability of clinical resources, research infrastructure, and presence of awareness-raising organizations. *Journal of Disability Policy Studies*.

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

Lewis, E. C., Gittelsohn, J., & **Baker, C. N.** (submitted). Frequency of family meals: Implications for obesity risk in children with and without attention-deficit/hyperactivity disorder. *Childhood Obesity*.

Shuttleton, C. L., Fefer, S. A., & **Baker, C. N.** (submitted). A preliminary analysis of mediation and moderation effects of academic motivation on the relationship between academic

performance and disciplinary events in adolescent students. *Contemporary Educational Psychology*.

**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 and post-doctoral fellow co-authors underlined and italicized; undergraduate student co-authors underlined; \*refereed)

**\*Baker, C. N.** (2021, August). The experience of COVID-19 and its impact on teachers' mental health, coping, and teaching. In Ogg, J. (Chair), *Pandemic Perspectives: Parent, Teacher, and Student-Reported Experiences of COVID-19*. Symposium presented at the Annual Convention of the American Psychological Association, Washington, DC.

\*Rahman, A., Overstreet, S., & Baker, C. N. (2021, August). *Trends in teacher burnout in urban schools*. Poster presented at the Annual Convention of the American Psychological Association, Washington, DC.

\*Rupp, C., Baker, C. N., & Leff, S. S. (2020, August). *Parenting practices important in the development of ODD in urban, minority youth*. Poster presented at the Annual Convention of the American Psychological Association, Washington, DC.

\*Balkind, E., Moberg, S., Baker, C. N., & Kupersmidt, J. B. (2020, August). *Relationships between self-regulation, social information processing, and negative life events in a sample of low-income preschoolers*. Poster presented at the Annual Convention of the American Psychological Association, Washington, DC.

- \*Davis, W., **Baker, C.N.**, & Overstreet, S. (2020, August). *School suspensions: Identifying protective factors for urban Black youth exposed to community violence*. Poster presented at the annual meeting of the American Psychological Association, Washington, DC.
- \*Peele, H., Anderson, S., **Baker, C. N.**, & Nastasi, B. K. (2019, November). *Teacher perceptions of black female and male student behavior and resulting exclusionary disciplinary practices*. Poster presented at the annual conference of the Louisiana School Psychological Association, Lafayette, LA.
- \*Saybe, M., Overstreet, S., & **Baker, C. N.** (2019, November). *Examining the relationships between neighborhood violence and the beliefs and behaviors of students attending open-enrollment schools*. Poster presented at the annual conference of the Louisiana School Psychological Association, Lafayette, LA.
- \*Frydman, J. S., **Baker, C. N.**, & Overstreet, S. (2019, August). *Assessing the association between teachers' emotional regulation strategies and self-efficacy*. Poster presented at the Annual Convention of the American Psychological Association, Chicago, IL.
- \*Simon, K. A., Petrovic, L., Overstreet, S., & **Baker, C. N.** (2019, August). *The cost of caring: Predictors of compassion fatigue among urban public charter school teachers*. Poster presented at the Annual Convention of the American Psychological Association, Chicago, IL.
- \*Saybe, M., Overstreet, S., **Baker, C. N.** (2019, July). *Benefits of distance: An inquiry into the protective factors of attending open-enrollment schools for violence-exposed youth*. Poster presented at the International School Psychology Association Conference, Basel, Switzerland.
- \*Lewis, E. C., Gittelsohn, J., & **Baker, C. N.** (2019, June). *More frequent family meals associated with greater risk of obesity in youth with and without ADHD*. Poster presented at the American Society for Nutrition Annual Conference, Baltimore, MD.
- Baker, C. N.** (2019, June). System-level interventions to improve child mental health. In T. Scott Smith (Chair), *Science Café*. Session presented at the 71<sup>st</sup> Annual Convention of the Louisiana Psychological Association, Metairie, LA.
- \***Baker, C. N.**, Robey, N., Wogenrich, C., Margolies, S., Sutherland, L., & Wittich, C. (2019, May). Using the Consolidated Framework for Implementation Research (CFIR) to understand trauma-informed care implementation. In S. Lindstrom Johnson (Chair), *Barriers and facilitators of trauma-informed care*. Symposium presented at the annual meeting of the Society for Prevention Research, San Francisco, CA.
- \*Moberg, S., Schlakman, L., Daniels, M., Orapallo, A., Saybe, M., & **Baker, C. N.** (2019, May). *"LETS Read" to increase parent involvement in early education: A pilot feasibility study of a parent-directed literacy program*. Poster presented at the annual meeting of the Society for Prevention Research, San Francisco, CA.

- \*Orapallo, A., Grant, B., & **Baker, C. N.** (2019, May). *Examining the effectiveness of Head Start Trauma Smart: Preschool staff satisfaction, knowledge, and attitudes*. Poster presented at the annual meeting of the Society for Prevention Research, San Francisco, CA.
- \***Baker, C. N.** (Chair). (2019, May). *School-based implementation: Cultural competence and readiness*. Symposium presented at the annual meeting of the Society for Prevention Research, Washington, DC.
- \***Baker, C. N.**, Saybe, M., Black, C. L., Coriano, V., Hill, T. L., & Moberg, S. (2019, March). *A pilot feasibility study of the Pre-K TIPS coaching model in preschools serving low-income children*. Poster presented at the biennial meeting of the Society for Research in Child Development, Baltimore, MD.
- \***Baker, C. N.**, Saybe, M., & Moberg, S. (2019, March). *Leveraging a community-university partnership to develop an early childhood consultation intervention*. Poster presented at the biennial meeting of the Society for Research in Child Development, Baltimore, MD.
- \*Petrovic, L., Simon, K. A., Overstreet, S., & **Baker, C. N.** (2019, March). *Examining teachers' professional well-being: A validation study*. Poster presented at the biennial meeting of the Society for Research in Child Development, Baltimore, MD.
- \*Simon, K. A., Petrovic, L., Overstreet, S., & **Baker, C. N.** (2019, March). *Exploring the prevalence and interrelations of secondary traumatic stress, burnout, and compassion satisfaction in educators*. Poster presented at the biennial meeting of the Society for Research in Child Development, Baltimore, MD.
- \***Baker, C. N.**, Brown, S., Wilcox, P., & Harwood, M. J. (2018, December). *Using an innovative online dashboard to support the scale up of trauma-informed care in rural agencies providing mental health and drug and alcohol services*. Poster presented at the 11<sup>th</sup> Annual Conference on the Science of Dissemination and Implementation in Health, Washington, DC.
- \*Moberg, S. A., **Baker, C. N.**, & Kupersmidt, J. B. (2018, August). *The ABCs of ACEs: Understanding adversity and adversity buffers in preschool children*. Poster presented at the Annual Convention of the American Psychological Association, San Francisco, CA.
- \*Saybe, M., **Baker, C. N.**, & Overstreet, S. (2018, July). *Exploring the protective factors of attending schools outside neighborhoods of residence with high rates of violence exposure*. Poster presented at the International School Psychology Association Conference, Tokyo, Japan.
- \***Baker, C. N.**, Bell, P., Gauthier, R., Overstreet, S., Whalen, K., & 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 presented at the 15<sup>th</sup> International Conference on Positive Behavior Support, San Diego, CA.

- \*Augenstern, J., & **Baker, C. N.** (2017, December). *Measurement in trauma-informed care: A scoping review.* Poster presented at the 10<sup>th</sup> 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 10<sup>th</sup> 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 21<sup>st</sup> 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 8<sup>th</sup> 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 7<sup>th</sup> 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.**, Bevens, 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 42<sup>nd</sup> 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**

- 2022      **Work featured** – Teacher Trauma: New Orleans Researchers Find Educator Mental Health Closely Tied to Pandemic Classroom Effectiveness, *The 74 Million*, [https://www.the74million.org/article/teacher-trauma-new-orleans-researchers-find-educator-mental-health-closely-tied-to-pandemic-classroom-effectiveness/?utm\\_source=newsletter&utm\\_medium=email&utm\\_content=The%2074%20Million&utm\\_campaign=Taryn%20Oct%2020](https://www.the74million.org/article/teacher-trauma-new-orleans-researchers-find-educator-mental-health-closely-tied-to-pandemic-classroom-effectiveness/?utm_source=newsletter&utm_medium=email&utm_content=The%2074%20Million&utm_campaign=Taryn%20Oct%2020)
- 2021      **Work featured** – Community Psychology at its Best: Tulane's Dr. Courtney Baker Leads Project DIRECT in New Orleans, *The Psychology Times*, <http://thepsychologytimes.com/psyc-times-pdfs/The-Psychology-Times-Vol-12-No-12.pdf>
- 2021      **Work featured** – New Orleans Teachers Say They've Struggled During the Pandemic, WWLTV, <https://www.wwtv.com/video/news/health/coronavirus/new-orleans-teachers-say-theyve-struggled-during-pandemic/289-aed77948-81c4-4fe9-9f82-75f08c6cbac3>
- 2021      **Work featured** – Tulane: Pandemic Underscores Need for Better Teacher Support, Biz New Orleans, [https://www.bizneworleans.com/tulane-pandemic-underscores-need-for-better-teacher-support/?utm\\_source=newsletter&utm\\_medium=email&utm\\_content=Biz%20New%20Orleans&utm\\_campaign=Taryn%20Oct%2020](https://www.bizneworleans.com/tulane-pandemic-underscores-need-for-better-teacher-support/?utm_source=newsletter&utm_medium=email&utm_content=Biz%20New%20Orleans&utm_campaign=Taryn%20Oct%2020)
- 2019      **Work featured** – The Quicker Jefferson Schools Improve, the Better for Students, *The Times-Picayune*, [https://www.nola.com/opinions/article\\_d7bd9433-444e-5e0d-8017-669779e6f4c1.html](https://www.nola.com/opinions/article_d7bd9433-444e-5e0d-8017-669779e6f4c1.html)
- 2019      **Work featured** – Here's How the Orleans School Board Plans to Help Traumatized Students, *The Times-Picayune*, <https://www.nola.com/education/2019/03/heres-how-the-orleans-school-board-plans-to-help-traumatized-students.html>

- 2018 **Work featured** – TAG in Action: Trauma-Informed Schools Learning Collaborative, Adolescent Health: Think, Act, Grow (TAG), Office of Adolescent Health, HHS.gov, <https://www.hhs.gov/ash/oah/tag/in-action/trauma-collaborative/index.html>
- 2018 **Work featured** – Future of Crocker School’s Trauma-Informed Work Questioned after Layoffs, The Times-Picayune, [https://www.nola.com/education/index.ssf/2018/09/future\\_of\\_crocker\\_schools\\_trau.html](https://www.nola.com/education/index.ssf/2018/09/future_of_crocker_schools_trau.html)
- 2018 **Work featured** – Children of Central City Series, The Times-Picayune, <https://projects.nola.com/the-children-of-central-city/>
- 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 to Trauma-Informed Care (ARTIC) Scale*. 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)

- In progress **Andrew Orapallo**, Development and Psychometric Evaluation of the Early Childhood Coping Inventory
- In progress **Haley Peele**, Towards the Creation of a Racially and Culturally Specific Understanding and Measurement of Black Caregivers’ Internal Working Models of Their Children
- In progress **Stephanie Moberg**, Development of a Culturally Specific Mixed Methods Measure of Teacher Warmth and Demand in Kindergarten Telelearning Contexts
- 2022 **Megan Saybe**, Exposure to Violence, Pro-Violence Attitudes, Interpersonal Relationships, and Aggressive Behavior: A Moderated Mediation Approach
- 2019 **Veronica Coriano**, Racial Discrimination and the Psychological Well-Being of Black and Latinx Children: School is (not Always) a Safe Space
- 2018 **Corey Black**, Teacher Turnover and Preschooler Aggression in Low Income Early Childhood Educational Settings
- 2018 **Trenesha Hill**, Empirically Derived Profiles of Preschooler Functioning: Effects on Kindergarten Readiness

#### COMPREHENSIVE EXAMINATION COMMITTEES CHAIRED (TULANE UNIVERSITY)

- In progress **Monica Daniels**, Identity Affirming Trauma-Informed Schools? A Scoping Review of the Ethnic-Racial Identity Utilization in the Trauma-Informed Schools' Framework
- 2021 **Andrew Orapallo**, Development and Psychometric Evaluation of the Early Childhood Coping Inventory

- 2020 **Haley Peele**, Towards the Creation of a Racially and Culturally Specific Understanding and Measurement of Black Caregivers' Internal Working Models of Their Children
- 2020 **Stephanie Moberg**, Development of a Culturally Specific Mixed Methods Measure of Teacher Warmth and Demand in Kindergarten Telelearning Contexts
- 2019 **Megan Saybe**, Exploring the Protective Factors of Attending Schools outside Neighborhoods of Residence with High Rates of Violence Exposure
- 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)

- 2020 **Monica Daniels**, Do Teachers' Attitudes about Trauma-Informed Care Predict Trauma-Informed Behaviors in the Classroom?
- 2020 **Andrew Orapallo**, Examining the Effectiveness of the ARC Training Framework in the Trauma Smart Program: Preschool Staff Satisfaction, Knowledge, And Attitudes
- 2019 **Casi Rupp**, Identifying Parenting Practices Important in the Development of Oppositional Defiant Behavior: A Community-Based Participatory Research Approach
- 2019 **Stephanie Moberg**, ABCs of ACEs: Adverse Outcomes and Buffers of Adversity in Preschool Children
- 2017 **Emma Lewis**, Frequent Family Meals: Implications for the Comorbidity of Attention-Deficit/Hyperactivity Disorder and Overweight/Obesity in United States Youth
- 2017 **Megan Saybe**, Examining the Effects of Classroom Climate on Aggression and Victimization in Low Income, Ethnically Diverse 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)

- 2021 **Emily Nestel**, Absenteeism and Students' Perceptions of School Safety
- 2020 **Emma Balkind**, The Effect of Behavior Regulation and Adverse Childhood Experiences on Social Information Processing in a Sample of Low-Income Preschoolers
- 2018 **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)**

Virginia Hatch (in progress), Lea Petrovic (2021), Emily Lewis (2020), Elizabeth McIntyre (2020), Michael Healey (University of Alaska, Fairbanks; 2020), Kathryn Simon (2019), Emiliya Adelson (2017), Amanda Borja (2015), Allisyn Swift (2015), Patrick Bell (2014)

**COMPREHENSIVE EXAMINATION COMMITTEE MEMBER (TULANE UNIVERSITY)**

Lea Petrovic (2019), Erin Glackin (2018), Kathryn Simon (2017), Michael Healey (University of Alaska, Fairbanks; 2016), Jorge Verlenden (2015), Heather Henderson (2014)

**MASTER'S THESIS COMMITTEE MEMBER (TULANE UNIVERSITY)**

Stephanie Oshrin (in progress), Lea Petrovic (2018), 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 (2018), 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* (18 semesters)

### Undergraduate Courses, Tulane University

*Developmental Psychopathology* (1 semester)

*Early Childhood Mental Health – Second-Tier Public Service Independent Study* (4 semesters)

### Lectures, Tulane University

*Psychology of Diversity* (undergraduate)

*Senior Capstone Lecture* (undergraduate)

*Evidence-Based Interventions for Children and Adolescents* (graduate)

*Research Methods* (graduate)

*Violence as a Public Health Problem* (graduate)

*System Level Interventions for Children and Youths* (graduate) (University of Florida)

## PROFESSIONAL DEVELOPMENT WORKSHOPS PRESENTED FOR COMMUNITY PARTNERS

- |                        |  |
|------------------------|--|
| 2019                   | <b>Presenter</b> – Stress and Special Needs: Teaching Others Coping Skills; <i>Disability Awareness Month Event, Southern Regional Research Center, New Orleans, LA.</i>               |
| 2017-present, annually | <b>Contributor</b> – Creating Trauma-Informed Schools: Rationale and School Wide Approach; <i>New Orleans Public School Partners in the Safe Schools NOLA Project; New Orleans, LA</i> |
| 2016                   | <b>Presenter</b> – Strategies to Help Preschoolers Develop Socioemotional Skills; <i>ReNEW Schools Early Childhood Programs, New Orleans, LA</i>                                       |
| 2016                   | <b>Supervisor</b> – Working with Children Who Have Challenging Behavior; <i>Kingsley House Head Start and Early Head Start, New Orleans, LA</i>  |

- 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

- 2021-2026 Social and Behavioral Education Research Peer Review Panel, Institute of Education Sciences (IES), US Department of Education
- 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

#### Grant Reviewer – Ad Hoc

- 2021 Institute of Education Sciences (IES), Transformative Research in the Education Sciences Panel
- 2021 Institute of Education Sciences (IES), Social and Behavioral Panel

2019, 2021 Patient-Centered Outcomes Research Institute (PCORI)  
2018 National Center for Chronic Disease Prevention and Health Promotion,  
Centers for Disease Control and Prevention (CDC)

### **Journal Reviewer – Editorial Board Member**

2021-present *Prevention Science*  
2018-present *Early Childhood Research Quarterly*  
2016-present *School Psychology*  
2016-2018 *Journal of Educational Psychology*

### **Journal Reviewer – Ad Hoc**

*Academic Pediatrics, American Psychologist, Analyses of Social Issues and Public Policy, BMC Psychology, British Journal of Educational Psychology, Child Development, Children and Youth Services Review, Contemporary Clinical Trials, Educational Psychology, Emerging Adulthood, Human Service Organizations: Management, Leadership, and Governance, 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 Educational Psychology, Journal of School Psychology, Journal of Traumatic Stress, Pediatrics, Psychiatry Research Case Reports, Psychological Assessment, Psychology of Violence, Psychological Reports, Psychological Trauma: Theory, Research, Practice, and Policy, Qualitative Research in Education, Sage Open, School Mental Health, Social Development, Stress and Health, Teachers and Teaching: Theory and Practice*

### **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**

2021-2022 **Mentor**, Pincus Violence Prevention Scholarship Program  
2021 **Chair**, Abstract Theme Review Committee, Using Biological and Context Data to Understand Mechanisms and Outcomes in Prevention Research Theme, Society for Prevention Research  
2018-2020 **Co-Chair**, Abstract Theme Review Committee, Dissemination and Implementation Science Theme, Society for Prevention Research  
2017-present **LRP Ambassador**, NIH Loan Repayment Programs Ambassador Network, NIH

- 2017-2018 **Early Career Preventionists Network (ECPN) Liaison**, Diversity Network Committee, Society for Prevention Research
- 2017 **Coordinator of Grouped Paper Sessions**, Abstract Theme Review Committee, Dissemination and Implementation Science Theme, 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, 20<sup>th</sup> Annual Conference on Advancing School Mental Health
- 2014-2018 **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, School of Science and Engineering, Tulane University
- 2016-2018 **Member**, Curriculum Committee, School of Science and Engineering, Tulane University

### SERVICE TO THE DEPARTMENT

- 2021-present **Member**, PhD Admissions Committee, Department of Psychology, Tulane University
- 2021-present **Member**, Colloquium Committee, Department of Psychology, Tulane University
- 2019-2021 **Member**, Academic Appeals Committee, Department of Psychology, Tulane University
- 2018, 2019-2020 **Chair**, Diversity and Inclusion Committee, Department of Psychology, Tulane University
- 2017-2018 **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 Positive Behavior Support, American Psychological Association (Division 53 Clinical Child and Adolescent Psychology and Division 16 School Psychology), Beta Gamma Sigma, Council of Directors of School Psychology Programs, Gulf Coast Evaluation Network, National Association of School Psychologists, Society for Implementation Research Collaboration, Society for Prevention Research, Society for Research in Child Development, Society of Sigma Xi, Southeast Evaluation Association