

CURRICULUM VITAE

Courtney N. Baker, Ph.D. (she/her)

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EDUCATION

- 2023 **M.B.A. – Tulane University**, New Orleans, LA
Specialization in Strategic Management and Innovation
- 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.
- 2010 **Predoctoral Internship (Clinical Psychology) – Department of Psychiatry, University of Rochester Medical Center**, Rochester, NY
Child and Adolescent Track
- 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.
- 2003 **B.A. (Psychology and English), High Honors – Oberlin College**, Oberlin, OH

ACADEMIC POSITIONS

- 2026-present **Full Professor – Department of Psychology, Tulane University**, New Orleans, LA
Program Director and Director of Clinical Training, APA-Accredited School Psychology Doctoral Program (2019-present)
Co-Director, Doctoral Certificate in Trauma-Focused School Psychology (2019-present)
Member, Tulane University Violence Prevention Institute (2016-present)
Director, Tulane University Psychology Clinic for Children and Adolescents (2014-present)
Director, Project DIRECT Lab (2012-present)
- 2018-present **Associate Professor – Department of Psychology, Tulane University**, New Orleans, LA
Faculty in Residence, Greenbaum Residence Hall (2020-2024)
- 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.

PSYCHOLOGY LICENSE

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

HONORS, AWARDS, AND OTHER DISTINCTIONS

- 2025 **Article of the Year, *School Psychology*** -- Arora, P. G., Parr, K., Staubi, K., Soo Ping Chow, A., Coriano, V., & **Baker, C. N.** (2025). Development of the Cultural Adaptations Content Checklist: Measuring cultural adaptations to evidence-based psychological interventions for racial and ethnic minoritized youth. *School Psychology*, 40(2), 297–308.
<https://doi.org/10.1037/spq0000651>
- 2023 **Recipient** – Psychology in the Public Interest Award, Louisiana Psychological Association
- 2022 **Recipient** – Top Manuscript Reviewer, *Early Childhood Research Quarterly*
- 2021 **Recipient** – Community Development Award, *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/>
- 2019 **Recipient** – Top Manuscript Reviewer, *Prevention Science*
- 2017 **Recipient** – Classroom Enhancement Grant, CELT, Tulane University
- 2014 **Recipient** – Tulane Scholarly Retreat Program, A Studio in the Woods and the Tulane-Xavier Center for Bioenvironmental Research, Tulane University
- 2014 **Recipient** – Networking Seminar Program, Tulane University
- 2013 **Fellow** – Training Institute for Dissemination and Implementation Research in Health (TIDIRH), NIH/VA
- 2013 **Fellow** – 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
- 2008 **Recipient** – Clinical Division's Award for Outstanding Service, Psychology Department, UMass Amherst
- 2003 **Recipient** – Honors Graduate and Stetson-Heiser Prize, Oberlin College

RESEARCH INTERESTS

The goal of my research program is to promote the mental health and academic achievement of children and youth by improving the dissemination and implementation of evidence-based prevention and intervention programs. My research program focuses on children at risk for poor outcomes. This includes children who live in poverty, who are marginalized because of their racial and ethnic minoritized status, and who have experienced trauma. I focus on problems with high public health significance, including aggression, violence, victimization, and trauma. I study interventions that are well-established through either empirical work or widespread dissemination, such as socioemotional learning, effective classroom behavior management, and trauma-informed approaches. My work is contextualized in the educational and mental health systems that serve vulnerable children, with a focus on levers of change at the teacher/caregiver or school/organization levels. To achieve the goal of my research program, I focus on three interrelated objectives: 1) understanding developmental contexts that are central to the promotion of positive mental health and academic outcomes, 2) elucidating the barriers, facilitators, and processes – especially related to workforce development and organizational change – of the implementation of evidence-based practices, and 3) developing and testing system-level interventions that leverage protective factors, reduce risk, and enhance the high-quality implementation of evidence-based practices with vulnerable populations. To achieve these aims, I use best-practice dissemination and implementation science research methods built upon the cornerstone of community-engaged research.

EXTERNAL RESEARCH GRANTS AND CONTRACTS

Pending Proposals

SAMHSA NCTSI Category II Treatment and Service Adaptation Center 2026–2031

PD: Swift, Allisyn

Status: Under review

Title: Coalition for Compassionate Schools

Description: This project develops and disseminates trauma-informed school practices through a Category II Treatment and Service Adaptation Center within the NCTSI.

Role: Co-Program Director and Evaluator

Total Costs: \$3,000,000

US Dept. of Justice, National Institute of Justice 2026-2029

PI: Chanin, Jesse

Status: Under review

Title: Evaluating YPAR as an intervention to stop school violence

Description: The Coalition will evaluate YPAR as a school-based strategy to improve climate, elevate youth voice, and reduce violence in New Orleans schools.

Role: Co-I

Total Costs: \$999,944

NIH, NIMH 2027-2030

PI: Santiago, Rachel

Status: Under review

Title: COllaboration to Nurture Needs and Empower Children Together (Project CONNECT): A Family–School Consultation Intervention to Support Youth with Traumatic Stress

Description: A pilot of a community-engaged trauma-informed family-school consultation intervention.

Role: Co-I

Total Costs: \$450,000

US Dept. of Justice, Office of Juvenile Justice and Delinquency Prevention 2026-2029

PI: Kurr, Travers

Status: Under review

Title: Bridging Families Across Bars: Parent-Led Strategies to Strengthen Parent–Child Relationships During Incarceration

Description: The project will use parent-led YPAR to improve family engagement, healing, and parent-child relationships for young incarcerated parents at the Orleans Justice Center.

Role: Evaluator

Total Costs: \$750,000

US Dept. of Justice, BJA STOP School Violence 2025-2028

PI: Baker, Courtney

Status: Under review

Title: Expanding Local and Regional Capacity to Recognize, Respond Quickly to, and Help Prevent Acts of Violence in Schools

Description: This project trains school staff and community mental health partners in crisis intervention.

Role: Principal Investigator.

Total Costs: \$998,372

2027-2030

Spencer Foundation, Large Research Grants Program

PI: Chanin, Jesse

Status: Letter of intent under review

Title: Using Youth Participatory Action Research (YPAR) to Create Trauma-Informed Schools

Description: Support teachers to develop YPAR programs at eight middle schools across a single school district in order to build school and district-wide capacity to incorporate student voice and create and maintain trauma-informed practices and policies.

Role: Co-Investigator

Total Costs: \$499,242

2026–2029

William T. Grant Foundation, Major Research Grant

PI: Santiago, Rachel

Status: Letter of intent under review

Title: Collaboration to Nurture Needs and Empower Children Together (Project CONNECT): A Family–School Consultation Model to Support Youth With Traumatic Stress

Description: This study will develop and evaluate a family–school consultation model designed to support children experiencing traumatic stress, fostering collaboration between families and schools.

Role: Co-Principal Investigator

Total costs: \$400,000

Current Grants

2026-2028

Stavros Niarchos Foundation

PI: Orapallo, Andrew

Title: Piloting Pre-K TIPS in Philadelphia

Description: This project will pilot and adapt Pre-K TIPS in Philadelphia.

Role: Co-Investigator

Total Costs: \$100,000

2024–2027

US Dept. of Justice, BJA STOP School Violence

PI: Swift, Allisyn

Title: “We are worthy of being heard and included”: Engagement of youth and parent voice to improve school climate

Description: This project elevates youth and parent voices to inform strategies for improving school climate and reducing school violence.

Role: Co-Investigator

Total Costs: \$999,694

2023–2026

US Dept. of Justice, Office of Juvenile Justice and Delinquency Prevention

PI: Overstreet, Stacy

Title: Enhancing the Capacity of Trauma-Informed Schools to Address Youth Violence

Description: This study expands trauma-informed school capacity to prevent and respond to youth violence through universal screening and the implementation of trauma-informed multi-tiered systems of support.

Role: Co-Investigator

Total Costs: \$998,136

2022–2028

PCORI Comparative Effectiveness Research Grant

PIs: Splett, Joni, and Halliday-Boykins, Colleen

Title: Patient-Centered Equity Enhancements to Reduce Disproportionate Unmet Mental Health Need of

African American Children

Description: This comparative effectiveness study tests a portfolio of three strategies that aim to support school teams in correctly identifying and responding to the needs of African American children.

Role: Co-Investigator

Total Costs: \$5,845,320

SAMHSA NCTSI Category II Treatment and Service Adaptation Center

2022–2026

PD: Overstreet, Stacy

Title: Coalition for Compassionate Schools

Description: This project develops and disseminates trauma-informed school practices through a Category II Treatment and Service Adaptation Center within the NCTSI.

Role: Co-Program Director

Total Costs: \$2,400,000

US Dept. of Justice, BJA STOP School Violence

2021–2026

PI: Baker, Courtney

Title: Building Local and Regional Capacity to Recognize, Respond Quickly to, and Help Prevent Acts of Violence in Schools

Description: This project trains school staff and community mental health partners in crisis intervention.

Role: Principal Investigator

Total Costs: \$803,529

St. Luke's Hospital, Crittenton Children's Center

2017–2026

PI: Baker, Courtney

Title: Trauma Smart Expansion Evaluation

Description: This long-term evaluation examines the implementation, outcomes, and sustainability of Trauma Smart across diverse PK-12 sites.

Role: Principal Investigator

Total Costs: \$175,847

Completed Grants**PCORI Engagement Award**

2021–2023

PL: Hoerger, Michael

Title: Building Capacity to Support the Pandemic's Unsung Heroes: Frontline Essential Food Service Workers

Description: This project built a stakeholder group of frontline workers during the COVID-19 pandemic, with a special emphasis on understanding workers' family and school-based context.

Role: Co-Project Lead

Total Costs: \$200,000

US Dept. of Justice, BJA STOP School Violence

2018–2021

PI: Harris, Torrie

Title: A Train the Trainer Model for Trauma-Informed Schools

Description: This program expanded trauma-informed care in schools through a train-the-trainer model that builds local expertise and sustainability.

Role: Co-Investigator

Total Costs: \$499,910

YMCA of Greater Kansas City

PI: Baker, Courtney

Title: Trauma Smart Program Evaluation

Description: This was an evaluation of the Trauma Smart program focused on outcomes related to trauma-informed care implementation in early childhood and after school settings.

Role: Principal Investigator

Total Costs: \$7,900

Klingberg Family Centers, Traumatic Stress Institute

2018

PI: Baker, Courtney

Title: ARTIC Scale Validity Investigation

Description: This project evaluated the psychometric characteristics of the Attitudes Related to Trauma-Informed Care (ARTIC) scale across diverse populations and settings.

Role: Principal Investigator

Total Costs: \$10,870

Saul Zaentz Charitable Foundation

2017–2021

PI: Baker, Courtney

Title: LETS Read Program Evaluation

Description: This evaluation assessed the effectiveness of the LETS Read program in promoting early literacy and socioemotional growth among young children.

Role: Principal Investigator

Total Costs: \$10,715

St. Luke's Hospital, Crittenton Children's Center

2017–2020

PI: Baker, Courtney

Title: Trauma Smart New York City Evaluation

Description: This was an evaluation of Trauma Smart's implementation and effectiveness in New York City Head Starts and preschools during a city-wide roll-out of the training.

Role: Principal Investigator

Total Costs: \$78,000

Behavioral Health Alliance of Rural Pennsylvania

2017–2018

PI: Baker, Courtney (shared PI status with community partner)

Title: Trauma-Informed Care Readiness Planning Evaluation

Description: This evaluation assessed rural community mental health and substance abuse treatment clinics' readiness to implement trauma-informed care and developed workforce training protocols to support systems change using an innovative online dashboard.

Role: Principal Investigator

Total Costs: \$43,890

US Dept. of Justice, National Institute of Justice

2016–2021

PI: Overstreet, Stacy

Title: Trauma-Informed Approaches to School Safety

Description: This multiple baseline design trial evaluated trauma-informed approaches to build educator and school capacity and enhance school safety.

Role: Co-Principal Investigator

Total Costs: \$2,662,969

Louisiana Board of Regents, Research Competitiveness Subprogram

2015–2018

PI: Baker, Courtney

Title: Translating Evidence-Based Socioemotional Programs into Low-Income Preschool Settings:
Leveraging Treatment Fidelity to Enhance Effectiveness

Description: This project was a pilot feasibility trial of a coaching model designed to improve the fidelity of implementation of best-practice classroom behavior management and socioemotional learning programs in preschools serving children in poverty.

Role: Principal Investigator

Total Costs: \$140,996

Government of Yukon, Health and Social Services Department (Canada)

2015–2017

PI: Baker, Courtney (shared PI status with community partner)

Title: Does Network Density Increase after Trauma-Informed Care Training? A Systems Science
Approach

Description: This systems science project investigated whether trauma-informed care training increases network density among community mental health providers in a rural area.

Role: Principal Investigator

Total Costs: \$10,000

Government of Yukon, Health and Social Services Department (Canada)

2012–2014

PI: Baker, Courtney (shared PI status with community partner)

Title: Risking Connection Mixed Methods Research Project

Description: This mixed-methods study examined implementation and outcomes of the Risking
Connection trauma-informed care model in residential treatment facilities.

Role: Principal Investigator

Total Costs: \$10,000

NIH NICHD Clinical Research Loan Repayment Program

2011–2018

PI: Baker, Courtney

Title: Clinical Research Loan Repayment Program

Description: This program provided federal loan repayment support for investigators conducting clinical
research focused on child development and health.

Role: Principal Investigator

Total Costs: \$81,896.75

INTRAMURAL RESEARCH GRANTS**Pending Proposals****Center of Excellence, Tulane University**

2026-2029

Co-PIs: Weixler, Lindsay and Baker, Courtney

Status: Letter of intent under review

Title: Center for Early Childhood Research

Description: The Center will bring together interdisciplinary scholars across the University to advance
scalable research to improve kindergarten readiness for Louisiana children.

Role: Co-Principal Investigator

Total Costs: \$300,000

Completed Grants

2024–2025

Carol Lavin Bernick Faculty Grant, Tulane University

PI: Baker, Courtney

Title: Lifting up Youth Voices: Youth Participatory Action Research as an Implementation Driver for Trauma-Informed Schools

Description: This project engaged youth in participatory action research to strengthen the implementation and sustainability of trauma-informed practices in schools.

Role: Principal Investigator

Total Costs: \$7,000

2020–2021

Carol Lavin Bernick Faculty Grant, Tulane University

PI: Baker, Courtney

Title: PD Summer Camp

Description: This project developed a summer camp experience for educators seeking experiential learning in evidence-based classroom behavior management and socioemotional learning skills. Role:

Principal Investigator

Total Costs: \$9,000

2019–2020

Carol Lavin Bernick Faculty Grant, Tulane University

PI: Baker, Courtney

Title: Developing and Testing a Measure of Cultural Adaptation

Description: This project developed and tested a measure of cultural adaptation to guide and evaluate how interventions are tailored to diverse clients, especially racial and ethnic minoritized youth.

Role: Principal Investigator

Total Costs: \$8,500

2017–2018

Carol Lavin Bernick Faculty Grant, Tulane University

PI: Baker, Courtney

Title: Universal Screening to Improve Youth Outcomes

Description: This project tested the feasibility of universal screening methods in schools to identify students' socioemotional needs and improve youth outcomes.

Role: Principal Investigator

Total Costs: \$10,000

2015–2017

Center for Public Service Community-Based Research Program, Tulane

PI: Baker, Courtney

Title: A Case Study of Trauma-Informed Schools Adoption and Implementation

Description: This community-based research study examined the processes and challenges of adopting trauma-informed practices in school settings.

Role: Principal Investigator

Total Costs: \$3,000

2015–2016

University Senate Committee on Research Fellowship, Tulane University

PI: Baker, Courtney

Title: Evaluating Trauma-Informed Care Using an Interrupted Time Series Design

Description: This project applied an interrupted time series design to evaluate trauma-informed care practices across behavioral health sites.

Role: Principal Investigator

Total Costs: \$5,932

CELT Faculty Scholarly/Artistic Engagement Fund, Tulane University

PI: Baker, Courtney

Title: Ecological Covariates of Preschool Teacher Perceptions

Description: This project investigated staff and site factors that influence preschool teachers' perceptions of children's socioemotional development to inform the development of the Pre-K TIPS coaching model.

Role: Principal Investigator

Total Costs: \$870

CONSULTANT, EXPERT PANELIST, AND MENTOR ROLES ON EXTERNAL GRANTS AND CONTRACTS

Current Grants

NIH NIMH K01

2026–2030

PI: Zeytinoglu, Selin

Title: Social and Neural Pathways Linking Parental Anxiety with Youths' Daily Emotions

Description: This mentored career award will evaluate the biobehavioral links between parental anxiety and children's daily emotions.

Role: Other Significant Contributor

Completed Grants

NIH NICHD R21

2023–2025

PI: Jenkins, Lyndsay

Title: Developing IVY: A Virtual Intervention for Victimized Youth

Description: This R21 pilot project develops and evaluates IVY, a virtual intervention designed to address the needs of youth who have experienced victimization.

Role: Expert Panelist

Institute of Education Sciences, Development and Innovation Grant

2020–2024

PI: Lindstrom-Johnson, Sarah

Title: Developing Positive Family Support for Students Exposed to Trauma

Description: This project developed and tested family support strategies for children exposed to trauma, emphasizing innovation and developmental appropriateness.

Role: Consultant

Funding Awarded to the Coalition for Compassionate Schools (formerly the New Orleans Trauma-Informed Schools Learning Collaborative)

The Coalition for Compassionate Schools, which was originally known as the New Orleans Trauma-Informed Schools Learning Collaborative, convened partners from municipal government, public health, education, community mental health, youth serving non-profits, and the university to answer this question: How can we support New Orleans K-12 open enrollment charter schools to reduce stress and trauma exposures, improve resilience, and create systems in which students and educators can thrive? From 2013 to the present, I have worked as a part of this team to create resources, trainings, implementation frameworks, and evaluation models; partner locally and nationally with schools and districts to implement our model; and disseminate our learnings to national and international audiences.

In addition to contributing content expertise, I also typically lead the evaluations for the Coalition. Publications with this group include the group as a co-author. Funding with this group is included below when it was aligned more generally with the group's growth and sustainability and above when I held a

specific leadership role (i.e., PI, co-PI, co-I) on the funded project. Learn more about the Coalition for Compassionate Schools here <https://cforcs.org/>

Completed Grants

BCM Invitation Only Grant 2021–2022

Title: Trauma-Informed Care Mapping Project

Role: Member

BCM Invitation Only Grant 2021–2022

Title: Expansion of the Train the Trainer Model for Trauma-Informed Schools, Year 2

Role: Member

BCM Invitation Only Grant 2020–2021

Title: Expansion of the Train the Trainer Model for Trauma-Informed Schools

Role: Member and Co-Investigator

Total Costs: \$193,990

LoveTruth Society Bridge Funding 2021

Title: Trauma-Informed Schools Bridge Funding

Role: Member

United Way of Southeast Louisiana 2017–2021

Title: New Orleans Trauma-Informed Schools Learning Collaborative

Role: Member and Consultant

US Dept. of Justice, OJJDP National Forum on Youth Violence Prevention 2015–2016

Title: Trauma-Informed Schools Demonstration Project

Role: Member and Consultant

PUBLICATIONS

Graduate student and postdoctoral fellow co-authors underlined and italicized; undergraduate student co-authors underlined

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

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

Articles in Peer-Reviewed Journals

1. Phelps, C., Francois, S., Rice, K. G., **Baker, C. N.**, & Overstreet, S. (2026). Cultural responsiveness and teacher-student relationships in urban charter public schools. *Education and Urban Society*, 58, 612-628.
2. Lawson, G. M., *Orapallo, A.*, Ginsburg, G., Brewton, A., **Baker, C. N.**, & Azad, G. (2025). Teacher-delivered mental health interventions: Promises, challenges, and recommendations for future directions. *Administration and Policy in Mental Health and Mental Health Services Research*, 52, 1296-1310.
3. Phelps, C., Francois, S., Rice, K. G., **Baker, C. N.**, & Overstreet, S. (2025). Secondary traumatic stress among teachers: The impact of race and years of teaching experiences. *School Mental Health*, 17, 506-511.

4. Arora, P. G., Parr, K. M., Khoo, O., Lim, K., Coriano, V., & **Baker, C. N.** (2025). Development of the Cultural Adaptations Content Checklist: Measuring cultural adaptations to evidence-based psychological interventions for racial and ethnic minoritized youth. *School Psychology, 40*, 297-308.
5. Gage, N. A., **Baker, C. N.**, & Splett, J. W., & Halliday, C. A. (2025). Mental health literacy of multi-tiered systems of support team members. *American Journal of Health Education, 56*(1), 36-45.
6. McIntyre, E. M., O'Connor, K. E., **Baker, C. N.**, & Overstreet, S. (2025). Supportive and structured teaching predicts classroom engagement in urban public schools serving predominantly Black students. *International Journal of School and Educational Psychology, 13*, 141-155.
7. Petrovic, L., **Baker, C. N.**, Francois, S., Wallace, M., & Overstreet, S. (2025). Expanding the framework of childhood adversity: Structural violence and aggression in childhood. *Child Protection and Practice, 4*, 100092.
8. **Baker, C. N.**, Oshrin, S., Petrovic, L., Swanberg, S., & Nastasi, B. (2024). Transitioning to telehealth during COVID-19: Challenges and opportunities for trainees in trauma-focused school psychology. *Training and Education in Professional Psychology, 18*(4), 413-420.
9. Davis, C. R., **Baker, C. N.**, Osborn, J., Overstreet, S., & the New Orleans Trauma-Informed Schools Learning Collaborative. (2024). Understanding teacher self-efficacy to address students' social-emotional needs in the COVID-19 pandemic. *Urban Education, 59*(8), 2427-2457.
10. Kester, J. S., Hill, T. L., Thompson, L., Black, C. L., Coriano, V. L., Bruton, J., & **Baker, C. N.** (2024). Variance in autism prevalence: Links with state-level autism resources. *Journal of Disability Policy Studies, 35*(2), 75-83.
11. Hoerger, M., Kim, S., Mossman, B., Alonzi, S., Xu, K., Coward, J. C., Whalen, K., Nauman, E., Miller, J., De La Cerda, T., Peyser, T., Dunn, A., Zapolin, D., Rivera, D., Murugesan, N., & **Baker, C. N.** (2023). Cultivating community-based participatory research (CBPR) to respond to the COVID-19 pandemic: An illustrative example of partnership and topic prioritization in the food services industry. *BMC Public Health, 23*, 1939.
12. 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. (2022). Centering trauma-informed approaches in schools within a social justice framework. *Psychology in the Schools, 59*, 2453-2470.
13. Fleckman, J. M., Petrovic, L., Simon, K., Peele, H., **Baker, C. N.**, Overstreet, S., and the New Orleans Trauma-Informed Schools Learning Collaborative. (2022). 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, 14*, 933-950.
14. 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.
15. 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.

16. **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.
17. **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.
18. 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.
19. 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.
20. 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.
21. 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.
22. 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.
23. 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.
24. Lewis, E., Gittelsohn, J., & **Baker, C. N.** (2019). More frequent family meals associated with greater risk of obesity in youth with and without ADHD (P11-115-19). *Current Developments in Nutrition*, 3, nzz048-P11.
25. 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.
26. 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.
27. **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.

28. 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.
29. 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.
30. Lockwood, A. B., McClure, J., Sealander, K., & **Baker, C. N.** (2017). Measuring school psychology trainee self-efficacy. *Psychology in the Schools*, 54, 655-670.
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Book

1. Casimir, A. E., & **Baker, C. N.** (2023). *Trauma-Responsive Pedagogy: Teaching for Healing and Transformation*. Heinemann.

Audiobook

1. Casimir, A. E., & **Baker, C. N.** (2023). *Trauma-Responsive Pedagogy: Teaching for Healing and Transformation*. (A. Casimir & **C. N. Baker**, Narr.) [Audiobook]. Heinemann.

Book Chapters, Newsletters, and Reports

1. **Baker, C. N.**, Orapallo, A., and Randall, C. (in press). Professional development for trauma-informed multi-tiered systems of support. In H. E. Ormiston (Ed.), *Trauma-Informed Multi-Tiered Systems of Support*.
2. Orapallo, A., Krishnamoorthy, G., Loble, C., & **Baker, C. N.** (2026). An ecological approach to measurement: Trauma-informed schools. In E. Berger, S. D. Crosby, & K. E. Martin (Eds.), *Understanding and Implementing Trauma-Informed Practice in Schools*. London: Routledge.
3. Hoerger, M., Kim, S., Mossman, B., **Baker, C. N.**, & The NOLA Pandemic Food Collaborative. (2023). *From early collaboration to an enduring organization: The sustainability roadmap toolkit*. Tulane University.
4. Overstreet, S., & **Baker, C. N.** (2022). *Trauma-informed approaches to improve school safety*. Retrieved from <https://www.ojp.gov/library/publications/trauma-informed-approaches-improve-school-safety>
5. 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.

6. 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)
7. 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.
8. Xu, K., Kim, S., Dunn, A., Zapolin, D., Murugesan, N., **Baker, C. N.**, Hoerger, M., & The NOLA Pandemic Food Collaborative. (2021). *COVID-19 research guidebook*. Tulane University.
9. **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.
10. 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)
11. 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.
12. 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.
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.
14. 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.
15. **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 Abstracts

1. **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.

Intellectual Property (Instruments Developed)

1. **Baker, C. N.**, Beery, C., Pankiewicz, R., Keck, L., & Orapallo, A. (2023). *Trauma Smart Sustaining Organization Self-Assessment*. Unpublished instrument.
2. 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/>

3. **Baker, C. N.**, Brown, S., & Wilcox, P. (2016). *Attitudes Relevant to Trauma-Informed Care (ARTIC) Scale*. Retrieved from <https://www.traumaticstressinstitute.org/the-artic-scale/>

Data

1. Overstreet, S., & **Baker, C. N.** Trauma-Informed Approaches to Improve School Safety, New Orleans, Louisiana, 2016-2020. ICPSR38505-v1. Ann Arbor, MI: Inter-university Consortium for Political and Social Research [distributor], 2025-07-28.
<https://www.icpsr.umich.edu/web/NACJD/studies/38505/versions/V1>

Manuscripts Under Review

1. Orapallo, A., Reyes, L., Karp, N., & **Baker, C. N.** (invited resubmission). Development of the K-2 Coping Inventory: A self-report measure of coping for younger children. *Journal of Child and Family Studies*.
2. Hoerger, M., Gerhart, J., Peyser, T., Pyke, N., Garg, N., Hall, C. J., Swartz, M., Swartz, M. D., Willette, S. A., **Baker, C. N.**, & Eastman, J. L. (submitted). COVID-19 transmission during the winter 2023-24 surge: A comparative analysis of surveillance estimates in the U.S., Canada, and the U.K. *BMC Public Health*.
3. Orapallo, A., Saybe, M., Swanberg, S., Peele, H., Randall, C., & **Baker, C. N.** (submitted). Leveraging a community-university partnership to examine barriers and facilitators to SEL programming in preschools serving children in poverty. *Early Childhood Research Quarterly*.
4. 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

Akram, T., Beery, C., Santiago, R., Overstreet, S., & **Baker, C. N.** (in preparation). *Scoping review of youth self-report strengths-focused instruments in universal social-emotional/ behavioral screening*.

Augenstern, J., & **Baker, C. N.** (in preparation). *Measurement in trauma-informed care: A scoping review*.

Baker, C. N., Orapallo, A., Black, C., Coriano, V., Hill, T., Saybe, M. (in preparation). *PreK TIPS enhances the fidelity of evidence-based classroom behavior management and social-emotional learning curricula through holistic well-being coaching for preschool teachers*.

Beery, C., Pankiewicz, R., Keck, L., Nunez, C., Karp, N., Orapallo, A., & **Baker, C. N.** (in preparation). *Evaluating the sustainability of trauma-informed schools*.

Berte, J., Overstreet, S., & **Baker, C. N.** (in preparation) *COVID-19 Impacts on educator well-being one year into the pandemic*.

Overstreet, S., & **Baker, C. N.**, & Farrell, A. (in preparation). *Trauma-informed approaches improve school safety in K-8 schools*.

ACADEMIC PRESENTATIONS

Graduate student and postdoctoral fellow co-authors underlined and italicized; undergraduate student co-authors underlined

National and International Presentations (*refereed)

1. *O'Hare, C., Overstreet, S., & **Baker, C. N.** (2026, August). *Understanding teacher characteristics and the teacher-coach alliance*. Poster submitted to be presented at the Annual Convention of the American Psychological Association, Washington, DC.
2. *Manigault, A., Overstreet, S., & **Baker, C. N.** (2026, May/June). *Self-efficacy as a mediator of trauma-informed attitudes and behavioral responses in school-based settings*. Poster presented at the AcademyHealth Annual Research Meeting, Seattle, WA.
3. *Randall, C., Golden, A., Taub, E., & **Baker, C. N.** (2026, May). *Early childhood education attrition and wraparound service provision*. Poster presented at the annual meeting of the Society for Prevention Research, Seattle, WA.
4. *Knowles, A., Overstreet, S., & **Baker, C. N.** (2025, August). *Inter-rater correlations among 3rd-8th grade student-teacher dyads*. Poster presented at the Annual Convention of the American Psychological Association, Denver, CO.
5. *Akram, T., Beery, C., Santiago, R., Overstreet, S., & **Baker, C. N.** (2025, May). *Scoping review of youth self-report strengths-focused instruments in universal social-emotional/ behavioral screening*. Poster presented at the annual meeting of the Society for Prevention Research, Seattle, WA.
6. *Beery, C., Overstreet, S., & **Baker, C. N.** (2024, August). *Proactive behavior management: Prevention for escalating physical aggression in early childhood?* Poster presented at the Annual Convention of the American Psychological Association, Seattle, WA.
7. *Manigault, A. S., Overstreet, S., & **Baker, C. N.** (2024, August). *Self-efficacy as a mediator between teachers' trauma-informed attitudes and positive behaviors*. Poster presented at the Annual Convention of the American Psychological Association, Seattle, WA.
8. *Martin, I. E., Overstreet, S., & **Baker, C. N.** (2024, August). *Validating the Trauma Sensitive Schools Checklist*. Poster presented at the Annual Convention of the American Psychological Association, Seattle, WA.
9. *Nunez, C., Overstreet, S., & **Baker, C. N.** (2024, August). *The relationship between teacher burnout, emotional distress, and grade level*. Poster presented at the Annual Convention of the American Psychological Association, Seattle, WA.
10. *Swanberg, S., Bard, L., Foley, C., Hawkins, S., & **Baker, C. N.** (2024, May). *Culturally specific teacher sensitivity for Black American elementary students in telelearning settings*. Poster presented at the SRCDD Anti-Racist Developmental Science Summit, Panama City, Panama.
11. *Beery, C., Pankiewicz, R., Keck, L., Nunez, C., Karp, N., Orapallo, A., & **Baker, C. N.** (2024, February). *Evaluating the sustainability of trauma-informed schools*. Poster presented at the National Association of School Psychologists Annual Convention, New Orleans, LA.
12. *Daniels, M., Overstreet, S., & **Baker, C. N.** (2024, February). *An intersectional inquiry into safety for Black students*. Poster presented at the National Association of School Psychologists Annual Convention, New Orleans, LA.
13. *Jones, S., Overstreet, S., & **Baker, C. N.** (2024, February). *Examining teacher use of coaching and trauma-informed practices*. Poster presented at the National Association of School Psychologists Annual Convention, New Orleans, LA.

14. *Nestel, E., Berte, J., Overstreet, S., & **Baker, C. N.** (2024, February). *Decreasing absenteeism by increasing student perceptions of school safety*. Poster presented at the National Association of School Psychologists Annual Convention, New Orleans, LA.
15. *Orapallo, A., Reyes, L., & **Baker, C. N.** (2023, May). *Development of the Early Childhood Coping Inventory: A mixed methods approach*. Poster presented at the annual meeting of the Society for Prevention Research, Washington, DC.
16. *Beery, C., Overstreet, S., & **Baker, C. N.** (2023, May). *Kindergarten teacher positive behavior management and the longitudinal development of aggression in early childhood*. Poster presented at the annual meeting of the Society for Prevention Research, Washington, DC.
17. *Sonsteng-Person, M., Splett, J., Hilliard, B., Alqueza, K., Halliday, C., & **Baker, C. N.** (2023, March). *Reimagining implicit bias training for PBIS teams amidst state policy restrictions*. Poster presented at the 20th International Conference on Positive Behavior Support, Jacksonville, FL.
18. ***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.
19. *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.
20. *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.
21. *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.
22. *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.
23. *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.
24. *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.
25. *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.

26. *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.
27. *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.
28. *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.
29. **Baker, C. N.** (2019, June). System-level interventions to improve child mental health. In T. Scott Smith (Chair), *Science Café*. Session presented at the 71st Annual Convention of the Louisiana Psychological Association, Metairie, LA.
30. ***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.
31. *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.
32. *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.
33. ***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.
34. ***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.
35. ***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.
36. *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.
37. *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.
38. ***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 11th Annual Conference on the Science of Dissemination and Implementation in Health, Washington, DC.

39. *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.
40. *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.
41. ***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 15th International Conference on Positive Behavior Support, San Diego, CA.
42. *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.
43. *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.
44. *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.
45. *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.
46. *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.
47. *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.
48. *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.
49. **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.
50. ***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.

51. *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.
52. *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.
53. *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.
54. *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.
55. ***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.
56. ***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.
57. ***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.
58. ***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.
59. *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.
60. ***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.
61. *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.
62. *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.

63. *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.
64. ***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.
65. *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.
66. ***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.
67. *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.
68. *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.
69. **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.
70. ***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.
71. *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.
72. *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.
73. *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.
74. ***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.
75. *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.

76. *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.
77. ***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.
78. *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.
79. ***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.
80. ***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.
81. **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.
82. *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.
83. *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.
84. ***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.
85. ***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.
86. ***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.
87. ***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.

88. ***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.
89. *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.
90. ***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.
91. ***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.
92. ***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.
93. ***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.
94. ***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.
95. *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.
96. *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.
97. ***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.

98. *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.
99. *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.
100. ***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.
101. ***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.
102. *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.
103. ***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.
104. *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.
105. *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.
106. ***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.
107. ***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

1. Burch, B., & **Baker, C. N.** (2024, February). *Trauma-informed, healing-centered approaches to expanding school-based mental health care*. Documented Session presented at the National Association of School Psychologists Annual Convention, New Orleans, LA.

2. 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.
3. **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.
4. **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.
5. 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.
6. **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.
7. **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.
8. **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

1. **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.
2. 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.
3. 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.
4. **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.
5. **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.
6. **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.

7. **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.
8. **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.
9. 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.
10. **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.
11. **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.
12. **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.

RECOGNITION IN MEDIA

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| 2024 | Work featured -- America's students are falling behind. Here's how to reimagine the classroom, <i>Monitor on Psychology</i> , https://www.apa.org/monitor/2024/04/psychologists-help-transform-school-experience |
| 2023 | Work featured – Tulane's Dr. Baker Named for Psychology in the Public Interest, <i>The Psychology Times</i> , http://thepsychologytimes.com/psyc-times-pdfs/The-Psychology-Times-Vol-14-No-9.pdf |
| 2023 | Book reviewed – Trauma-Responsive Pedagogy: Teaching for Healing and Transformation, The Psychology Times' Bookshelf, <i>Psychology Times</i> , Click here to view Vol 14 No |
| 2023 | Work featured – Whole Health Louisiana State Plan Release, https://files.constantcontact.com/632a9556901/a7d9453b-07c9-4b91-a5c7-b4719423fb5e.pdf?rdr=true and https://ldh.la.gov/page/WholeHealthLouisiana |
| 2022 | Interview – Tulane Researchers to Help Louisiana Schools Launch Proactive Violence Prevention Programs, WWL First News with Tommy Tucker, WWL Radio, https://tulane.box.com/s/rgil8u5fykpuqhk2s4wi36mzrlrv09wr |
| 2022 | Interview – Tulane Researchers to Help Louisiana Schools Launch Proactive Violence Prevention Programs, Eyewitness Morning News, WWL-TV, https://tulane.box.com/s/ixmdjwod9kctpl3cn2qi9mhbv9phx8gy |
| 2022 | Work featured – Teacher Trauma: New Orleans Researchers Find Educator Mental Health Closely Tied to Pandemic Classroom Effectiveness, <i>The 74 Million</i> , 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%202020 |

- 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, WWL-TV, <https://www.wwltv.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
- 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
- 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, <https://share.google/B2l3AyXDNAIzqRzlr>
- 2018 **Work featured** – Future of Crocker School’s Trauma-Informed Work Questioned after Layoffs, The Times-Picayune
- 2018 **Work featured** – Children of Central City Series, The Times-Picayune, https://www.nola.com/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.

TEACHING, MENTORING, AND ADVISING

Graduate And Undergraduate Teaching

Graduate Seminar Courses, Tulane University

Developmental Psychopathology (3 semesters)

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)
Advanced Student Group Supervision (2 semesters)

Undergraduate Courses, Tulane University

Developmental Psychopathology (1 semester)
Early Childhood Mental Health – Second-Tier Public Service Independent Study (6 semesters)

Guest Lectures, Tulane University

Psychology Internship (undergraduate)
Psychology of Diversity (undergraduate)
Senior Capstone Lecture (undergraduate)

Applications in Pediatric School Psychology Prevention/Health Promotion (graduate) (Lehigh University)
Evidence-Based Interventions for Children and Adolescents (graduate)
Professional Issues (graduate)
Research Methods (graduate)
Stress and Trauma (graduate)
System Level Interventions for Children and Youths (graduate) (University of Florida)
Violence as a Public Health Problem (graduate)

Mentees

Postdoctoral/Early Career: Rachel Santiago (University of Missouri), Jason Frydman (Lesley University; co-mentored with Stacy Overstreet), Shereen Naser (Cleveland State University; co-mentored with Stacy Overstreet)

School Psychology Predoctoral Intern (Research Rotation): Cynthia Shuttleton (Cambridge Public Schools), Adam Lockwood (Kent State University)

Doctoral: Isabel Schmidt (current student), Caitlin O'Hare (current student), Asia Knowles (current student), Alanna Manigault (current student; Robert Wood Johnson Foundation Health Policy Research Scholar), Clara (Beery) Randall (predoctoral internship; 2025-2026 Society for the Study of School Psychology Dissertation Grant Award), Ines Elena Martin (Ochsner Children's Hospital -- postdoc), Monica Daniels (University of Mississippi Medical Center; co-mentored with Stacy Overstreet), Stephanie (Moberg) Swanberg (Children's Bureau of New Orleans -- postdoc), Andrew Orapallo (CHOP; 2022-23 Society for the Study of School Psychology Dissertation Grant Award), Haley Peele (private practice), Megan Saybe (private practice), Trenesha Hill (University of Arkansas for Medical Sciences; 2016-17 Society for the Study of School Psychology Dissertation Grant Award), Veronica Coriano (Fountain Hills Unified School District), Corey Black (Tulane University Medical Center)

Terminal Master's: Casi Rupp (graduate school in clinical psychology), Emma Lewis (graduate school in public health), Chinwendu Duru (graduate school in school psychology), Leah Herrick (workforce), Brittany Jurgan (graduate school in psychiatric-mental health nursing)

Dissertations Chaired (Tulane University)

In progress	Clara Beery , Early Childhood Education Attrition, Patterns of Wraparound Services, and Social-Emotional Development
2026	Ines Elena Martin , Validating the Trauma-Sensitive Schools Checklist
2024	Monica Daniels , Seeing the Whole Student: A Gendered Ethnic-Racial Identity Approach to Understanding School Safety in a Trauma-Informed School Context
2023	Stephanie Moberg , Culturally Specific Teacher Sensitivity in Elementary Telelearning
2023	Andrew Orapallo , Development and Psychometric Evaluation of the Early Childhood Coping Inventory
2022	Haley Peele , Towards the Creation of a Racially, Culturally, and Ecologically Specific Understanding of Black Mothers' Internal Working Models of Their Children: A Pilot Study
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	Alanna Manigault , Exploring Middle School-Aged Black Girls' Interpretation of School Discipline Practices and Alignment of These Perspectives with School Discipline Policies
2025	Clara Beery , Early Childhood Education Enrollment Instability and Patterns of Wraparound Services: A Community Partnered Investigation
2024	Ines Elena Martin , Validating the Trauma-Sensitive Schools Checklist
2022	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)

In progress	Caitlin O'Hare , Implementation Fidelity during School-Based Intervention
In progress	Asia Knowles , Interrater Reliability Among Third Through Eighth Grade Student-Teacher Dyads on Aggression Outcomes
2026	Alanna Manigault , Self-Efficacy as a Mediator Between Teachers' Trauma-Informed Attitudes and Positive Behaviors

- 2024 **Clara Beery**, Proactive Behavior Management: Prevention for Escalating Physical Aggression in Early Elementary School?
- 2021 **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)

- 2023 **Cecilia LaFosse Stumpf**, Effects of Traumatic Brain Injury on Severity of PTSD Symptom Clusters Among Veterans with Combat-Related Trauma
- 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)

Allison Pequet (in progress), Svetha Mohan (2026), Komal Brown (2025), Joseph Huynh (2025), Julie Carol Avery (Monash University; 2024), Virginia Hatch (2022), 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)

Svetha Mohan (2024), Tristen Peyser (2024), Joseph Huynh (2023), 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)

Aysia Kernin (in progress), Lara Farina (2026), Joseph Huynh (2023), Stephanie Oshrin (2021), 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)

Grace Daniels (2023), Brooke Yuspeh (2018), Brooke Kania (2014), Melanie Holz (2014), Renee Blair (2013)

Professional Development Workshops Presented For Community Partners

2023	Supervisor – Trauma, Social Emotional Learning, and Kids...Oh, My!, <i>Play Power</i> , Louisiana Children's Museum, New Orleans, LA
2019	Presenter – Stress and Special Needs: Teaching Others Coping Skills; <i>Disability Awareness Month Event, Southern Regional Research Center</i> , New Orleans, LA
2017-present, annually	Contributor – Creating Trauma-Informed Schools: Rationale and School Wide Approach; <i>New Orleans Public School</i> , New Orleans, LA
2016	Presenter – Strategies to Help Preschoolers Develop Socioemotional Skills; <i>ReNEW Schools Early Childhood Programs</i> , New Orleans, LA
2016	Supervisor – Working with Children Who Have Challenging Behavior; <i>Kingsley House Head Start and Early Head Start</i> , New Orleans, LA
2015-2016	Presenter – Expectations for Behavior through a Developmental Lens, <i>Lawrence D. Crocker College Prep, KIPP: Believe Primary</i> , and <i>Success Preparatory Academy</i> , New Orleans, LA
2015-2016	Supervisor – “Discipline without Tears” Behavioral Parent Training Groups, <i>Royal Castle Child Development Center</i> , New Orleans, LA
2015	Presenter and Supervisor – Fostering Self-Awareness, Self-Control, and Delay of Gratification in Preschoolers, <i>ReNEW Schools Early Childhood Programs</i> , New Orleans, LA
2015	Presenter and Supervisor – Working with Children Who Have Challenging Behavior; <i>Kingsley House Head Start and Early Head Start</i> , New Orleans, LA
2015	Contributor – Creating Trauma-Informed Schools: Rationale and Best Practices; <i>Six New Orleans Public School Partners in the Trauma-Informed Schools Learning Collaborative</i> ; New Orleans, LA
2014	Presenter – Trauma-Sensitive Schools; <i>KIPP: Believe Primary</i> , New Orleans, LA
2014	Supervisor – Social/Emotional Milestones in PreK: What is Typical and What Should You Worry About?; <i>ReNEW Schools Early Childhood Programs</i> , New Orleans, LA
2014	Supervisor – Capitalizing on Naturally Occurring Situations in the PreK Classroom to Promote Social/Emotional Development; <i>ReNEW Schools Early Childhood Programs</i> , 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

Reviewing Activities

Journal Reviewer – Editorial Board Member

- 2021-present *Prevention Science*, including as a mentor in the *Prevention Science* Early Career Reviewer Program
- 2018-present *Early Childhood Research Quarterly*
- 2016-present *School Psychology*
- 2016-2018 *Journal of Educational Psychology*

Journal Reviewer – Ad Hoc

Academic Pediatrics, Advances in Mental Health, American Psychologist, Analyses of Social Issues and Public Policy, Applied Developmental Science, BMC Psychology, British Journal of Educational Psychology, Child Development, Children and Youth Services Review, Contemporary Clinical Trials, Educational Psychology, Educational Psychology Review, Educational Researcher, Emerging Adulthood, Health Services Research and Managerial Epidemiology, Human Service Organizations: Management, Leadership, and Governance, International Journal of Developmental Disabilities, Journal of Adolescence, Journal of Aggression, Maltreatment & Trauma, Journal of Applied Research in Intellectual Disabilities, Journal of Behavioral and Cognitive Therapy, 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 Family Psychology, Journal of Psychiatric and Mental Health Nursing, Journal of School Psychology, Journal of Traumatic Stress, New Horizons: A Journal of Environmental and Occupational Health, Pediatrics, Psychiatric Services, Psychiatry Research Case Reports, Psychological Assessment, Psychology in the Schools, Psychology of Violence, Psychological Reports, Psychological Trauma: Theory, Research, Practice, and Policy, Qualitative Research in Education, Research in Human Development, Research on Child and Adolescent Psychopathology (formerly Journal of Abnormal Child Psychology), Sage Open, School Mental Health, School Psychology Review, Social Development, Stress and Health, Teachers and Teaching: Theory and Practice, Teaching and Teacher Education

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

Grant Reviewer – Standing Panelist

- 2022-2028 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, Office of Special Education Programs (OSEP), US Department of Education
2014-present	Preparation of Special Education, Early Intervention, and Related Services Leadership Personnel, 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, 2022	Institute of Education Sciences (IES), Social and Behavioral Panel
2019, 2021, 2024, 2025, 2026	Patient-Centered Outcomes Research Institute (PCORI)
2018	National Center for Chronic Disease Prevention and Health Promotion, Centers for Disease Control and Prevention (CDC)

Committees, Professional, and Campus Service

Campus Service – Department

2025-2026	Member , Psychology Chair Search Committee, Department of Psychology, Tulane University
2025-2026	Member , Award Committee, Department of Psychology, Tulane University
2021-present	Member , PhD Admissions Committee, Department of Psychology, Tulane University
2022-2025	Co-Chair , School Psychology Search Committee, Department of Psychology, Tulane University
2012-2014, 2021-2023	Member , Colloquium Committee, Department of Psychology, Tulane University
2019-present	Program Director and Director of Clinical Training , APA-Accredited School Psychology Doctoral Program, Tulane University
2019-present	Co-Director , Doctoral Certificate in Trauma-Focused School Psychology, Tulane University
2018, 2019-2020	Chair , Equity, Diversity, and Inclusion Committee, Department of Psychology, Tulane University
2017, 2019-2021	Member , Academic Appeals 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
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-present	Director , Psychology Clinic for Children and Adolescents, 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

Campus Service – School of Science and Engineering

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

Campus Service – University

2024-2025	Mentor , Newcomb Scholar Project, Tulane University
2023-2026	Member , Senate Social Issues Committee, Tulane University
2022-present	Member , Coalition to Stop Sexual Violence, Tulane University
2021-2022	Mentor , Pincus Violence Prevention Scholarship Program, Tulane University
2021-present	Advisor , NAMI On Campus, Undergraduate Student Organization, Tulane University
2021-present	Member , Violence Prevention Institute, Tulane University
2020-2024	Faculty In Residence , Greenbaum Residence Hall, Tulane University

Professional Service

2026	Co-Chair , Abstract Theme Review Committee, Multilevel Interventions for Systemic Challenges: Social Determinants of Health, Society for Prevention Research Annual Meeting
2026	Expert Reviewer , Child Policy Connect, Society for Research in Child Development
2025	Co-Chair , Abstract Theme Review Committee, Leveraging Data Science and Technology: Collecting, Integrating, and Understanding Data Using Innovative Study Designs, Collection Modalities, and Analysis Approaches, Society for Prevention Research Annual Meeting
2024-present	Member , Mid-Career Task Force, Society for Prevention Research
2024	Co-Chair , Abstract Theme Review Committee, Developing and Applying Collaborative Methods for Co-Designing and Co-Adapting Evidence-Based Preventative Interventions Especially for Marginalized Populations Theme, Society for Prevention Research Annual Meeting
2021-2023	Member , Abstract Theme Review Committee, Dissemination and Implementation Science Theme, Society for Prevention Research Annual Meeting
2021	Chair , Abstract Theme Review Committee, Using Biological and Context Data to Understand Mechanisms and Outcomes in Prevention Research Theme, Society for Prevention Research Annual Meeting
2018-2020	Co-Chair , Abstract Theme Review Committee, Dissemination and Implementation Science Theme, Society for Prevention Research Annual Meeting
2018	Technical Expert , Developing a Measurement Strategy and Metrics for Trauma-Informed Change in Behavioral Health and Health Settings, SAMHSA's Technical Experts Meeting
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 Annual Meeting
2015-2017	Chair , Program Committee, Early Career Preventionists Network (ECPN), Society for Prevention Research
2015	Member , Planning Committee, 20 th 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

Non-University Committees, Memberships, and Community Engagements

2022-present **Coach**, Faculty Success Program, National Center for Faculty Development and Diversity
 2017-present **LRP Ambassador**, NIH Loan Repayment Programs Ambassador Network, NIH
 2015-present **Mentor**, National Association of School Psychologists
 2013-present **Member**, Coalition for Compassionate Schools (formerly the New Orleans Trauma-Informed Schools Learning Collaborative)

ACADEMIC AND PROFESSIONAL AFFILIATIONS

Association of Directors of Psychology Training Clinics, American Psychological Association (Division 53 Clinical Child and Adolescent Psychology, Division 16 School Psychology, and Division 56 Trauma Psychology), Beta Gamma Sigma, Council of Directors of School Psychology Programs, Gulf Coast Evaluation Network, Louisiana Psychological Association, Louisiana School Psychological Association, National Association of School Psychologists, Society for Implementation Research Collaboration, Society for Prevention Research, Society for Research in Child Development, Society of Sigma Xi, Trainers of School Psychologists