

CURRICULUM VITAE

Courtney N. Baker, Ph.D.
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ACADEMIC POSITIONS

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

EDUCATION

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

PSYCHOLOGY LICENSE

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

RESEARCH INTERESTS

My career is committed to bridging the gap between research and practice, with a particular focus on understanding and facilitating the translation of evidence-based programs into underresourced school and community settings serving children, youth, and families. **The goal of my research program is to eliminate disparities in mental health and academic achievement by improving the dissemination and implementation of high-quality prevention/intervention programs.** In order to achieve this goal, my research program focuses on two interrelated objectives: 1) understanding developmental contexts that are central to disparities in the health and academic outcomes of low-income, ethnic minority children; and 2) elucidating and addressing barriers to the high-quality implementation of prevention/intervention programs in community settings serving children and families. I focus on mental health and academic problems with particularly high public health significance, including aggression, violence, trauma, and early skill deficits in language/literacy. My research program is guided by the fields of dissemination and implementation science and prevention science. In line with best practices when working with underserved communities, I utilize a community-based participatory research approach.

GRANT SUPPORT

2017-2020	Trauma SMART New York City Evaluation – Crittenton Children’s Center, PI, \$78,000
2017-2018	Trauma SMART Expansion Evaluation – Crittenton Children’s Center, PI, \$16,500
2017	New Orleans Trauma-Informed Schools Learning Collaborative – United Way, Consultant, \$100,000 (\$2,500 subcontract)
2016-2020	Trauma-Informed Approaches to School Safety – National Institute of Justice, Co-PI, \$2,662,969
2016-2020	Violence Prevention Doctoral Fellowship – Louisiana Board of Regents Fellowship Training Grant, Community Support Team Member
2015-2018	Translating Evidence-Based Socioemotional Programs into Low-Income Preschool Settings: Leveraging Treatment Fidelity to Enhance Effectiveness – Louisiana Board of Regents Support Fund, Research Competitiveness Subprogram, PI, \$140,996
2015-2017	Does Network Density Increase after Trauma-Informed Care Training? A Systems Science Approach – Government of Yukon, Health and Social Services Department, Canada (Contract), Co-PI, \$10,000
2015-2017	A Case Study of Trauma-Informed Schools Adoption and Implementation – Center for Public Service Community Based Research Program, Tulane University, PI, \$3,000
2015-2016	Evaluating Trauma-Informed Care Using an Interrupted Time Series

- Design** – University Senate Committee on Research Fellowship, Tulane University, PI, \$5,932
- 2015-2016 **Ecological Covariates of Preschool Teacher Perceptions** – CELT Fund for Faculty-Student Scholarly and Artistic Engagement, Tulane University, PI, \$870
- 2015-2016 **Trauma-Informed Schools Demonstration Project** -- Department of Justice, Consultant, \$280,471 (\$13,000 subcontract)
- 2014 **Tulane Scholarly Retreat Program** – A Studio in the Woods and the Tulane-Xavier Center for Bioenvironmental Research, PI, \$1,400
- 2014 **Networking Seminar Program** – Tulane University, PI, \$3,369
- 2012-2014 **Risking Connection Mixed Methods Research Project** – Government of Yukon, Health and Social Services Department, Canada (Contract), Co-PI, \$10,000
- 2011-2017 **Clinical Research Loan Repayment Program** – NICHD, PI, \$73,679.98
- 2009 **Student Dissertation Grant** – University of Massachusetts, Department of Psychology, PI, \$500

STUDENT GRANT SUPPORT

- 2016-2017 **Ruth L. Kirschstein National Research Service Award** – NICHD, Mentor (PI: Hill, graduate student), not funded (impact score 39, 39th percentile)
- 2015 **Travel Award** – Psi Chi, Mentor (PI: Hardin, undergraduate student), \$300
- 2015 **Dean's Grant** – Tulane University, Mentor (PI: Aaron, undergraduate student), \$293
- 2014-2016 **LS-LAMP Fellowship** – Tulane University, Mentor, (PI: Duru, undergraduate student)

HONORS AND AWARDS

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

NIGMS

- 2008 **Award for Outstanding Service** – University of Massachusetts, Department of Psychology, Clinical Psychology Division
- 2005 **Distinguished Teaching Award Nominee** – University of Massachusetts
- 2003 **Stetson-Heiser Prize** – Oberlin College, Department of Psychology
- 2003 **Honors Graduate** – Oberlin College

TRAVEL AWARDS

- 2014 **Annual Meeting Travel Award** – Society for Prevention Research; \$175
- 2013 **Annual Meeting Travel Award** – Society for Prevention Research; \$150
- 2012 **Child Intervention, Prevention, and Services (CHIPS) Research Institute Travel Award** – NIMH; \$3000
- 2012 **Annual Meeting Travel Award** – Society for Prevention Research; \$300
- 2011 **Annual Meeting Travel Award** – Society for Prevention Research; \$250
- 2008 **Graduate Council Travel Grant** – University of Massachusetts; \$300

REFEREED JOURNAL ARTICLES

- Graybill, E., **Baker, C. N.**, Cloth, A., Fisher, S., & Nastasi, B. K. (in press). Social justice research in school psychology (2010-2013): A content analysis of the applied research literature. *International Journal of School & Educational Psychology*.
- Arora, P. G., **Baker, C. N.**, Krumholz, L. K. & Stark, K. D. (in press). Components analysis of a school-based cognitive-behavioral treatment for youth depression. *Journal of Clinical Child and Adolescent Psychology*.
- Baker, C. N.**, Brown, S. M., Wilcox, P. D., Overstreet, S., & Arora, P. (2016). Development and psychometric evaluation of the Attitudes Related to Trauma-Informed Care (ARTIC) Scale. *School Mental Health, 8*, 61-76.
- Baker, C. N.**, Tichovolsky, M., Kupersmidt, J., Voegler-Lee, M. E., & Arnold, D. H. (2015). Teacher (mis)perceptions of preschoolers' academic skills: Predictors and associations with longitudinal outcomes. *Journal of Educational Psychology, 107*, 805-820.
- Gabrielsen, T. P., Farley, M., Speer, L., Villalobos, M., **Baker, C. N.**, & Miller, J. (2015). Identifying autism in a brief observation. *Pediatrics, 135*, e330-e338.
- Leff, S. S., **Baker, C. N.**, Waasdorp, T. E., Vaughn, N. A., Bevans, K., Thomas, N. A., Guerra, T., Hausman, A. J., & Monopoli, W. J. (2014). Social cognitions, distress, and leadership self-efficacy: Associations with aggression for high risk minority youth. *Development and Psychopathology, 26*, 759-772.

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

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

- Daly, B., DeMatteo, D., Hildenbrand, A., **Baker, C. N.**, & Fisher, J. (in press). Psychosocial treatment and prevention in the adolescent years for ODD and CD. In J. E. Lochman & W. Matthys (Eds.), *The Wiley Handbook of Disruptive and Impulse-Control Disorders*. New York: Wiley Press.
- Brown, S. M., & **Baker, C. N.** (2016). Measuring trauma-informed care: The Attitudes Related to Trauma-Informed Care (ARTIC) Scale. *Trauma Psychology News: A Publication of APA Division 56, Trauma Psychology, 11*, 11-13.
- Black, C. L., & **Baker, C. N.** (2014). National Assessment Governing Board and National Assessment of Educational Progress. In L. H. Cousins (Ed.), *Encyclopedia of Human Services and Diversity*. (Vols. 1-3). Thousand Oaks, CA: SAGE Publications.
- Coriano, V. & **Baker, C. N.** (2014). Educational status and service delivery. In L. H. Cousins (Ed.), *Encyclopedia of Human Services and Diversity*. (Vols. 1-3). Thousand Oaks, CA: SAGE Publications.
- Baker, C. N.**, Leff, S. S., Bevans, K., & Power, T. J. (2014). Treatment integrity in urban, community-based prevention programs. In L. M. H. Sanetti & T. R. Kratochwill (Eds.), *Treatment integrity: A foundation for evidence-based practice in applied psychology* (pp. 279-301). Washington, DC: American Psychological Association.

PUBLISHED ABSTRACT

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

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

- Baker, C. N.**, Brown, S. M., Wilcox, P. D., Verlenden, J. M., & Black, C. L. (invited resubmission). *The implementation and effect of trauma-informed care within residential youth services in rural Canada: A mixed methods evaluation*.
- Hardin, C. R., Black, C. L., Coriano, V. L., Hill, T., & **Baker, C. N.** (invited resubmission). *Associations between institutional support, perceived student malice, and endorsement of punitive behavior management*.

Lockwood, A. B., McClure, J., Sealander, K., & **Baker, C. N.** (invited resubmission). *Measuring school psychology trainee self-efficacy.*

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

Baker, C. N., Bevans, K., Blum, N. J., & Leff, S. S. (submitted). *Examining the psychometrics and utility of the research competency self-report tool.*

Hill, T., Gray, S., **Baker, C. N.**, Kamps, J., Boggs, K., Johnson, C., Carey, E., & Varela, R. E. (submitted). *Short report: Examining the effectiveness of the PEERS Program on social skills and anxiety in adolescents with autism spectrum disorder.*

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

Kester, J. S., Hill, T. L., Black, C. L., Coriano, V. L., Swineford, L., & **Baker, C. N.** (submitted). *Variance in autism prevalence across states: Links with insurance policy, availability of clinical resources, proximity to research Institutions, and presence of awareness-raising organizations.*

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

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

McIntyre, E. M., & **Baker, C. N.** (2017, August). Trauma 101: Preparing your school for trauma-informed service delivery. In K. Simon and S. Overstreet (Chairs), *Whole school professional development as the foundation for trauma-sensitive schools*. Symposium to be presented at Annual Convention of the American Psychological Association, Washington, DC.

Coriano, V. L., & **Baker, C. N.** (2017, August). *Daily race-based stress and mental health in preschoolers of color: A systematic review*. Poster to be presented at the Annual Convention of the American Psychological Association, Washington, DC.

Hill, T. L., Obstfeld, R., Kupersmidt, J. B., & **Baker, C. N.** (2017, June). *Workplace correlates of teacher misperceptions: Understanding discrepancies in teacher predictions of low-income preschoolers' pre-academic skills*. Poster submitted to be presented at the annual meeting of the Society for Prevention Research, Washington, DC.

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

Baker, C. N. (Chair). (2016, May). *Externalizing behavior and social and mental health issues*. Symposium presented at the annual meeting of the Society for Prevention Research, San Francisco, CA.

Hill, T. L., Gray, S., Boggs, K., Johnson, C., Carey, E., **Baker, C. N.**, & Varela, R.E. (2016, May). *Examining the effectiveness of the PEERS program on social skills and anxiety in adolescents with autism spectrum disorder*. Poster presented at the annual meeting of the International Society for Autism Research, Baltimore, MD.

Kester, J. S., Hill, T. L., Swineford, L. B., & **Baker, C. N.** (2016, May). *Variance in autism prevalence across states: Links with insurance policy, availability of clinical resources, proximity to research institutions, and presence of awareness-building organizations*. Poster presented at the annual meeting of the International Society for Autism Research, Baltimore, MD.

Lockwood, A., **Baker, C. N.**, Adkins, M., & Sealander, K. (2016, February). *School psychology graduate student self-efficacy: A psychometric study*. Paper presented at the National Association of School Psychologists Annual Convention, New Orleans, LA.

Baker, C. N. (Discussant). (2015, December). *Implementation research designs that address the complexities of clinician fidelity in behavioral health*. Symposium presented at the 8th Annual Conference on the Science of Dissemination and Implementation in Health, Washington, DC.

Black, C. L., & **Baker, C. N.** (2015, November). *Teacher-implemented prevention programs for preschoolers: A meta-analysis of impacts on aggression*. Poster presented at the Annual Louisiana School Psychology Association Conference, Lafayette, LA.

Baker, C. N., Brown, S., Wilcox, P. D., Overstreet, S., & Arora, P. (2015, August). The Trauma-Informed Care Belief Measure: Examining the psychometrics of a scale that evaluates the trauma-informed care attitudes of educators and providers. In S. Overstreet (Chair), *Translating research on trauma into evidence-based practices: Creating trauma informed schools*. Symposium presented at the Annual Convention of the American Psychological Association, Toronto, ON.

Black, C. L., & **Baker, C. N.** (2015, August). *Differences in race and ethnicity in the distribution of tiered prevention and intervention programs for preschoolers: A systematic literature review*. Poster presented at the Annual Convention of the American Psychological Association, Toronto, ON.

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

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

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

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

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

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

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

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

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

Baker, C. N., Brown, S. M., Wilcox, P. D., Verlenden, J. M., & Black, C. L. (2014, December). *Understanding the implementation, effect, and sustainability of trauma-informed care within a health service system serving children and youth*. Poster presented at the 7th Annual Conference on the Science of Dissemination and Implementation, Bethesda, MD.

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

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

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

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

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

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

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

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

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

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

Baker, C. N., Brown, S., Healey, M. J., Wilcox, P. D., & Lai, B. (2013, May). *Implementing trauma-informed care in congregate care settings serving children: Successes and*

challenges. Poster presented at the annual meeting of the Society for Prevention Research, San Francisco, CA.

Baker, C. N., Leff, S. S., Bevens, K., Fitzgerald, C. J., Gerhart, J. I., Saks, S. J., & Hoerger, M. (2013, May). *Associations between client characteristics and perceptions of the importance of implementation quality in decisions to join and stay involved in socioemotionally-focused group therapy*. Poster presented at the annual meeting of the Society for Prevention Research, San Francisco, CA.

Baker, C. N. (Chair). (2013, May). *Evaluating intervention efficacy, effectiveness, and mechanisms of change across research studies*. Symposium presented at the annual meeting of the Society for Prevention Research, San Francisco, CA.

Gabrielsen, T. P., Villalobos, M. E., Farley, M., Speer, L. A., **Baker, C. N.**, Viskochil, J., & Miller, J. (2013, May). *Symptomatic presentation of autism in toddlers: What can we see in 10 minutes?* Paper presented at the International Meeting for Autism Research, Donostia/San Sebastian, Spain.

Baker, C. N., Black, C. L., Kester, J., Aaron, S., Robins, S. T., Heier, J., & Parks, A. (2013, April). *The role of treatment fidelity in the effectiveness of preschool-based prevention and intervention programming on socioemotional outcomes*. Poster presented at the biennial meeting of the Society for Research in Child Development, Seattle, WA.

Baker, C. N., Bevens, K., Blum, N. J., & Leff, S. S. (2013, April). *Examining the psychometrics and utility of the Research Competency Self-Report Tool*. Poster presented at Translational Science, Washington, DC.

Baker, C. N., Vaughn, N., Barnhart-Wilson, K. A., & Leff, S. S. (2012, May). Using community-based participatory research to develop an organizational assessment to match after-school sites with a multi-component violence prevention program. In S. Leff (Chair), *Better understanding measure development through community-based participatory research: Three illustrations from throughout the process*. Symposium presented at the annual meeting of the Society for Prevention Research, Washington, DC.

Baker, C. N., & Hausman, A. (2012, May). Evaluating intervention outcomes in the context of community-based participatory research: Comparisons between the Alabama Parenting Questionnaire and community-identified indicators of parenting. In S. Leff (Chair), *Better understanding measure development through community-based participatory research: Three illustrations from throughout the process*. Symposium presented at the annual meeting of the Society for Prevention Research, Washington, DC.

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

- Baker, C. N.**, Vaughn, N., Barnhart Wilson, K. A., & Leff, S. S. (2012, May). *Matching after-school sites with a violence prevention program for youth: The development of an organizational assessment tool using participatory action research*. Poster presented at LEND Research Day, Children's Hospital of Philadelphia, Philadelphia, PA.
- Baker, C. N.**, & Hausman, A. (2012, May). *How should intervention outcomes be evaluated in the context of community-based participatory research? A comparison between the Alabama Parenting Questionnaire and community-identified indicators of effective parenting*. Poster presented at LEND Research Day, Children's Hospital of Philadelphia, Philadelphia, PA.
- Baker, C. N.**, & Barnhart-Wilson, K. A. (2012, February). Measuring implementation quality in the context of PARTNERS. In **C. Baker** (Chair), *Better understanding and measuring implementation quality of interventions*. Symposium presented at the National Association of School Psychologists Annual Convention, Philadelphia, PA.
- Waasdorp, T. E., Paskewich, B., Leff, S. S., & **Baker, C. N.** (2012, February). *Associations between aggression, leadership, and popularity: Implications for school-based practice*. Paper presented at the National Association of School Psychologists Annual Convention, Philadelphia, PA.
- Saks, S., Kehoe, L., Bomersbach, J., West, A., **Baker, C. N.**, Quirk, S. W., Duberstein, P. R., & Hoerger, M. (2012, January). *Does self-complexity buffer against interpersonal distress?* Poster presented at the annual meeting of the Society for Personality and Social Psychology, San Diego, CA.
- Baker, C. N.**, & Barnhart-Wilson, K. A. (2011, June). Measuring implementation integrity in the context of a community-based violence prevention program. In S. Leff (Chair), *Better understanding and developing tools to measure implementation quality in the context of a community-based clinical trial*. Symposium presented at the annual meeting of the Society for Prevention Research, Washington, DC.
- Hoerger, M., **Baker, C. N.**, & McCabe, B. (2011, June). *Parental child rearing strategies: Implications for the development of self-regulation, socio-emotional adjustment, and psychopathology in early adulthood*. Poster presented at the annual meeting of the Association for Research in Personality, Riverside, CA.
- Hoerger, M., Giannandrea, S., West, A., Morgan, M., Gerhart, J., Bomersbach, J., & **Baker, C. N.** (2011, June). *Individual differences in coping and predicted, actual, and recollected emotional reactions*. Poster presented at the annual meeting of the Association for Research in Personality, Riverside, CA.

- Baker, C. N., & Arnold, D. H.** (2011, May). *Reaching the recommended dose: Predictors and differences in intervention outcome*. Poster presented at LEND Research Day, Children's Hospital of Philadelphia, Philadelphia, PA.
- Baker, C. N., Tichovolsky, M., Voegler-Lee, M. E., Kupersmidt, J., & Arnold, D. H.** (2011, May). *Teacher perceptions of preschoolers' academic skills: Predictors and associations with academic outcomes*. Poster presented at LEND Research Day, Children's Hospital of Philadelphia, Philadelphia, PA.
- Baker, C. N., & 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, Quebec, Canada.
- 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, Quebec, Canada.
- Hoerger, M., Quirk, S. W., Birkett, M. A., & **Baker, C. N.** (2010, May). *Emotional intelligence predicts ability to forecast, encode, and consolidate emotional experiences*. Poster presented at the annual meeting of the Association for Psychological Science, Boston, MA.
- Baker, C. N., Arnold, D. H., & Tichovolsky, M.** (2009, May). *The relationship between contextual influences and outcome in an academic preventative intervention for preschoolers: Tests of direct effects and effects mediated by intervention implementation*. Poster session presented at the annual meeting of the Society for Prevention Research, Washington, DC.
- Voegler-Lee, M. E., Kupersmidt, J. B., Willoughby, M. T., **Baker, C. N.**, Arnold, D. H., Bryant, D. M., & Peisner-Feinberg, E. S. (2009, April). *The Building Bridges Program: Promoting school readiness*. In S. Odom (Chair), *The Interagency School Readiness Consortium (ISRC): Preliminary findings*. Symposium presented at the biennial meeting of the Society for Research in Child Development, Denver, CO.
- Meagher, S., Arnold, D. H., Doctoroff, G. L., & **Baker, C. N.** (2009, April). *Do as I say and as I do: Maternal beliefs and behavior during shared reading*. Poster session presented at the biennial meeting of the Society for Research in Child Development, Denver, CO.
- Baker, C. N., Voegler-Lee, M. E., Kupersmidt, J., & Arnold, D. H.** (2008, May). *Teacher participation in a classroom-based, multi-dimensional preventative intervention for*

preschoolers. Poster session presented at the annual meeting of the Society for Prevention Research, San Francisco, CA.

Baker, C. N. & Arnold, D. H. (2007, April). *Attrition from a parent training prevention program for conduct problems*. Poster session presented at the biennial meeting of the Society for Research in Child Development, Boston, MA.

INVITED PRESENTATIONS

Baker, C. N. (2017, March). *Trauma-informed approaches in schools*. Paper presented at the 42nd Annual Review Course in Child and Adolescent Psychiatry, New Orleans, LA.

Baker, C. N., 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.

Baker, C. N. (2016, May). *Trauma-informed schools: Implementation, measurement, and preliminary outcomes*. Paper presented at the Missouri Prevention Center Seminar, University of Missouri, Columbia, MO.

Overstreet, S., Whalen, K., & **Baker, C. N.** (2016, February). *Trauma 101: Preparing your school for trauma-informed service delivery*. Documented session presented at the National Association of School Psychologists Annual Convention, New Orleans, LA.

Baker, C. N., & Hausman, A. (2013, April). Challenges and successes of multidisciplinary team science in the context of community-based participatory research. In R. Weiner (Chair), *Overcoming challenges in team science*. Symposium presented at Translational Science, Washington, DC.

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

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

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

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

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

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

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

MEDIA APPEARANCES

- 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.
- 2015 **Panelist** – *Screening Event and Panel Discussion: The Raising of America – Early Childhood and the Future of our Nation*. Kingsley House, New Orleans, LA.

DISSERTATION CHAIRED

- In progress **Trenesha Hill**, Tulane University (“Empirically Derived Profiles of Preschooler Functioning: Effects on Kindergarten Readiness”)
- In progress **Corey Black**, Tulane University (“Teacher Turnover and Preschooler Aggression in Low Income Early Childhood Educational Settings”)

COMPREHENSIVE EXAMINATION COMMITTEES CHAIRED

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

MASTER'S THESES CHAIRED

- In progress **Chinwendu Duru**, Tulane University (“Drinking to Cope in College-Aged Students”)
- In progress **Megan Saybe**, Tulane University (“The Impact of Classroom Climate on Relational Aggression Trajectories in Preschoolers”)
- 2016 **Leah Herrick**, Tulane University (“The Impact of Maternal Parenting and Maternal Depression after Divorce on Preschool Children’s Externalizing and Internalizing Problems”)
- 2015 **Veronica Coriano**, Tulane University (“Cultural Adaptation in Mental Health Programming: Are We Doing Enough to Promote Change?”)
- 2015 **Brittney Jurgen**, Co-Chair, Tulane University (“Predictors of Metabolic Control in Youth with Type 1 Diabetes: Examining Racial Disparities in the Relationship between Depressive Symptoms and Adherence”)
- 2015 **Corey Black**, Tulane University (“The Role of the Teacher-Child Relationship in the Socioemotional Outcomes of Ethnically Diverse, Low-Income Children in Daycare Settings”)

UNDERGRADUATE HONORS THESES CHAIRED

- 2016 **Sarah Margolies**, Tulane University (“Barriers and Facilitators of Trauma-Informed Care: A Content Analysis”)
- 2016 **Laura Sutherland**, Tulane University (“Indicators of Trauma-Informed Care”)
- 2015 **Stephanie Aaron**, Tulane University (“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**, Tulane University (“The Effects of Institutional Support and Teacher Perceived Student Malice on Beliefs about Punitive Strategies for Behavior Management”)
- 2015 **Johanna Kester**, Tulane University (“Variance of Autism Prevalence Across States: Effects of State Insurance Policy, Availability of Clinical Resources, and Proximity to Research Institutions”)
- 2014 **Mackenzie Shade**, Tulane University (“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

- In progress **Michael Healey**, University of Alaska, Fairbanks
- 2015 **Amanda Borja**, Tulane University
- 2015 **Allisyn Swift**, Tulane University
- 2014 **Patrick Bell**, Tulane University

MASTER’S THESIS COMMITTEE MEMBER

- In progress **Juliana Vanderburg**, Tulane University

In progress **Laura Cornell**, Tulane University
In progress **Elizabeth McIntyre**, Tulane University
2015 **Samia Lalani**, Tulane University
2015 **Xzania White**, Tulane University
2014 **Jorge Verlenden**, Tulane University
2014 **Emiliya Adelson**, Tulane University
2014 **Idan Mark**, Tulane University

RESEARCH EXPERIENCE

2012-present **Dissemination and Implementation Research in Early Childhood at Tulane (“Project DIRECT”), Tulane University**
Principal Investigator: Lead a team of graduate and undergraduate research assistants working on a start-up funded research program focused on better understanding and improving the translation of evidence-based programs into community settings. Project DIRECT aims to improve mental health prevention and intervention practices in urban, low-income, early childhood settings and utilizes a community-based participatory research framework.

2010-2012 **Participatory Action Research to Negotiate Every Response (PARTNERS), Philadelphia Collaborative Violence Prevention Center, Children’s Hospital of Philadelphia (PI: Stephen S. Leff, Ph.D.)**
Postdoctoral Fellow: Worked as part of this research group on an effectiveness trial funded by the CDC of a violence prevention program for youth ages of 10-14 residing in high-risk neighborhoods, including data management, data analysis, and manuscript writing.

2010-2012 **Friend 2 Friend (F2F), The School Support Program, Children’s Hospital of Philadelphia (PI: Stephen S. Leff, Ph.D.)**
Postdoctoral Fellow: Worked as part of this research group on a randomized clinical trial funded by NIMH systematically comparing two school-based interventions with urban predominantly African-American third to fifth grade girls, including data analysis and manuscript writing.

2010-2012 **Using Community-Based Participatory Research and Qualitative Methods to Evaluate Intervention Integrity, Children’s Hospital of Philadelphia (PI: Stephen S. Leff, Ph.D.)**
Postdoctoral Fellow: Worked as part of this research group on a NICHD-funded project utilizing mixed methods to develop and assess a comprehensive system for monitoring implementation quality within the PARTNERS project.

- 2009-2010 **Promoting Resilient Children Initiative (“The Resilience Project”), University of Rochester Medical Center (PIs: Wendi Cross, Ph.D. and Peter Wyman, Ph.D.)**
Research Rotation, Predoctoral Clinical Internship: Worked as part of this research group on an efficacy trial funded by NIMH evaluating an intervention for young urban children showing signs of emerging mental health problems, including observational coding and management and analysis of data related to teacher implementation of the program.
- 2004-2010 **Preschool Prevention Project for High-Risk Children, University of Massachusetts (PI: David H. Arnold, Ph.D.)**
Research Assistant: Worked as part of this research group on a longitudinal study funded by NIMH and the William T. Grant Foundation evaluating interventions for behavioral and academic problems in high-risk, low-income preschoolers, including data management and analysis for manuscript and grant preparation.
- 2005-2009 **Preschool Behavior Project, University of North Carolina Chapel Hill (PI: Janis Kupersmidt, Ph.D.)**
Research Assistant: Worked as part of this research group on a longitudinal study funded by NIH and based at UNC with a UMass subcontract. This research group evaluates interventions integrating pre-literacy, mathematics, and social-emotional skills for preschoolers as part of the Interagency School Readiness Consortium.
- 2006-2008 **Work and Family Transitions Project, University of Massachusetts (PI: Maureen Perry-Jenkins, Ph.D.)**
Research Assistant: Worked as part of this research group on a ten-year longitudinal study funded by NIMH focusing on understanding the transition to parenthood and early parenting for working-class parents, including conducting home visits to collect data, coding of interviews for data entry, and training of new interview coders.
- 2001-2003 **Undergraduate Research Experiences, Oberlin College (PI: Stephan Mayer, Ph.D. and Cindy Frantz, Ph.D.)**
Research Assistant: Worked with groups and independently in the context of a senior honors thesis to design and implement studies focused on personality and pro-environmental attitudes, including multiple school-based interventions.

TRAINING IN DATA ANALYSIS AND METHODOLOGY

- 2016 **Training** – Applied Latent Class Analysis and Finite Mixture Modeling, Stats Camp, Texas Tech University Institute for Measurement, Methodology, Analysis & Policy
- 2016 **Workshop** – Motivational Interviewing Training and Assessment System for Educational Applications, Society for Prevention Research Pre-Conference Workshop, San Francisco, CA
- 2015 **Training** – SEM Foundations and Extended Applications, Stats Camp, Texas Tech University Institute for Measurement, Methodology, Analysis & Policy
- 2015 **Training** – Meta-Analysis, Stats Camp, Texas Tech University Institute for Measurement, Methodology, Analysis & Policy
- 2015 **Workshop** -- SMART: Experimental Design Methods for Developing Adaptive Interventions, Society for Prevention Research Pre-Conference Workshop, Washington, DC
- 2014 **Workshop** – Time-Varying Effect Models in Prevention Science, Society for Prevention Research Pre-Conference Workshop, Washington, DC
- 2013 **Workshop** – Mixed Methods Approaches for Prevention Research, Society for Prevention Research Pre-Conference Workshop, San Francisco, CA
- 2012 **Training** – Longitudinal Structural Equation Modeling Workshop, Department of Psychology, Tulane University
- 2011 **Training** – Winter Institute on Qualitative and Mixed Methods Research, Center for Public Health Initiatives, University of Pennsylvania
- 2011 **Workshop** – Conducting Economic Analyses in Prevention Research, Society for Prevention Research Pre-Conference Workshop, Washington, DC
- 2007-2015 **Statistical Consultant** –Trauma Research, Education, and Training Institute (TREATI); Cengage Learning; Main Street Academix; Center for Research on Families Methodological Consulting Services; dissertation and thesis consultation
- 2004-2011 **Graduate Coursework for Quantitative Doctoral Minor** – Statistical Inference in Psychology (Graduate Statistics) I and II, Nature and Methods of Inquiry; Multivariate Statistics, Hierarchical Linear Modeling (HLM), Structural Equation Modeling (SEM)

CLINICAL ADMINISTRATION

- 2014-present **Co-Director** – Psychology Clinic for Children and Adolescents, Department of Psychology, Tulane University

CLINICAL SUPERVISION EXPERIENCE

- 2012-present **Clinical Supervisor** – Department of Psychology, APA-Accredited School Psychology Doctoral Program, Tulane University

2008-2009 **Student Supervisor** – Psychological Services Center, Department of Psychology, University of Massachusetts

CLINICAL EXPERIENCE

2010-2012 **Therapist** – Participatory Action Research to Negotiate Every Response (PARTNERS), Philadelphia Collaborative Violence Prevention Center, Children’s Hospital of Philadelphia

2010-2012 **Therapist** – Friend 2 Friend (F2F), Department of Child and Adolescent Psychiatry and Behavioral Sciences, Children’s Hospital of Philadelphia

2009-2010 **Psychology Intern** – Child and Adolescent Ambulatory, Psychological Testing, Inpatient Service, and Pediatric Behavioral Health Service, Department of Psychiatry, University of Rochester Medical Center

2007-2008 **Behavioral Consultant** – Comprehensive Health Team for Child Care and Preschool Programs, Child Guidance Clinic, Springfield, MA

2007-2008 **Child and Family Outpatient Psychotherapist** – Child Guidance Clinic, Springfield, MA

2007-2008 **Psychotherapist** – University Health Services, Mental Health Services, University of Massachusetts

2006-2008 **Interviewer and Child Testing Administrator** – Work and Family Transitions Project, University of Massachusetts

2006-2007 **Child Clinical Psychology Practicum Student** – Baystate Medical Center Day School and Partial Hospitalization Program, Springfield, MA

2005-2008 **Psychotherapist** – Psychological Services Center, Department of Psychology, University of Massachusetts

2005-2008 **Protocol Therapist** – Cognitive Therapy for Depression Trial, Department of Psychology, University of Massachusetts

2005-2007 **Psychological Assessment Trainee** – Psychological Services Center, Department of Psychology, University of Massachusetts

CLINICAL AND PROFESSIONAL DEVELOPMENT WORKSHOPS

2016 **Presenter** – Strategies to Help Preschoolers Develop Socioemotional Skills; *ReNEW Schools Early Childhood Programs*, New Orleans, LA

2016 **Supervisor** – Working with Children Who Have Challenging Behavior; *Kingsley House Head Start and Early Head Start*, New Orleans, LA

2015-2016 **Presenter** – Expectations for Behavior through a Developmental Lens, *Lawrence D. Crocker College Prep, KIPP: Believe Primary, and Success Preparatory Academy*, New Orleans, LA

2015-2016 **Supervisor** – “Discipline without Tears” Behavioral Parent Training Groups, *Royal Castle Child Development Center*, New Orleans, LA

2015 **Presenter and Supervisor** – Fostering Self-Awareness, Self-Control, and Delay Of Gratification In Preschoolers, *ReNEW Schools Early Childhood Programs*, New Orleans, LA

- 2015 **Presenter and Supervisor** – Working with Children Who Have Challenging Behavior; *Kingsley House Head Start and Early Head Start*, New Orleans, LA
- 2015 **Contributor** – Creating Trauma-Informed Schools: Rationale and Best Practices; *6 New Orleans Public School Partners in the Trauma-Informed Schools Learning Collaborative*; New Orleans, LA
- 2014 **Presenter** – Trauma-Sensitive Schools; *KIPP: Believe Primary*, New Orleans, LA
- 2014 **Supervisor** – Social/Emotional Milestones in PreK: What is Typical and What Should You Worry about?; *ReNEW Schools Early Childhood Programs*, New Orleans, LA
- 2014 **Supervisor** – Capitalizing on Naturally Occurring Situations in the PreK Classroom to Promote Social/Emotional Development; *ReNEW Schools Early Childhood Programs*, New Orleans, LA
- 2014 **Presenter** – Behavioral Assessment and Intervention in the Schools; *Project Fleur-de-lis*, New Orleans, LA
- 2014 **Presenter** – Parenting: Giving Effective Commands; *Kingsley House Head Start and Early Head Start Parent Teacher Association*, New Orleans, LA
- 2009 **Supervisor** – School Related Anxiety; *Parent Advisory Council of the Mohawk Trail Regional School District*, Western Franklin County, MA
- 2008 **Presenter** – Early Childhood Intervention Research; *Meeting of Preschool Administrators and Child Guidance Clinic Clinicians*, Springfield, MA
- 2005 **Co-presenter** – What’s Normal? Understanding Young Children’s Behavior in the Preschool Setting; *Hampshire Educational Collaborative*, Northampton, MA

TEACHING EXPERIENCE

Graduate Courses, Tulane University

Behavioral and Cognitive Behavioral Intervention

Leadership Education in Neurodevelopmental Disabilities (LEND) Research Course (co-taught; Children’s Hospital of Philadelphia)

Undergraduate Courses, Tulane University

Developmental Psychopathology

Lectures, Tulane University

Research Methods

Evidence-Based Interventions for Children and Adolescents

Senior Capstone Lecture

Graduate Teaching Assistantships – Graduate Courses, University of Massachusetts

Statistical Inference in Psychology (Graduate Statistics) I and II

Advanced Psychological Assessment

Applied Multivariate Statistics

Graduate Teaching Assistantships – Undergraduate Courses, University of Massachusetts

Introduction to Psychology

Abnormal Psychology (also Smith College)

Adolescent Psychology

Educational Psychology

Learning and Thinking

Social Psychology

Psychology of Good and Evil

Environmental Psychology (Oberlin College)

PROFESSIONAL SERVICE

Leadership and Governance

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

Grant Reviewer

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

Education Programs (OSEP), US Department of Education

Journal Reviewer

2016-present **Editorial Board Member**, *Journal of Educational Psychology*

2016-present **Editorial Board Member**, *School Psychology Quarterly*

Ad Hoc Reviewer

Analyses of Social Issues and Public Policy

Annual Conference on the Science of Dissemination and Implementation in Health

BMC Psychology

British Journal of Educational Psychology

Child Development

Contemporary Clinical Trials

Early Childhood Research Quarterly

Educational Psychology

Emerging Adulthood

Journal of Abnormal Child Psychology

Journal of Adolescence

Journal of Child and Family Studies

Journal of Clinical Child and Adolescent Psychology

Journal of School Psychology

Pediatrics

Prevention Science

Psychological Assessment

Psychological Reports

Psychological Trauma: Theory, Research, Practice, and Policy

Psychology of Violence

Qualitative Research in Education

Sage Open (Ad Hoc Reviewer and Article Editor roles)

School Mental Health

Social Development

Society for Prevention Research Annual Meeting

Society for Research in Child Development Biennial Meeting

Training Institute in Dissemination and Implementation Research in Health

UNIVERSITY AND DEPARTMENT SERVICE

2016-present **Member**, Graduate Honor Board, Tulane University

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

2016-present	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	Chair , Website Committee, Department of Psychology, Tulane University
2013-2014	Member , Professor of Practice in Behavioral Health Search Committee, Department of Psychology, Tulane University
2012-2016	Member , Early Childhood Committee, Department of Psychology, Tulane University
2012-2014	Member , Colloquium Committee, Department of Psychology, Tulane University
2011-2012	Organizer , Fellows' Forum (Professional Development Seminar for Postdoctoral Fellows in Psychology), Children's Hospital of Philadelphia
2011-2012	Member , Psychology Seminar Planning Committee, Children's Hospital of Philadelphia
2011-2012	Member , LEND Curriculum Committee, Children's Hospital of Philadelphia
2009	Organizer , Diversity Initiative Consultation Lunch Series, University of Massachusetts
2007-2008	Member , Diversity Committee, University of Massachusetts
2005	Student Representative , Clinical Division Faculty Meeting, University of Massachusetts

ACADEMIC AND PROFESSIONAL AFFILIATIONS

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