**Tamika P. La Salle, Ph.D.**

Department of Educational Psychology

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| **ACADEMIC POSITIONS** |
| **Visiting Professor : School Climate, Cultural Responsiveness**Universita degli studi "G. d'Annunzio"CHIETI-PESCARADepartment of Neuroscience, Imaging, and Clinical Science Chieti, Italy**Associate Professor** **Assistant Professor of School Psychology** Department of Educational Psychology Research Scientist, Center for Behavioral Educational Research (CBER)University of Connecticut, Storrs, CT | Postponed(Covid-19) Tentative Fall 2020 August 2019-August 2013-  August 2019   |

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| **EDUCATION** |
| Ph.D. | Georgia State University Major: School Psychology (NASP/APA Accredited) | August 2013 |
| Ed.S. | Georgia State University Major: School Psychology | May 2010 |
| M.A. | Central Michigan University Atlanta, Georgia Satellite Campus Major: Education Instruction and Teaching | May 2007 |
| B.A. | Georgia State University Majors: Psychology/ Sociology | August 2005 |

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| **PROFESSIONAL INTERNSHIPS** |
| **Sarah A. Reed Children’s Center (APA/APPIC)**Erie, Pennsylvania  |  August 2012-July 2013 |
| **Clayton County Public Schools** Jonesboro, Georgia  |  August 2009–May 2010 |

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| **PROFESSIONAL POSITIONS** |
| **Contract School Psychologist** Clayton County Public SchoolsJonesboro, GA  | June 2009–August 2012 |
| **Special Education Teacher** Dekalb County Public SchoolsDresden Elementary School, Atlanta, GA  | August 2007–August 2008 |
| **Special Education Teacher in an Inclusion Setting** Dekalb County Public SchoolsMiller Grove Middle School, Atlanta, GA  | August 2005–August 2007 |

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| **ADVANCED QUANTITATIVE TRAINING** |
| **Longitudinal Modeling Using MPLUS** University of Connecticut Data Analysis Training Institute of Connecticut (1 week) | June 2016 |
| **Hierarchical Linear Modeling** University of Connecticut Data Analysis Training Institute of Connecticut (1 week)  | June 2015 |
| **Structural Equation Modeling** University of Connecticut Data Analysis Training Institute of Connecticut (3 days)  | June 2014 |

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| **PUBLICATIONS** |

# \*Student Authors

**Peer-Reviewed Journals (N=24)**

Luh, Hao-Jan., **La Salle, T.P**. (2020)*.* International students in school psychology: strengths, challenges, and supports*. Trainer’s Forum,* (37)1, p.44-53

Montrosse-Moorhead, B., Dougherty, S. M., **La Salle,** T. P., Weiner, J. M., & Dostal, H. M. (2020). Datasets from an impact evaluation of a targeted prekindergarten program. *Data in Brief*, *28*, 104881.

**La Salle, T.P.,** Wang. C., Wu, C., & \*Rocha Neves, J. (2019). Race Matters: Examining the Impact of Student-Teacher Racial Composition on Perceptions of School Climate. *Journal of Educational and Psychological Consultation.* Online First. doi:  [10.1080/10474412.2019.1673759](https://doi.org/10.1080/10474412.2019.1673759)

 Freeman, J., \*Vanlone, J., **La Salle, T.,** \*Gordon, L., \*Polk, T., & \*Neves, J. (2019).

 A practical guide to improving school climate in middle and high schools. *Intervention in School and Clinic.* Online first. <https://doi.org/10.1177/1053451219832988>

Montrosse-Moorhead, B., Dougherty, S. M., **La Salle, T. P**., Weiner, J. M., & Dostal, H. M. (2019). The overall and differential effects of a targeted prekindergarten program: Evidence from Connecticut. *Early Childhood Research Quarterly*, *online first*

**La Salle, T. P**., \*Rocha Neves, J., Freeman, J., & Sugai, G. , (2019). Perceptions of school climate among students that self-identify as heterosexual and lesbian, gay, or bisexual. *Remedial and Special Education*. 40(2), 74-82. [doi.org/10.1177/0741932518800795](https://doi.org/10.1177/0741932518800795)

Wang, C., **La Salle, T. P**., Do, K. A., Wu, C., & Sullivan, K. E. (2019). Does parental involvement matter for students’ mental health in middle school? *School Psychology*. 34(2), 222-232. [doi.org/10.1037/spq0000300](https://psycnet.apa.org/doi/10.1037/spq0000300)

Wang, C., **La Salle, T.,** Wu, C., Do, K. A., & Sullivan K. E. (2018). School climate and parental involvement buffer the risk of peer victimization on suicidal thoughts and behaviors among Asian American middle school students. *Asian American Journal of Psychology,* 9 (4), 296-307. doi.org/10.1037/aap0000138

 **La Salle, T.P.** (2018). Introduction to a special issue: International perspectives of school climate. *School Psychology International,* 39 (6),p.559-567. [doi.org/10.1177/0143034318808336](https://doi.org/10.1177/0143034318808336)

Parris, L., \*Rocha Neves, J., & **La Salle, T.** (2018). School climate perceptions of ethnically diverse students: Does school diversity matter? S*chool Psychology International*, 39 (6), 625-645. [doi.org/10.1177/0143034318798419](https://doi.org/10.1177/0143034318798419)

**La Salle, T. P**., George, H., \*Kerzner, T., & Evanovich, L., (2018) An examination of school climate, victimization, and mental health problems among middle school students self-identifying with emotional behavioral disorders.*.* *Behavioral Disorders*, *43*(3), 383-392. doi: 10.1177/0198742918768045

**LaSalle, T. P.,** Wang, C., Brown, J., & Parris, L. (2017). A**ssociations between school climate, suicidal thoughts and behaviors and demographics among middle school students. *Psychology in the Schools,* 54 (10), 1294-1301. doi.10.1002/pits.22078**

\*Minkos, M., Chafouleas, S. M., Bray, M. A., & **La Salle, T**. **P**., (2017). Brief report: A preliminary investigation of a mindful breathing intervention to increase academic engagement in an alternative educational setting*. Behavioral Disorders,* 43 (4), 436-443. c

\*Palmieri, E. L., & **La Salle, T. P.** (2017). Supporting students in foster care. *Psychology in the Schools*, *54*, 117-126. doi.org**/**10.1002/pits.21990

Sugai, G., Simonsen, B., Freeman, J., & **La Salle, T.** (2016). Capacity development and multi-tiered systems of support: Guiding principles. *Australasian Journal of Special Education*, *40*(2), 80-89. doi.org/10.1017/jse.2016.11

**La Salle, T. P**., & Hagermoser Sanetti, L. M. (2016). Implications of student health problems on achievement and engagement. *International Journal of School & Educational Psychology*, *4*(1), 10-15. doi.org/10.1080/21683603.2016.1130543

Parris, L., **La Salle, T. P.**, Varjas, K., & Meyers, J. (2016). Introduction to the special issue: Improving student outcomes: Research on school climate and violence prevention and intervention. *School Psychology Forum*, *10*(1), 1-3.

**La Salle, T. P.,** Parris, L., & \*Morin, M., & Meyers, J. (2016). Deconstructing peer victimization: Relationships with connectedness, gender, grade, and race. *School Psychology Forum, 10*(1), 41-54*.*

**La Salle, T. P.,** \*Zabek, F., & Meyers, J. (2016). Elementary student perceptions of school climate and associations with student and school factors. *School Psychology Forum*, *10*(1), 55-65.

**La Salle, T. P.,** Meyers, J., Varjas, K., & Roach, A. (2015). A cultural–ecological model of school climate. *International Journal of School and Educational Psychology*, *3,* 157-166. doi: 10.1080/21683603.2015.1047550.

White, N., **La Salle, T. P.,** Ashby, J. S. & Meyers, J. (2014). A brief measure of adolescent perception of school climate. *School Psychology Quarterly, 29*, 349-359.

**La Salle, T. P.,** Roach, A. R., & McGrath, D. (2013). The relationship of IEP quality to curricular access and academic achievement for students with disabilities. *International Journal of Special Education*, *28*(1), 135-144.

Roach, A. T., Wixson, C. S., Talapatra, D., & **La Salle, T. P.** (2009). Missing voices in school psychology research: A review of the literature 2002-2007. *The School Psychologist, 63*(1), 5-10.

Roach, A. T., Chilungu, E. N., **La Salle, T. P.,** Talapatra, D., Vignieri, M. J., & Kurz, A. (2009). Opportunities and options for facilitating and evaluating access to the general curriculum for students with disabilities. *Peabody Journal of Education, 84*, 511- 528.

**Book Chapters (N=5)**

Upright, J. J., Long, A. C. J., & **La Salle, T. P.** (2020). Treatment integrity in school-based interventions: Assessing and supporting teacher intervention implementation. In C. Maykel & M. A. Bray (Eds.), Applying psychology in the schools. Promoting mind–body health in schools: Interventions for mental health professionals (p. 27–43). American Psychological Association. [https://doi.org/10.1037/0000157-003](https://psycnet.apa.org/doi/10.1037/0000157-003)

Sugai, G., **La Salle, T**., Everett, S, & Feinberg, A. (2019). Multi-tiered systems of support: The what, why, and how for school counselors. In E. Goodman-Scott, J. Betters-Bubon, & P. Donohue (Eds.), *The school counselor’s guide to multi-tiered systems of support.* p. 1-28, London, England: Routledge.

Sugai, G., Freeman, J., Simonsen, B., & **La Salle, T**., Fixsen, D. (2017). National climate change: Doubling down on our precision and emphasis on prevention and behavioral sciences. *Report on Emotional and Behavioral Disorders in Youth, 17(3), 58-63.*

Sugai, G., Simonsen, B., **La Salle, T**., & Freeman, J. (2017). Promoting school-wide social skills. In P. Sturmey (Ed.), *The Wiley handbook of violence and aggression*, *3* (96), 1-13.  New York, NY: Wiley.

**La Salle, T. P.** (2015). Multicultural considerations. In Scarlet, G. (Ed), *Classroom management: An A-to-Z guide* (pp. 210-213). Thousand Oaks, CA: SAGE.

**Accepted Manuscripts and Chapters**

**Book Chapters (N=1)**

Casale, G., Hennemann, T., **La Salle, T. P.,** Rocha-Neves, J. & Schmidt, L (in press). Correlations between psychosocial problems and the perception of school climate in secondary school students. In G. Ricken, & S. Degenhardt (Hrsg*.). Networking, Cooperation, and Social Space – Inclusive Education as cross-sectional task*. Bad Heilbrunn: Julius Klinkhardt.

**Manuscripts and Book Chapters Under Revision or Under Review**

**Manuscripts Under Review (N=4)**

**La Salle, T.P.,** \*Rocha Neves, J., Jimerson, S., Di Sano, S., Martinsone, B., Majercakova Albertova, S., … Mikhailova, Aleksandra (revise and resubmit). A multi-national study exploring adolescent perceptions of school climate and mental health. *School Psychology.*

McDaniel, S. C., Cohen, D., **LaSalle, T.** **P.**,& Neese, R. (under review). Not separate but not equal: A blueprint for improving equity in discipline. *Equity and Excellence*

**La Salle, T.P.,** Meyers, J., & McCoach, B. (Under review). Capturing constructs:

 Factor validation of the Georgia school climate survey.

Zabek, F., Rice, K. G., Davis, D. E., & **La Salle, T. P.,** and Meyers, J. (under revision). A grateful climate: Measurement invariance, demographic differences, and the relationship between school climate and gratitude. *Journal of Educational Psychology.*

**Technical Briefs and Reports (N=7)**

**La Salle, T. P.** (May, 2020). How are Schools Using the School Climate Surveys? University of Oregon. www.pbis.org.

Sulkowski, M., Sussman, K., Preast, J., Von der Embse, N., & **La Salle, T.** (2019). *Guidance for measuring and using school climate data* [Brief]. Bethesda, MD: National Association of School Psychologists.

**La Salle, T. P.** (2017).*Technical manual for the Georgia School Climate Survey Suite.* Atlanta, GA: Georgia Department of Education.

Simonsen, B., Sugai, G., Freeman, J., & **La Salle, T. P.** (2017). *Addressing school climate: 5 ways schools can positively and proactively support all students.* Eugene, OR: OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports. University of Oregon.

**La Salle, T. P.,** McIntosh, K., & Eliason, B. M. (2016). *School climate survey suite administration manual.* Eugene, OR: OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports. University of Oregon.

Sugai, G., Simonsen, B., Freeman, J. & **La Salle, T**. (2016). *Every Student Succeeds Act: Why school climate should be one of your indicators.* Eugene, OR: OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports. University of Oregon.

Sugai, G., **LaSalle, T**., Freeman, J., Simonsen, B., & Chafouleas, S. (2016). *School climate: Academic achievement and social behavior competence.* Eugene, OR: OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports. University of Oregon

**Instrument Development with a National Platform (N=8)**

International School Climate Survey Compendium – Primary Survey: 13 Languages

**La Salle, T.P**., \*Rocha Neves, Di Sano, S., Martinsone, B., Majercakova Albertova, S., Deltour, C. … Mikhailova, Aleksandra

International School Climate Survey Compendium – Secondary Survey: 13 Languages

 **La Salle, T.P.,** \*Rocha Neves, Di Sano, S., Martinsone, B., Majercakova Albertova, S., Deltour, C. … Mikhailova, Aleksandra

International School Climate Survey Compendium – Parent Survey: 13 Languages

 **La Salle, T.P.,** \*Rocha Neves, Di Sano, S., Martinsone, B., Majercakova Albertova, S., Deltour, C. … Mikhailova, Aleksandra

International School Climate Survey Compendium – Personnel Survey: 13 Languages

 **La Salle, T.P**., \*Rocha Neves, Di Sano, S., Martinsone, B., Majercakova Albertova, S., Deltour, C. … Mikhailova, Aleksandra

\*Georgia Department of Education, **La Salle, T. P.,** Meyers, J. P. (2014). *The Georgia Student Health Survey 2.0.* Atlanta, GA: Georgia Department of Education

\*Georgia Department of Education, **La Salle, T. P.,** Meyers, J. P. (2014). *The Georgia School Personnel Survey.* Atlanta, GA: Georgia Department of Education

\*Georgia Department of Education, **La Salle, T. P.,** Meyers, J. P. (2014). *The Georgia Parent School Climate Survey.* Atlanta, GA: Georgia Department of Education.

\*Georgia Department of Education, **La Salle, T. P.,** Meyers, J. P. (2014). *The Georgia Elementary School Climate Survey.* Atlanta, GA: Georgia Department of Education.

\*Surveys vetted by the United States Department of Education’s National Center for Safe and Supportive Learning Environments (October 2018). Available at <https://safesupportivelearning.ed.gov/survey/georgia-department-education-school-climate-surveys>

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| **PRESENTATIONS** |

**International Presentations (N=7)**

**La Salle, T.P.,** Lampropoulou, A., Athiniasou, D., Martinsone, B., Palikara, O., & Jimerson, S. (2019, July). *Seven Countries, One Scale, International Validation of a School Climate Scale.* Roundtable presented at the 41stAnnual Conference of the International School Psychology Association, Basel, Switzerland.

**La Salle, T.P.,** Lampropoulou, A., Athiniasou, D., Martinsone, B., Palikara, O., & Jimerson, S. (2019, July). *Comparing Perceptions of School Climate Across 7 Countries.* Symposium presented at the 41stAnnual Conference of the International School Psychology Association, Basel, Switzerland.

**La Salle, T. P.,** Rocha Neves, J., Di Sano, S., Majercakova Albertova, S., Brown-Earle, O. (2018, July). *International perspectives of school climate.* Symposium presented at the 40th Annual Conference of the International School Psychology Association, Tokyo, Japan.

**La Salle, T. P.,** & Rocha Neves, J., (2017, July). *Cross-cultural school climate validation study. Sponsored by the ISPA Research Committee*. Symposium presented at the 39th Annual Conference of the International School Psychology Association, Manchester, United Kingdom.

**La Salle, T. P.**, Sugai, G., & Freeman, J., (2016, July). *Cross-cultural school climate validation study*. Paper presented at the International School Psychology Association Conference, Amsterdam, The Netherlands.

**La Salle, T. P.**, & Meyers, J., Georgia Department of Education, (2015, June). *School climate measures: implications for large-scale school evaluation policies.* Symposium presented at the International School Psychology Association Conference, Sao Paulo, Brazil.

**La Salle, T. P.,** & Meyers, J. (2014, July). *Facilitating child advocacy through the inclusion of multiple perspectives in school climate.* Symposium presented at the International School Psychology Association Conference, Kaunas, Lithuania

**National Presentations (N=38)**

**La Salle, T.P.** (October 2019). Assessing School Climate and Culture in PBIS Evaluations: Including Student and Family Voice? Paper presented at the PBIS National Leadership Forum, Chicago, IL

**La Salle, T.P.** (October 2019). School Climate Matters: Why All Schools Should be Assessing School Climate? Paper presented at the PBIS National Leadership Forum, Chicago, IL

**La Salle, T.P.** (March 2019). Not Separate but Not Equal : A Blueprint for Improving Equity in Discipline. Paper presented at the 16th Annual Conference, Washington D.C.

**La Salle, T.P.** (March 2019). If Schools are for Everyone, Why is Equity Only Available to Some? Paper presented at the Association for Positive Behavior Support 16th Annual Conference, Washington D.C.

\*Scogin, C., **La Salle, T.P.,** \*Williams, B. (2019, March). Evaluating Academic and Social-Emotional Growth Among a Diverse Prekindergarten Sample. Paper presented at the National Association of School Psychologists Annual Convention, Atlanta, GA.

\*Rocha Neves, J., **La Salle, T.P**. (2019, February). Development of a school climate walkthrough assessment tool.Paper presented at the National Association of School Psychologists Annual Convention, Atlanta, GA.

\*Luh, Hao-Jan. **La Salle, T.P.** (2019, February), International students in school psychology. Practitioner/Graduate student Conversation presented at the National Association of School Psychologists Annual Convention, Atlanta, GA.

McDaniel, S., Cohen, D., & **La Salle, T.P.** (2019, February). Not Separate but not equal: A blueprint for improving equity in discipline. Paper presented at the 16th International Conference on Behavior Support. Washington DC

\*Rocha Neves, J., **La Salle, T.P**. (2018, February). *Embracing diverse learners in gifted and accelerated programs.* Poster presented at the National Association of School Psychologists Annual Convention, Chicago, IL.

**La Salle, T. P.,** **\***Rocha Neves, J. & Polk, T. (2018, February). *Cross-cultural expansion of school climate efforts.* Paper presented at the National Association of School Psychologists Annual Convention, Chicago, IL.

Feinberg, A., & **La Salle, T. P**. (2018, February). *PBIS and school climate: Integrating both frameworks for student support*. Paper presented at the National Association of School Psychologists Annual Convention, Chicago, IL.

Logan, D., Summerlin, M., & **La Salle, T. P.** (2017, October).*A leadership view: successes & pitfalls of a large district’s application of check and connect*. Paper presented at the Student Engagement Conference, Minneapolis, MN.

**La Salle, T. P**. (2017, September). *Incorporating school climate into PBIS evaluation.* Paper presented at the PBIS Leadership Forum, Chicago, IL.

\*Rocha Neves, J., & **La Salle, T. P.** (2017, May). *School psychologists’ role in supporting underrepresented students in gifted and accelerated programs.* Poster presented at the Center for Behavioral and Education Research 7th Annual Graduate Research Symposium, Storrs, CT.

**La Salle, T. P.** (2017, May). *Culture, climate, & PBIS: an integrated framework.* Paper presented at the Northeast PBIS Network Leadership Forum, Mystic, CT.

**La Salle, T. P.,** & Sugai, G.(2017, April).*Supporting all students’ academic and behavioral needs through multi-tiered systems of supports.* Paper presented at the Council for Exceptional Children, Boston, MA.

**La Salle, T. P.** (2017, February).*Integrating school climate within the context of PBIS.* Paper presented at the National Association of School Psychologists Annual Convention, San Antonio, TX.

**La Salle, T. P.** (2016, April). *Integrating student, personnel, and parent school climate data within PBIS.* Poster presented at International Conference on Positive Behavior Support, San Francisco, CA.

**La Salle, T. P.,** Avitia M.**,** Jabick, A., Polk, T. K. & Rocha Neves, J. (2016, February). *Examining school readiness among kindergarten students: Similarities and differences across demographic groups*. Poster presented at National Association of School Psychologists Annual Convention, New Orleans, LA.

**La Salle, T. P.** (2015, November). *A complimentary model of school climate and PBIS.* Paper presented at the11th Annual Forum on Positive Behavioral Interventions and Supports, Norwood, MA.

Sassu, K., Bray, M., **La Salle, T. P.,** Sanetti, L., & Proctor, S. (2015, February). *Evaluating professional dispositions within graduate training programs.* Poster presentation at the American Psychological Association, Toronto, Canada.

**La Salle, T. P.,** Parris, L.P., & Morin, M. (2015, February). *Deconstructing peer victimization: Relationships with connectedness, gender, and race/ethnicity*. Paper presented at the National Association of School Psychologists Annual Convention, Orlando, FL.

**La Salle, T. P.,** Freeman, J., & Sugai, G. (2014, October). *School climate survey evaluation study: Initial steps towards evaluating school climate within the context of PBIS.* Poster presented at the National PBIS Leadership Forum. Rosemont, Illinois

**La Salle, T. P.,** Meyers, J., & Zabeck, F. (2014, February). *Cultural and ecological considerations within the context of school climate.* Paper presented at the National Association of School Psychologists Annual Convention, Washington, DC.

**La Salle, T.** (2013, February). *Multilevel analyses examining relationships between school climate and culture.* Paper presented at the National Association of School Psychologists Annual Convention, Washington, DC.

**La Salle, T.,** & Parris, L. (2012). *An examination of the impact of school climate on drug alcohol use and suicidality.* Paper presented at the National Association of School Psychologists Annual Convention, Philadelphia, PA.

**La Salle, T.** (2012, February). *Teacher perceptions of school climate*. Poster presented at the National Association of School Psychologists Annual Convention, Philadelphia, PA.

**La Salle, T.,** Talapatra, D., Chilungu, E. N., Roach, A. T., Truscott, S., & Matthews, Y. (2012, February). *Professional learning for teachers of students with significant cognitive disabilities.* Poster presented at the National Association of School Psychologists Annual Convention, Philadelphia, PA.

Talapatra, D, Roach, A. T., **La Salle, T.,** Staschke, A. M., & Ariyo, Y. (2011, February). *Longitudinal evaluation of alternate assessment performance and student outcome indicators.* Paper presented at the National Association of School Psychologists Annual Convention, San Francisco, CA.

Chilungu, E. N., Roach, A. T., Heil, K. M., Wixson, C. S., Wells, L., Talapatra, D.,

 **La Salle, T. P.,** Vignieri, M., Garcia, D., & Varjas, K. (2010, May). *Alternate assessments: A comparison of two validity studies.* Paper presented at the American Educational Research Association Annual Meeting, Denver, CO.

**La Salle, T. P.,** Roach, A. T., McGrath, D., Kuwik, T., & Wixson, C. (2010, February). *IEP quality and access to the general curriculum*. Poster presented at the American Educational Research Association Annual Meeting, Denver, CO.

**La Salle, T.,** & Roach, A. (2010, February). *IEP quality and curricular access for students with disabilities.* Paper presented at the National Association of School Psychologists Annual Convention, Chicago, IL.

**La Salle, T.** (2010, February). *School climate: My interests and demands…combined.* Presentation for the NASP Minority Scholarship 15th anniversary Celebration at the National Association of School Psychologists Annual Convention, Chicago, IL.

**La Salle, T.,** Wingfield, R., & Mojadeddi. (2010, February). *Increasing understanding of multiculturalism to promote school psychologists’ competence with diverse children and families.* Paper presented at the National Association of School Psychologists Annual Convention, Chicago, IL.

Talapatra, D., Roach, A. T., **La Salle, T. P.,** & Cadenhead, C. (2010, March). *Evidence of educators’ influence on alternate assessment performance and rater agreement.* Poster presented at the National Association of School Psychologist Annual Convention, Chicago, IL.

Wixson, C. S., Roach, A. T., Talapatra, D., & **La Salle, T. P.** (2010, March)*. Scorers’ perspectives and decision-making processes in evaluating alternate assessment portfolios.* Poster presented at the National Association of School Psychologists Annual Convention, Chicago, IL.

Roach, A. T., Elliott, S. N., Kettler, R. J., Wixson, C. S., Talapatra, D., **La Salle, T.,** & Bolt, S. (2009, February). *Assessing students with disabilities: Cognitive load theory to item modifications*. Symposium presented at the National Association of School Psychologists Annual Convention, Boston, MA.

Roach, A. T., Talapatra, D., Wixson, C. S., **La Salle, T.,** & Kettler, R. (2008, August). *Using think-aloud cognitive labs to evaluate test-item modifications.* Poster presented at the American Psychological Association Annual Convention, Boston, MA.

**Invited Presentations and Keynotes (N=16)**

**La Salle, T.P. (June 2019).** Do You See Me?Becoming Culturally Responsive Educators. Keynote presented at the PBIS New Jersey PBIS Leadership Forum

**La Salle, T.P**. (Feb. 2019).*If schools are for everyone why is equity only available to some?* Paper presented at the 16th International Conference on Behavior Support. Washington DC

**La Salle, T.P.** (Oct. 2018). *Evaluation of school climate: How to do it, how to use it.* Presented at the National PBIS Leadership Forum, Chicago, IL.

**La Salle, T.P.** & Smith-Dixon, Z. (Oct. 2018). *Climate matters & Georgia’s state-wide plan to impact school climate through the PBIS framework.* Presented at the National PBIS Leadership Forum, Chicago, IL.

**La Salle, T. P**. (2018, August). *Culturally responsive education practices: Increasing access for students from culturally and linguistically diverse backgrounds.* Professional Development Presented to Southbridge Public School Administrators, Southbridge, MA.

**La Salle, T.P.** (2018, June). *School climate measurement****.*** Presentation presented at the Texas Behavior Support State Conference, Houston, TX.

**La Salle, T.P**. (2018, June). *School climate 101*. Presentation presented at the Texas Behavior Support State Conference, Houston, TX.

**La Salle, T. P.** (2018, May). *Klebanoff Institute, Special Education Summit.* Invited Panelist. University of Connecticut, Storrs.

**La Salle, T. P.** (2017, December). *Working towards equity within an unequal system.* Presentation presented at the Texas Equity Summit, Houston, Texas

**La Salle, T. P.** (2017, November). *Examining culture and climate within the context of PBIS.* Keynote presented at the Maine State PBIS Leadership Conference, Portland, ME.

**La Salle, T. P.** (2017, June). *Examining school climate, PBIS and culture.* Keynote presented at the Nebraska State PBIS Leadership Conference, Lincoln, NE.

**La Salle, T. P.** (2017, June). *Culture within the context of education: Past, present, future.* Keynote presented at the Texas Behavior Support State Conference, Houston, TX.

**La Salle, T. P.** (2017, March). *Integrating school climate and cultural perspectives within the context of PBIS.* Paper presented at the Applied Positive Behavior Supports Conference, Denver, CO.

**La Salle, T. P.** (2016, April). *Cultural competence. Professional learning planning session.* Professional Development. Conducted by the Connecticut State Department of Education (CSDE).

**La Salle, T. P**. (2016, April ). *I am who I am: Examining culture and school climate.* Social Justice and Equity Symposium. Conducted by the Capitol Region Education Council, Hartford, CT.

Anderson, P., Green, P., **La Salle, T.,** Lombardi, A., Woulfin, S., & Zipoli, R. (2015, June ). *Connecticut's dyslexia policy in practice.* Critical issues in dyslexia*.* Mini conference conducted by Reading & Language Arts Center, Storrs, CT.

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| **PRINT AND MEDIA AND PROFESSIONAL APPEARANCES** |
| **Hartford Courant**Distance Learning is Not the New Normal**PBIS Forum Interview** *How can schools be more successful when using their school climate data?***Greenwich Times Newspaper**Interviewee, *“Greenwich students report high levels of stress”*  |  May 2020   October, 2019  April 2016  |
| **Greenwich Times Newspaper** Interviewee, *“Suspensions down in Greenwich schools; minorities disciplined at disproportionate rate”*  | February 2016 |

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| **GRANTS AND CONTRACTS** |
| **Grants (N=8)****Total Grant Funding Awarded to UConn $7, 281, 471****Role: Co-Investigator** **Grant Title:** *Reducing Youth Violence and Racism/Discrimination: The Efficacy of Comprehensive Prevention Strategies.***Funding Agency:** National Institutes of Health R01. (Grant 12631125)**Duration:** April 2019- November 2021**Amount Funded:** Total award$2,439, 844; $230,913 Subcontract with University of Alabama**Effort:** 11%AY**Role:** Co-Investigator **Grant Title:** *OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports.***Funding Agency:** U.S. Department of Education, Office of Special Education and Rehabilitative Services, Office of Special Education Programs (OSEP; CFDA 84.326S). **Amount:** Total award, $31,750,000; $4,424,903, Subcontract with University of Oregon**Effort:** 15% AY**Role:** Principal Investigator **Grant Title:** *Cross Cultural School Climate Study***Funding Agency:**International Awards Program of the Society for the Study of School Psychology**Amount:** $10,000**E**ffort: In kind | 2019-2023 2018-2022   2017-2018  |
| **Role:** Co-Investigator **Grant title:** *An Evaluation of Connecticut’s Federal Prekindergarten Expansion Grant Implementation.***Funding agency:** Connecticut Office of Early Childhood Education**Amount:** $836,671**Effort:** 18% AY | 2015–2019 |
| **Role:** Principal Investigator **Grant title**: *The University of Connecticut Research Excellence Program. Increasing School Climate Through PBIS*.**Funding agency**: Office of the Vice President for Research **Amount:** $43,498**Effort:** 25% AY | 2015–2018 |
| **Role:** Co-Investigator **Grant title:** *An Evaluation of Connecticut’s Prekindergarten Programusing a Regression Discontinuity Design. Funding agency* **Funding agency:** Connecticut General Assembly/Connecticut Academy of Science and Engineering. **Amount:** $ $370,904 **Effort:** 10% AY | 2014–2016 |
| **Role:** Co-Investigator **Grant title:** *OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports.* **Funding agency**: U.S. Department of Education, Office of Special Education and Rehabilitative Services, Office of Special Education Programs (OSEP; CFDA 84.326S)**Amount:** *$*1,373,762 (Subcontract with University of Oregon)**Effort:** 10% AY | 2013–2018 |
| **Role:** Principal Investigator **Grant title:** *School Improvement Grant***Funding agency:** Connecticut Department of Education/ Norwich Schools**Amount:** $18,417**Effort:** In kind**District Contracts (N= 5)****Total Contracts $545, 242****Role:** Co-Principal Investigator **Contract Title:** *University of Connecticut, School Psychology Program and participating school districts and agencies in the State of Connecticut.***Funding agencies**: Glastonbury Public Schools, Glastonbury, CT; **Amount:** $11,799**Role:** Co-Principal Investigator **Contract Title:** *University of Connecticut, School Psychology Program and participating school districts and agencies in the State of Connecticut.***Funding agencies**: Glastonbury Public Schools, Glastonbury, CT; Waterford Public Schools, Waterford, CT; Connecticut Behavioral Health; and Simsbury Public Schools, Simsbury, CT.  **Amount:** $93,078 | 2015–2016  2018-2019   2017-2018     |
| **Role:** Co-Principal Investigator **Contract title:** *University of Connecticut, School Psychology Program and participating school districts and agencies in the State of Connecticut***Funding agency:** Tolland Public Schools, Tolland, CT; Willington Public Schools, Willington, CT; Glastonbury Public Schools, Glastonbury, CT; Waterford Public Schools, Waterford, CT; EastConn, Columbia, CT; Wethersfield Public Schools, Wethersfield, CT; Futures, Inc., Middletown, CT; Wediko Children’s Services, Boston, MA **Amount:** $173,488**Role:** Co-Principal Investigator **Contract Title:** *University of Connecticut, School Psychology Program and participating school districts and agencies in the State of Connecticut.***Funding agencies**: Tolland Public Schools, Tolland, CT; Willington Public Schools, Willington, CT; Glastonbury Public Schools, Glastonbury, CT; Waterford Public Schools, Waterford, CT ; Eastconn, Columbia, CT; Wethersfield Public Schools, Wethersfield, CT; Futures, Inc; Middletown, CT; Wediko Children’s Services, Boston, MA**Amount:** $93,078 | 2015–2016 2014-2016  |
|  **Role:** Co-Principal Investigator **Contract title:** *University of Connecticut, School Psychology Program and participating school districts and agencies in the State of Connecticut.***Funding agency:** Plainfield Public Schools, Plainfield, CT; CREC, Hartford, CT; Tolland Public Schools, Tolland, CT; Willington Public Schools, Willington, CT;  Glastonbury Pubic Schools, Glastonbury, CT; Waterford Public Schools, Waterford, CT.; EastConn, Columbia, CT;  Bridgeport Public Schools, Bridgeport, CT; Futures, Inc.; Middletown, CT. **Amount:** $173,799 | 2013–2014 |
| **Grants Submitted—Not Funded** |
| **Role:** Co-Principal Investigator**Grant Title:** *School Climate Transformation Grant***Funding Agency:** U.S. Department of Education**Amount Requested:** $2, 710, 258.88. UConn Subcontract: $408, 330.00**Role:** Co-Principal Investigator**Grant Title:** *Center to Improve Social Emotional Learning and Safety***Funding Agency:** U.S. Department of Education, Office of Secondary Education**Amount Requested:** $5,000,000**Role:** Co-Principal Investigator**Grant title:** *Developing the Trauma Informed Program for Promoting Success (TIPPS)* **Funding agency:** International Awards Program of the Society for the Study of School Psychology |  |
| **Role:** Co-Principal Investigator**Project title:** *The Trauma-Informed Program for Promoting Success for Students: Effects on School Climate and Student Mental Health***Funding Agency**: Society for Study of School Psychology**Amount Requested:** $20,000 |   |
| **Role:** Principal Investigator**Grant Title**: *Research Training Programs in Special Education. Early Career and Development Mentoring Grant.* **Funding Agency**: Institute of Education Sciences**Amount requested:** $399,035.  |  |

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| **PROFESSIONAL DEVELOPMENT TRAINING** |
| **Hamden Public Schools, Hamden, CT****Topic:** Increasing School Climate and Student Outcomes through Culturally Responsive Practices**Southbridge Public Schools, Southbridge, MA****Topic:** Culturally Responsive Education Practices and School Climate | June 2019- presentApril 2018- present |
| **Bridgeport Public Schools**, Bridgeport, CT**Topic**: Culturally Responsive Education Practices and School Climate | August 2017–August 2018  |
| **Dekalb Public Schools**, Dekalb County, GA**Topic:** School Climate Intervention/Check & Connect  | May 2015–May 2018 |
| **Norwich Public Schools**, Norwich, CT**Topic:** Culturally Responsive Education Practices and Supports | February 2014–Present |
| **Georgia Department of Education (GADOE)** **Topic:** Georgia Student Health Survey Revisions and Validation | May 2010–August 2018 |
| **Granby Public Schools**, Granby, CT**Topic:** Culturally Responsive Education Practices and Supports | August 2016–2017 |
| **University of Pittsburgh Department of Education****Topic:** Pennsylvania Alternate System of Assessment Alignment | August 2010–November 2010 |
| **Mississippi Department of Education****Topic:** Mississippi Alternate Assessment of Extended Curriculum Frameworks (MAAECF) Project | March 2008–May 2009 |

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| **INSTRUCTION & SUPERVISON** |
| * Issues of Cultural Diversity
* Child Psychopathology
* Practicum in School Psychology
* Systems & Organizational Intervention
* Academic Interventions
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| **PROFESSIONAL AFFILIATIONS** |
| * National Association of School Psychologists (NASP)
* American Psychological Association (APA)
* Connecticut Association of School Psychologists (CASP)
* International School Psychology Association (ISPA)
* Association for Positive Behavior Support (APBS)
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| **PROFESSIONAL LEADERSHIP & SERVICE APPOINTED AND INVITED POSITIONS** |
| **University of Connecticut**  |  |
| UConn Life Transformative Education Taskforce Convened by Vice-Provost of Academic Affairs (invited)Assessment Committee, Co-ChairSchool Psychology Search CommitteeSchool Counselor Search Committee MemberSchool Psychology Accreditation American Psychological Association and National Association of School Psychologists Merit Committee, Department of Educational Psychology | October 2019-presentSept. 2019-December 2020June 2018- present Spring 2018-Spring 2020  |
| School Psychology Faculty Search Committee, Department Educational Psychology  | Fall 2017–December 2018 |
| Honors Committee, Neag School of Education  | Fall 2017–Spring 2018 |
| Women’s Empowerment Panel, National Council Negro Women (NCNW) University of Connecticut Chapter,  | November 2016 |
| Undergraduate Honors Student Advising, Neag School of Education  | 2015–2016 |
| Curricula and Courses Committee Member, Neag School of Education  | Fall 2015–Fall 2017 |
| Promotion, Tenure, and Reappointment Policy Committee, Neag School of Education  | Fall 2015–Spring 2017 |
| Graduate Student Advising, Department of Educational Psychology | September 2013–Present |
| Panelist, The Graduate School Professional Development Event: Academic Job Interviewing Panel. |  December 2013 |
| Judge, “Three-Minute Thesis Competition.” University of Connecticut Graduate School |  January 2013 |
| **Professional**Institute for Educational Sciences (IES)Panel Review Member: Social and Behavioral Two (invited) January - February 2020 |
| Co-Chair Association for Positive Behavior Supports Equity and Integrated Actions Committee (invited)Association for Positive Behavior Support Conference Proposal ReviewerStudent Affiliates of School Psychology (SASP) Faculty AdvisorSpecial Programming Coordinator,Society for the Study of School Psychology Early Career Forum, Executive Committee Member |   February 2019- present   September 2018  August 2018-present June 2016–present |
| Co-Chair, NASP Minority Scholarship Program |  2016–present |
| Ex-Officio, Association for Positive Behavioral Support, Board Member for Equity 2016–present |  2016–present |
| Co-Chair International Association of School Psychologists Research Committee |  2015–present |
| **State**CT Advisory Board House Bill 7215: Social Emotional December 2019- Learning and School Climate Advisory Collaboration presentAdvisory Board Member on behalf of Neag School of Education, University of Connecticut (1 seat appointed) |
| Connecticut State Department of Education, EducatorPreparation Provider Review CommitteeMember (invited) | January 2017–August 2019 |
| Connecticut State Department of Education, Cultural Competence Workgroup Committee Member | January 2016September 2019 |
| Connecticut State Department of Education, Cultural Competency Professional Standards Committee Member | 2015–2017 |

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| **EDITORIAL SERVICE** |
| Editorial Board: *School Psychology Review*Associate Editor: *School Psychology International*Guest Editor: *School Psychology International*Special Issue: International Perspectives of School Climate  | February 2019- Present January 2019- Present2018 |
|  Editorial Board Member, *Journal of School Psychology* |  January 2016-present  |
| Editorial Board Member, *School Psychology Forum* | August 2016–May 2019 |
| Editorial Board Member, *Educational Psychology* | March 2016-May 2017 |
| Guest Editor, *School Psychology Forum*Special Issue: Improving Student Outcomes: Research on School Climate and Violence Prevention and Intervention | 2016 |
| Ad Hoc Reviewer, *School Psychology Forum* | 2015-2016 |
| Ad Hoc Reviewer, *Youth and Society* | 2015-present |
| Ad Hoc Reviewer, *Gifted Child Quarterly* | 2013-present |
| Ad Hoc Reviewer, *Assessment for Effective Intervention* | 2013-present |

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| **HONORS, AWARDS, AND RECOGNITIONS**  |
| ***Excellence in Research & Creativity: Early Career Award***The University of Connecticut chapter of the American Association of University Professors | 2018 |
| ***Invited Panelist*** *School Psychologist Research Collaborative Conference**Society for the Study of School Psychology (SSSP)****Early Career Scholar***Society for the Study of School Psychology, School Psychology | 20172015 |
| ***Early Career Faculty Award***Trainers of School Psychology | 2014 |
| ***Dissertation Fellowship***Southern Regional Education Board (SREB)—State Doctoral Scholars Dissertation Fellowship | 2012 |
| ***Outstanding Doctoral Student Award***Georgia State University | 2011 |
| ***ERT Minority Scholarship Program Award***National Association of School Psychologists | 2009 |

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| **LICENSURES & CERTIFICATIONS** |
|  **Connecticut*** Connecticut School Psychology Endorsement (active through 2021)

**GeoG Georgia*** Georgia School Psychology (P-12) (active through 2022)
* Georgia Special Education Language Arts Cognitive Level (P-5, 4-8) (active through 2022)
* Georgia Special Education Math Cognitive Level (P-5, 4-8) (active through 2022)
* Georgia Special Education Science Cognitive Level (P-5, 4-8) (active through 2022)
* Georgia Special Education Social Science Cognitive Level (P-5, 4-8, 6-12) (active through 2022)

**Pro Professional Endorsement** NASP PREPaRE: **School Crisis Prevention and Intervention**Certification Training (Completed October 2010) |