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Neag School of Education
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CURRENT POSITION

- 2013-Present **Associate Professor with Tenure, School Psychology**
Department of Educational Psychology
Neag School of Education, University of Connecticut
- 2013-2018 **Accreditation Coordinator**, School Psychology Program
American Psychological Association & National Association of School
Psychology Accreditation
- 2009-Present **Steering Committee Member**
Center for Health, Intervention, and Prevention (CHIP)
Collaboratory on School and Child Health, University of Connecticut
- 2007-Present **Research Scientist**
Center for Behavioral Education and Research, University of Connecticut

EDUCATION

- 2001-2006 PhD in Educational Psychology
Subspecialty: School Psychology
University of Wisconsin—Madison
Advisor: Thomas R. Kratochwill, PhD
- 2001-2005 Certificate in Prevention Science
University of Wisconsin—Madison
*Departments of Educational Psychology and Human Development; Schools of
Nursing and Social Work*
- 2003-2004 Interdisciplinary Training
Waisman Center
University of Wisconsin—Madison
*Maternal and Child Health Interdisciplinary Leadership Education
In Neurodevelopmental and Related Disabilities (MCH LEND)*
- 2001-2004 M.S. in Educational Psychology
Subspecialty: School Psychology
University of Wisconsin—Madison
Advisor: Thomas R. Kratochwill, PhD
- 1995-1999 B. A. in Psychology
Boston College

CREDENTIALS

2018-Present	Licensed Board Certified Behavior Analyst (CT License # 669)
2012-Present	Board Certified Behavior Analyst (Certificant #:1-12-10557)
2009-Present	Licensed Psychologist, Connecticut (License #: 002919)

PROFESSIONAL AWARDS, HONORS, & RECOGNITION

2018	Elected Member, Society for the Study of School Psychology
2018	Fellow, <i>American Psychological Association, Division 16</i>
2015	Article of the Year, finalist, <i>Journal of School Psychology</i>
2015-2016	University of Connecticut Teaching Fellow
2012	Lightner Witmer Award, <i>American Psychological Association, Division 16</i>
2012	Outstanding Early Career Scholar Award, <i>Neag School of Education, University of Connecticut</i>
2009	Early Career Scholar, <i>Society for the Study of School Psychology</i>
2007	Outstanding Dissertation of the Year Award, <i>Wisconsin School Psychology Association</i>
2005-2006	Avril S. Barr Graduate Fellow, <i>University of Wisconsin—Madison</i>

PEER-REFEREED JOURNAL ARTICLES (N = 62; n = 56 since 2007; n = 39 since 2013)

*Denotes graduate student at time of research or publication

• Denotes postdoctoral fellow at time of research or publication

2019 (n = 9)

- *Collier-Meek, M. A., Johnson, A., **Sanetti, L. M. H.**, Minami, T. (in press). Identifying critical components of classroom management implementation. *School Psychology Review*.
- Fallon, L. M., *Cathcart, S. C., & **Sanetti, L. M. H.** (2019). Assessing parents' treatment fidelity: A survey of practitioners in home settings. *Focus on Autism and Other Developmental Disabilities*. doi: 10.1177/1088357619866192
- Sanetti, L. M. H.**, & Collier-Meek, M. A. (2019). Increasing implementation science literacy to address the research-to-practice gap in school psychology. *Journal of School Psychology*. doi: 10.1016/j.jsp.2019.07.008
- *Collier-Meek, M. A., **Sanetti, L. M. H.**, Fallon, L. M., & Chafouleas, S. M. (2019). Exploring the influences of assessment method, intervention steps, intervention sessions, and observation timing on treatment fidelity estimates. *Assessment for Effective Intervention*. doi: 10.1177/1534508419857228
- Sanetti, L. M. H.** & *Luh, H. (2019). Fidelity of implementation in the field of learning disabilities. *Learning Disability Quarterly*. doi: 10.1177/0731948719851514
- Cochrane, W. S., **Sanetti, L. M. H.**, & *Minster, M. C. (2019). School psychologists' beliefs and practices about treatment integrity in 2008 and 2017. *Psychology in the Schools, 56*, 295-306.
- *Collier-Meek, M. A., & **Sanetti, L. M. H.** (2019). Treatment integrity of a homework intervention: Evaluating parent and student adherence, exposure, and program differentiation. *International Journal of School and Educational Psychology, 7*, 56-68.
- *Collier-Meek, M. A., **Sanetti, L. M. H.**, Levin, J. R., Kratochwill, T. R., & *Boyle, A. M. (2019). Evaluating implementation supports delivered within problem-solving consultation. *Journal of School Psychology, 72*, 91-111.
- *Collier-Meek, M. A., **Sanetti, L. M. H.**, & *Boyle, A. M. (2019). Barriers to implementing classroom management and behavior support plans: An exploratory investigation. *Psychology in the Schools, 56*, 5-17.

2018 (n = 6)

- *D’Orio, R., Bray, M.A., Kehle, T.J., & **Sanetti, L.M. H.** (2018). Using video self-modeling to increase compliance to classroom request in students with autism spectrum disorders. *International Journal of School and Educational Psychology*. doi: 10.1080/21683603.2018.1443857
- *Collier-Meek, M. A., Johnson, A. H., & **Sanetti, L. M. H.** (2018). Evaluating the fit of the ecological framework for implementation variables. *Assessment for Effective Intervention*. doi: 10.1177/1534508418777848
- *Fallon, L. M., **Sanetti, L. M. H.**, Chafouleas, S. M., Faggella-Luby, M. N., & Briesch, A. M. (2018). Direct training to increase agreement between teachers’ and observers’ treatment integrity ratings. *Assessment for Effective Intervention*, 43, 196-211.
- *Morales, L. R., & **Sanetti, L. M. H.** (2018). Students with disabilities and postsecondary education: Service brief for school psychologists. *The School Psychologist*, 72, 19-30.
- *Long, A. C. J., **Sanetti, L. M. H.**, Lark, C. R., & Connolly, J. J. G. (2018). Examining behavioral consultation plus computer-based implementation planning on teachers’ intervention implementation in an alternative school. *Remedial and Special Education*, 39, 106-117.
- Sanetti, L. M. H.**, *Williamson, K., *Long, A. C. J., & Kratochwill, T. R. (2018). Increasing in-service teacher implementation of classroom management practices through consultation, implementation planning, and participant modeling. *Journal of Positive Behavior Interventions*, 20, 43-59.

2017 (n = 2)

- Sanetti, L. M. H.** (2017). Increasing equitable care for youth through coordinated school health. *Psychology in the Schools*. 54, 1312-1318.
- Collier-Meek, M. A., **Sanetti, L. M. H.**, & Fallon, L. M. (2017). Incorporating applied behavior analysis to assess and support educators’ treatment integrity. *Psychology in the Schools* 54, 446-460.

2016 (n = 6)

- *Volk, D. T., **Sanetti, L. M. H.**, & Chafouleas, S. M. (2016). The whole school, whole community, whole child model: An opportunity for school psychologists to show leadership. *Communique*, 44(8).
- La Salle, T. P., & **Sanetti, L. M. H.** (2016). Implications of education-related health problems on student achievement and engagement. *International Journal of School and Educational Psychology*, 4, 10-15.
- Sanetti, L. M. H.**, Chafouleas, S. M., *Berggren, M. L., Faggella-Luby, M., & *Byron, J. R. (2016). Implementing modeling and self-monitoring with DBRC in a tier 2 reading group: A pilot study of feasibility. *Journal of Evidence-Based Practices for Schools*, 15, 8-40.
- *Long, A. C. J., **Sanetti, L. M. H.**, *Collier-Meek, M. A., *Gallucci, J., *Altschaeffl, M., & Kratochwill, T. R. (2016). An exploratory investigation of teachers’ intervention planning and perceived implementation barriers. *Journal of School Psychology*, 55, 1-26
- *Collier-Meek, M. A., **Sanetti, L. M. H.**, & *Boyle, A. M. (2016). Providing feasible implementation support: Direct training and implementation planning in consultation. *School Psychology Forum*, 10, 106-119.
- *Fallon, L. M., *Collier-Meek, M. A., **Sanetti, L. M. H.**, Feinberg, A., & Kratochwill, T. R. (2016). Implementation planning to promote parents’ treatment integrity of behavioral interventions for children with autism. *Journal of Educational and Psychological Consultation*, 26, 87-109.

2015 (n = 3)

- Sanetti, L. M. H.,** & *Collier-Meek, S. M. (2015). Data-driven delivery of implementation supports in a multi-tiered framework: A pilot study. *Psychology in the Schools, 52*, 815-828.
- Sanetti, L. M. H.,** *Collier-Meek, M. A., *Long, A. C. J., *Byron, J. R., & Kratochwill, T. R. (2015). Increasing teacher treatment integrity of behavior support plans through consultation and implementation planning. *Journal of School Psychology, 53*, 209-229.
- *Fallon, L. M., *Collier-Meek, M. A., *Maggin, D. M., **Sanetti, L. M. H.,** & *Johnson, A. H. (2015). Is performance feedback for educators an evidence-based intervention? A systematic review and evaluation based on single-case research. *Exceptional Children, 81*, 227-246.

2014 (n = 6)

- Sanetti, L. M. H.,** *Collier-Meek, M. A., *Long, A. C. J., *Kim, J., & Kratochwill, T. R. (2014) Using implementation planning to increase teachers' adherence and quality to behavior support plans. *Psychology in the Schools, 51*, 879-895.
- *Collier-Meek, M. A., & **Sanetti, L. M. H.** (2014). Assessment of consultation and intervention implementation: A review of conjoint behavioral consultation studies. *Journal of Educational and Psychological Consultation, 24*, 55-73.
- Sanetti, L. M. H.,** Chafouleas, S. M., *Fallon, L. M., & *Jaffrey, R. (2014). Increasing teachers' adherence to a class-wide intervention through performance feedback provided by a school-based consultant: A case study. *Journal of Educational and Psychological Consultation, 24*, 239-260.
- *Fallon, L. M., *McCarthy, S. R., & **Sanetti, L. M. H.** (2014). School-wide positive behavioral support (SWPBS) in the classroom: Assessing perceived challenges in consistent implementation in Connecticut schools. *Education and Treatment of Children, 37*, 1-24.
- Sanetti, L. M. H.,** *Dobey, L. M., & *Gallucci, J. (2014). Treatment integrity of interventions with children in School Psychology International from 1995-2010. *School Psychology International, 35*, 370-383.
- Sanetti, L. M. H.,** & *Collier-Meek, M. A. (2014). Increasing the rigor of procedural fidelity assessment: An empirical comparison of direct observation and permanent product review methods. *Journal of Behavioral Education, 23*, 60-88.

2013 (n = 7)

- Sanetti, L. M. H.,** Chafouleas, S. M., *O'Keeffe, B. V., & *Kilgus, S. P. (2013). Treatment integrity assessment of a daily report card intervention: A preliminary evaluation of two methods and frequencies. *Canadian Journal of School Psychology, 28*, 261-276.
- *Maggin, D. M., *Fallon, L. M., **Sanetti, L. M. H.,** & *Ruberto, L. M. (2013). Training paraeducators to implement a group contingency protocol: Direct and collateral effects. *Behavioral Disorders, 38*, 18-37.
- Forman, S. G., Shapiro, E. S., Coddling, R. S., Gonzales, J. E., Reddy, L. A., Rosenfield, S. A., **Sanetti, L. M. H.,** & Stoiber, K. C. (2013). Implementation science and school psychology. *School Psychology Quarterly, 28*, 77-100.
- *Collier-Meek, M. A., *Fallon, L. M., **Sanetti, L. M. H.,** & *Maggin, D. M. (2013). Focus on implementation: Assessing and promoting treatment fidelity. *TEACHING Exceptional Children, 45*, 52-59.
- Sanetti, L. M. H.,** Kratochwill, T. R., & *Long, A. C. J. (2013). Applying adult behavior change theory to support mediator-based intervention implementation. *School Psychology Quarterly, 28*, 47-62.
- Sanetti, L. M. H.,** *Fallon, L. M., & *Collier-Meek, M. A. (2013). Increasing teacher treatment integrity through performance feedback provided by school personnel. *Psychology in the Schools, 50*, 134-150.

Sanetti, L. M. H. (2013). Borrowing from related fields to advance intervention implementation in education. *The School Psychologist*, *67*, 22-26.

2012 (n = 6)

- Chafouleas, S. C., **Sanetti, L. M. H.**, *Kilgus, S. P., & *Maggin, D. M. (2012). Evaluating sensitivity to behavioral change using Direct Behavior Rating Single-Item Scales (DBR-SIS). *Exceptional Children*, *78*, 491-505.
- *McCarthy, S. R., *Fallon, L. M., & **Sanetti, L. M. H.** (2012). The link between obesity and academics: School psychologist's role in collaborative prevention. *School Psychology Forum*, *6*, 29-38.
- Sanetti, L. M. H.**, & DiGennaro Reed, F. D. (2012). Barriers to implementing treatment integrity procedures in school psychology research: Survey of treatment outcome researchers. *Assessment for Effective Intervention*, *37*, 195-202.
- Chafouleas, S. M., **Sanetti, L. M. H.**, *Jaffrey, R., & *Fallon, L. M. (2012). An evaluation of a classwide intervention package involving self-management and a group contingency on classroom behavior of middle school students. *Journal of Behavioral Education*, *21*, 34-57.
- *Collier-Meek, M. A., *Fallon, L. M., *Johnson, A. H., **Sanetti, L. M. H.**, & *DelCampo, M. (2012). Constructing self-modeling videos: Procedures and technology. *Psychology in the Schools*, *49*, 3-14.
- Sanetti, L. M. H.**, *Dobey, L., & *Gritter, K. L. (2012). Treatment integrity of interventions with children in the Journal of Positive Behavior Interventions from 1999 to 2009. *Journal of Positive Behavior Interventions*, *14*, 29-46.

2011 (n = 4)

- Sanetti, L. M. H.**, & Kratochwill, T. R. (2011). An evaluation of the treatment integrity planning protocol and two schedules of treatment integrity self-report: Impact on implementation and report accuracy. *Journal of Educational and Psychological Consultation*, *21*, 284-308.
- Sanetti, L. M. H.**, *Fallon, L. M., *Collier-Meek, M. A. (2011). Treatment integrity assessment and intervention by school-based personnel: Practical applications based on a preliminary study. *School Psychology Forum*, *5*, 87-102.
- Sanetti, L. M. H.**, & *Fallon, L. M. (2011). Treatment integrity assessment: How estimates of adherence, quality, and exposure influence interpretation of implementation. *Journal of Educational and Psychological Consultation*, *21*, 209-232.
- Sanetti, L. M. H.**, *Gritter, K. L., & *Dobey, L. (2011). Treatment integrity of interventions with children in the school psychology literature from 1995 to 2008. *School Psychology Review*, *40*, 72-84.

2010 (n = 1)

- *Briesch, A., **Sanetti, L. M. H.**, Briesch, J. (2010). Reducing the prevalence of anxiety in children and adolescents: An evaluation of the evidence base for the FRIENDS for life program. *School Mental Health*, *2*, 155-165.

2009 (n = 4)

- Sanetti, L. M. H.**, Chafouleas, S. M., Christ, T. J., & *Gritter, K. L. (2009). Extending use of Direct Behavior Rating beyond student assessment: Applications to treatment integrity assessment within a multi-tiered model of school-based intervention delivery. *Assessment for Effective Intervention*, *34*, 251-258.

Sanetti, L. M. H., & Kratochwill, T. R. (2009a). Toward developing a science of treatment integrity: Introduction to the special series. *School Psychology Review*, 38, 445-459.

Sanetti, L. M. H., & Kratochwill, T. R. (2009b). Treatment integrity assessment in the schools: An evaluation of the *Treatment Integrity Planning Protocol*. *School Psychology Quarterly*, 24, 24-35.

Sanetti, L. M. H., & Luiselli, J. K. (2009) Evidence-based practices for selective mutism: Implementation by a school team. *School Psychology Forum*, 3, 27-42.

2008 (n = 1)

Sanetti, L. M. H., & Kratochwill, T. R. (2008). Treatment integrity in behavioral consultation: Measurement, promotion, and outcomes. *International Journal of Behavioral Consultation and Therapy*, 4, 95-114.

2007 (n = 1)

Sanetti, L. M. H., Luiselli, J., & Handler, M. (2007). Effects of verbal and graphic performance feedback on behavior support plan implementation in a public elementary school. *Behavior Modification*, 31, 454-465.

2005 (n = 1)

Evidence-Based Intervention Work Group. (2005). Theories of change and adoption of innovations: The evolving evidence-based intervention and practice movement in school psychology. *Psychology in the Schools*, 42, 475-494.

2004 (n = 1)

Kratochwill, T. R., Shernoff, E., & **Sanetti, L. M. H.** (2004). Promotion of academic careers in school psychology: A conceptual framework of impact points, recommended strategies, and hopeful outcomes. *School Psychology Quarterly*, 19, 342-365.

2003 (n = 1)

Geller, D. A., Coffey, B., Faraone, S. V., **Hagermoser, L. M.**, Zaman, N. K., Farrell, C. L., ... Biederman, J. (2003). Does comorbid attention-deficit/hyperactivity disorder impact the clinical expression of pediatric obsessive-compulsive disorder? *CNS Spectrums*, 8, 259-264.

2002 (n = 1)

Geller, D. A., Biederman, J., Faraone, S. V., Cradock, K., **Hagermoser, L. M.**, Zaman, N., ... Spencer, T. J. (2002). Attention-deficit/hyperactivity disorder in children and adolescents with obsessive-compulsive disorder: Fact or artifact? *Journal of the American Academy of Child and Adolescent Psychiatry*, 41, 52-58.

2001 (n = 2)

Geller, D. A., Biederman, J., Faraone, S. V., Agranat, A., Cradock, K., **Hagermoser, L. M.**, ... Coffey, B. J. (2001). Developmental aspects of obsessive compulsive disorder: Findings in children, adolescents and adults. *The Journal of Nervous and Mental Disease*, 189, 471-477.

Geller, D.A., Biederman, J., Faraone, S.V., Bellorde, C.A., Kim, G.S., **Hagermoser, L. M.**, ... Coffey, B. J. (2001). Disentangling chronological age from age of onset in children and adolescents with obsessive compulsive disorder. *International Journal of Neuropsychopharmacology*, 4, 169-178.

PEER-REFEREED JOURNAL ARTICLES, UNDER REVIEW (N = 7)

*Denotes graduate student at time of research or publication

• Denotes postdoctoral fellow at time of research or publication

Sanetti, L. M. H., *Boyle, A., *Magrath, E., *Cascio, A., & *Moore, E. (2019). *Intervening to decrease teacher stress: A review of current research and new directions*. Manuscript submitted for publication in *Contemporary School Psychology*.

Liu, Y., Cochrane, W. S., Fox, D., & **Sanetti, L. M. H.** (2019-under review). *Treatment integrity of intervention studies in the Professional School Counseling from 1997 to 2018: A systematic review*. Manuscript submitted for publication in *Professional School Counseling*.

Sanetti, L. M. H., *Charbonneau, S., *Fitchelberg, A., Cochrane, W., *Kulcyk, M., & *Kraus, K. (2019-under review). *Treatment fidelity reporting in intervention outcome studies in the school psychology literature from 2009 to 2016*. Manuscript in submitted for publication in *Psychology in the Schools*.

Collier-Meek, M. C., **Sanetti, L. M. H.**, *Gould, K., M., & *Pereira, B. A. (2019—under review). *Using the performance diagnostic checklist to evaluate and promote paraeducators' treatment fidelity*. Manuscript submitted to *Journal of School Psychology*.

Cook, C. R., *Larson, A., **Sanetti, L. M. H.**, & *Hurbert, E., Lyon, A. (2019—under review). *Integrating implementation science into training to promote the next generation of school psychologists as implementation intermediaries*. Manuscript submitted for publication in *Journal of School Psychology*.

*Byron, J. & **Sanetti, L. M. H.** (2019—July 2019; resubmitted October 2019). *Increasing teacher treatment fidelity to cover, copy, compare through consultation and computer-guided implementation planning*. Manuscript in submitted for publication in *International Journal of School and Educational Psychology*.

Begeny, J., Levy, R., **Sanetti, L. M. H.**, Loehman, J., & Rodriguez, K. (2019—June 2019: revise & resubmit). *Considering the implementation research-to-practice gap: An experimental evaluation of intervention-general methods for assessing and supporting implementation fidelity*. Manuscript submitted for publication in *Journal of School Psychology*.

PEER-REFEREED JOURNAL ARTICLES, IN PREPARATION (N = 2)

*Denotes graduate student at time of research or publication

• Denotes postdoctoral fellow at time of research or publication

Collier-Meek, M. A., **Sanetti, L. M. H.**, *Gould, K., & *Periera, B. (2019). *Comparing the utility of three direct treatment fidelity assessment methods: Time sampling, event recording, and post-observation rating scale*. Manuscript in preparation.

Sanetti, L. M. H., *Long, A. C. J., *Neugebauer, S. R., *Luh, H., & Kratochwill, T. R. (2019). *Assessing teachers' intervention-related expectations and self-efficacy: An examination of the factor structure of the implementation beliefs assessment*. Manuscript in preparation.

BOOKS (N = 3)

Sanetti, L. M. H., & Cook, C. R. (manuscript in preparation). *Implementation science foundations of educational and psychological research and practice*. New York, NY: Routledge

Sanetti, L. M. H., & Collier-Meek, M. C. (2019). *Supporting successful interventions in schools: Tools to plan, evaluate, and sustain effective implementation*. New York, NY: Guilford Press.

Sanetti, L. M. H., & Kratochwill, T. R. (Eds.). (2014). *Treatment integrity: A foundation of evidence-based practice in applied psychology*. Washington, DC: American Psychological Association.

INVITED BOOK CHAPTERS (N = 14; n = 10 since 2007; n = 8 since 2013)

*Denotes graduate student at time of research or publication

• Denotes postdoctoral fellow at time of research or publication

Sanetti, L. M. H. & *Luh, H. (in press). Treatment fidelity in school-based intervention. In A. Reschly, S. Christenson, A. Pohl (Eds.), *Evidence-based practical student engagement interventions: Promoting Students' academic, behavioral, cognitive, and affective engagement at school*. New York, NY: Springer.

DiGennaro Reed, F. D., **Sanetti, L. M. H., & Coddling, R. S. (in press).** Teacher consultation in behavioral assessment and intervention. In W. Fisher, C. Piazza, & H. Roane (Eds.), *Handbook of applied behavior analysis*. New York: Guilford Press.

VanDerHeyden, A. M., Briesch, A. M., Roach, A., Sullivan, A., Hoffman, J., Garbacz, S. A., **Sanetti, L. M. H., & Coddling, R. S. (2019).** Future issues and controversies that will shape school psychology. In M. K. Burns (Ed.) *Introduction to school psychology: Controversies and current practice*. New York, NY: Oxford University Press.

Sanetti, L. M. H., & Collier-Meek, M. (2017). Treatment integrity: Evidence-based interventions in applied settings. In L. Theodore (Ed.), *Handbook of evidence-based interventions for children and adolescents* (pp.3-16). New York: Springer Publishing.

Sanetti, L. M. H., Collier-Meek, M., & Fallon, L. (2016). Fidelity with flexibility: Treatment acceptability and individualized adaptations of evidence-supported treatments. In S. Maltzman (Ed.), *Oxford handbook of treatment processes and outcomes in psychology: A multidisciplinary, biopsychosocial approach* (pp.289-308). New York: Oxford University Press.

Coddling, R., **Sanetti, L. M. H., & DiGennaro Reed, F. M. (2014).** Best practices in facilitating consultation and collaboration with teachers and administrators. In P. Harrison & A. Thomas (Eds.), *Best practices in school psychology: Data-based and collaborative decision making* (6th ed., pp. 525-540). Bethesda, MD: The National Association of School Psychologists.

Sanetti, L. M. H., & Kratochwill, T. R. (2014). Introduction: Treatment integrity in psychological research and practice. In L. M. H. Sanetti & T. R. Kratochwill (Eds.), *Treatment integrity: A foundation for evidence-based practice in applied psychology* (pp. 3-11). Washington, DC: American Psychological Association.

Sanetti, L. M. H., & Kratochwill, T. R. (2013). Treatment integrity assessment within the problem-solving model. In R. Brown-Chidsey (Ed.), *Assessment for intervention: A problem-solving approach* (2nd ed.) (pp. 297-320). New York: Guilford Publications, Inc.

Sanetti, L. M. H., & Simonsen, B. (2011). Positive behavioral supports. In M. Bray & T. Kehle (Eds.), *Oxford handbook of school psychology* (pp. 647-665). New York: Oxford University Press.

Sanetti, L. M. H., & *Gritter, K. L. (2010). Evidence based interventions: Resources and guidance for educators. In A. Canter, L. Paige, & S. Shaw (Eds.), *Helping Children at Home and School* (3rd ed.). Bethesda, MD: National Association of School Psychologists.

Sanetti, L. M. H., & Kratochwill, T. R. (2005a). Progress monitoring: Conceptual, methodological, and practical applications. In M. Hersen (Ed.), *Encyclopedia of behavior modification in cognitive behavior therapy: Volume III* (pp. 1461-1468). Thousand Oaks, CA: Sage Publications.

Sanetti, L. M. H., & Kratochwill, T. R. (2005b). Treatment integrity assessment within the problem-solving model. In R. Brown-Chidsey (Ed.), *Assessment for intervention: A problem-solving approach* (pp. 304 -325). New York: Guilford Publications, Inc.

Sladeczek, I. E., Kratochwill, T. R., Steinbach, C. L., Kumke, P., & **Hagermoser, L. M. (2003).** Problem solving consultation in the new millennium. In E. Cole & J. A. Siegel (Eds.), *Effective consultation in school psychology* (pp. 60-86). Munich, Germany: Hogrefe & Huber Publishers.

Kratochwill, T. R., Cowell, E., Feeney, K., & **Hagermoser, L. M.** (2003). Behavioral approaches to intervention in educational settings. In R. T. Brown (Ed.), *Handbook of pediatric psychology in school settings* (pp. 521-554). Mahwah, NJ: Lawrence Erlbaum Associates.

INVITED BOOK CHAPTERS, IN PREPARATION (N = 1)

*Denotes graduate student at time of research or publication

• Denotes postdoctoral fellow at time of research or publication

Chafouleas, S., M., **Sanetti, L. M. H.**, & Russell, B. S. (2019). Making the most of collaborative research projects. In R. G. Floyd & T. L. Eckert (Eds.), *Handbook of university and professional careers in school psychology*.

PROFESSIONAL DEVELOPMENT RESOURCES (N = 5)

*Denotes graduate student at time of development

• Denotes postdoctoral fellow at time of development

Sanetti, L. M. H., Kratochwill, T. R., *Collier-Meek, M. A., & *Long, A. C. J. (2014). *PRIME: Planning Realistic Implementation and Maintenance by Educators*. Storrs, CT: University of Connecticut.

Sanetti, L. M. H., *Fallon, L. M., & *Collier-Meek, M. A. (2012). *Performance feedback protocol*. Storrs, CT: University of Connecticut.

Dohrn, E., Volpiansky, P., Kratochwill, T. R., & **Sanetti, L. M. H.** (2007). *Progress monitoring toolkit*. Madison, WI: Wisconsin Department of Public Instruction.

Sanetti, L. M. H., Kratochwill, T. R., Volpiansky, P., & Ring, M. (2007). *Resource mapping: A toolkit for Education Communities*. Madison, WI: Wisconsin Department of Public Instruction.

Elliott, S. N., Kratochwill, T. R., Roach, A., & **Hagermoser, L. M.** (2002, July). *The development and validation of the Wisconsin alternate assessment for students with disabilities*. Madison, WI: Wisconsin Department of Public Instruction.

OTHER PUBLICATIONS (N = 3)

*Denotes graduate student at time of writing

Sanetti, L. (2018). Team science principles in school and health research. Available from <https://csch.uconn.edu/wp-content/uploads/sites/2206/2018/10/CSCH-Team-Science-Report-Final-October-2018.pdf>

Sanetti, L. M. H. (2010). Opportunities to learn by using new media. *All Children Considered*, 19 (1), 2.

*Berggren, M. L., *Fallon, L. M., & **Sanetti, L. M. H.** (2010). There's an app for that! Creating opportunities to learn using new media: Advances in assistive technology. *School Psychology from Science to Practice*, 2 (4), 21-24.

CONFERENCE PRESENTATIONS and INVITED TALKS (N = 128; n = 125 since 2007; n = 71 since 2013)

*Denotes graduate student at time of presentation

• Denotes postdoctoral fellow at time of presentation

2020 (n = 6)

*Pierce, A. M., **Sanetti, L. M. H.**, & *Gammie, L. (2019, February). *Total worker health—a promising approach to addressing educator wellbeing*. A paper to be presented at the Annual Convention of National Association of School Psychologists, Baltimore, MD.

- Sanetti, L. M. H.,** *Pierce, A. M., & *Gammie, L. (2019, February). *Using the healthy workplace participatory program to improve teacher well-being*. Miniskills to be presented at the Annual Convention of National Association of School Psychologists, Baltimore, MD.
- Collier-Meek, M. A., & **Sanetti, L. M. H.** (2020, February). *How to document, collect, and analyze implementation fidelity data*. Miniskills to be presented at the Annual Convention of National Association of School Psychologists, Baltimore, MD.
- *Collier-Meek, M. A., Johnson, A. H., **Sanetti, L. M. H.,** & Minami, T. (2020, February). *Critical components of classroom management: What improves academic engagement*. Paper to be presented at the Annual Convention of National Association of School Psychologists, Baltimore, MD.
- *Gould, K., **Sanetti, L. M. H.,** Collier-Meek, M. A., *Pereira, B., & *Charbonneau, S. (2020, February). *Using the performance diagnostic checklist to increase intervention implementation*. Paper to be presented at the Annual Convention of National Association of School Psychologists, Baltimore, MD.
- Sanetti, L. M. H.,** Collier-Meek, M. A., Chafouleas, S. M., & Fallon, L. M. (2020, February). *Treatment fidelity estimates: The influence of method and data collection decisions*. Paper to be presented at the Annual Convention of National Association of School Psychologists, Baltimore, MD.

2019 (n = 8)

- Sanetti, L. M. H.,** Pierce, A., Dugan, A., Femc-Bagwell, M. (2019, September). Implementation of an educator participatory program for improving work environments on health and wellbeing: A mixed methods approach. Paper presented at the 5th Biennial Conference of the Society for Implementation Research Collaboration. Seattle, WA.
- *Koriakin, T., Chafouleas, S., **Sanetti, L.,** & Dineen, J. (2019, September). *Ready, willing and able? Exploring education researcher engagement in dissemination*. Paper presented at the 5th Biennial Conference of the Society for Implementation Research Collaboration. Seattle, WA.
- Sanetti, L. M. H.** (2019, August). *Promoting teacher well-being using a participatory process*. Paper presented at the Caribbean Well-being Conference, St. Marteen.
- *Gould, K., Collier-Meek, M.A., & **Sanetti, L. M. H.** (2019, May). *Using the performance diagnostic checklist to increase treatment fidelity on behavior intervention plans*. Poster to be presented at the Association for Behavioral Analysis International 44th Annual Convention, Chicago, IL.
- Sanetti, L. M. H.,** & Collier-Meek, M. A. (2019, February). *Supporting successful intervention implementation in schools: A problem-solving process*. Miniskills presented at the National Association of School Psychologists, Atlanta, GA.
- Sanetti, L. M. H.,** *Volk, D., *Pierce, A., *Mulé, M. (2019, February). *A participatory approach to addressing educator health and wellbeing*. Poster presented at the National Association of School Psychologists, Atlanta, GA.
- Garbacz, S. A., Albers, C. A., Benson, N. F., Demaray, M. K., Hawkins, R. O., Jenkins, L. N., Kilgus, S. P., Pendergast, L. L., **Sanetti, L. M. H.,** & von der Embse, N. (2019, February). *Demystifying publishing: Insight from Journal of School Psychology editors*. A symposium presented at the National Association of School Psychologists, Atlanta, GA.
- Collier-Meek, M. A., **Sanetti, L. M. H.,** *Gould, K., & *Periera, B. (2019, February). *A checklist and supports to help paraeducators implement student interventions*. Poster presented at the National Association of School Psychologists, Atlanta, GA.

2018 (n = 4)

- *Boyle, A., *McGrath, E., & **Sanetti, L. M. H.** (2018, February). Stress-reduction interventions for teachers: What's been evaluated and what works. Poster presented at the Annual Convention of National Association of School Psychologists, Chicago, IL.

- Collier-Meek, M. A., **Sanetti, L. M. H.**, & *Boyle, A. (2018, February). Impact of implementation supports on classroom management and student behavior. Paper presented at the Annual Convention of National Association of School Psychologists, Chicago, IL.
- Sanetti, L. M. H.**, Collier-Meek, M. A., & *Boyle, A. (2018, February). Work smarter, not harder: Learn to get interventions implemented. Miniskills presented at the Annual Convention of National Association of School Psychologists, Chicago, IL.
- Sanetti, L. M. H.**, & Collier-Meek, M. A. (2018, February). Technology-based treatment integrity data collection: Can it be accurate. Paper presented at the Annual Convention of National Association of School Psychologists, Chicago, IL.

2017 (n = 10)

- Fallon, L. M., *Carthcart, S., **Sanetti, L. M. H.** (2017, October). *Parents' treatment integrity of home-based behavioral interventions: Surveying behavior analysts' current practices*. Paper to be presented at the Annual Conference of the Berkshire Association for Behavior Analysis and Therapy.
- Collier-Meek, M. A., Fallon, L. M., & **Sanetti, L. M. H.** (2017, October). *Considering treatment integrity a behavior influenced by antecedents and consequences: Implications for evaluation and support*. Paper to be presented at the Annual Conference of the Berkshire Association for Behavior Analysis and Therapy.
- Sanetti, L. M. H.**, Collier-Meek, M. A., & *Luh, H. (2017, September). *Evaluation of data-driven delivery of implementation supports in education*. Poster to be presented at the 4th Biennial Conference of the Society for Implementation Research Collaboration. Seattle, WA.
- *Luh, H., **Sanetti, L. M. H.**, & Collier-Meek, M. A. (2017, September). *Using ecological momentary assessment (EMA) to collect data on the fidelity of implementation of school-wide behavioral supports*. Poster to be presented at the 4th Biennial Conference of the Society for Implementation Research Collaboration. Seattle, WA.
- *Collier-Meek, M. A., Johnson, A. H., & **Sanetti, L. M. H.** (2017, September). *Evaluating the fit of the ecological frameworks for implementation influences in school settings*. Poster to be presented at the 4th Biennial Conference of the Society for Implementation Research Collaboration. Seattle, WA.
- Collier-Meek, M. A., & **Sanetti, L. M. H.** (2017, September). Teachers' reported barriers to delivering interventions in schools. Poster to be presented at the 4th Biennial Conference of Society for Implementation Research Collaboration. Seattle, WA.
- Sanetti, L. M. H.** (2017, August). *Secondary traumatic stress in educators: What we know and where we need to go*. Poster presented at the Annual Convention of American Psychological Association, Washington, DC.
- Sanetti, L. M. H.**, Collier-Meek, M., *Clark, D., & *Fitchelberg, A. (2017, August). *Ecological momentary assessment: A new method to assess treatment fidelity in schools?* Poster presented at the Annual Convention of American Psychological Association, Washington, DC.
- Collier-Meek, M., **Sanetti, L. M. H.**, Fallon, L. M., Chafouleas, S. M. (2017, August). *Influence of time of day on direct observation treatment integrity estimates*. Poster presented at the Annual Convention of American Psychological Association, Washington, DC.
- *Volk, D., Chafouleas, S. M., & **Sanetti, L. M. H.** (2017, February). *The WSCC model: Success through integrated health and education*. Poster presented at the Annual Convention of the National Association of School Psychologists, San Antonio, TX.

2016 (n = 15)

- Chafouleas, S. M., **Sanetti, L. M. H.**, & *Volk, D. (2016, September). *Advancing school mental health through the whole school, whole community, whole child model*. Paper presented at the Annual Conference on Advancing School Mental Health.

- Sanetti, L. M. H.** (2016, May). *Assessing implementation: A comparison of direct observation and permanent product review*. Paper presented at the Annual Convention of the Association for Behavior Analysis International.
- Sanetti, L. M. H.** (2016, May). *Increasing teachers' behavior support plan implementation adherence and quality through implementation planning*. Paper presented at the Annual Convention of the Association for Behavior Analysis International.
- *Williamson, K. & **Sanetti, L. M. H.** (2016, May). *Comparing class-wide levels of student behavior under two systematically manipulated rates of specific praise*. Poster presented at the New England Positive Behavioral Supports and Interventions Forum.
- *Williamson, K. & **Sanetti, L. M. H.** (2016, May). *Comparing class-wide levels of student behavior under two systematically manipulated rates of specific praise*. Poster presented at the Center for Behavior and Education Research Student Symposium.
- *Fallon, L. M. & **Sanetti, L. M. H.** (2016, March). *Consulting with families to implement behavioral interventions at home with fidelity*. Paper presented at the International Conference on Positive Behavior Support.
- Sanetti, L. M. H.** (2016, March). *Increasing behavior support plan implementation through implementation planning: efficient and effective support*. Paper presented at the International Conference on Positive Behavior Support.
- *Williamson, K. M., *Byrne, D. C., *Wisniewski, A., *Collier-Meek, M. A., **Sanetti, L. M. H.**, & Kratochwill, T. R. (2016, February). *Implementing classroom management strategies and assessing class-wide behavior outcomes*. Paper presented at the Annual Convention of National Association of School Psychologists, New Orleans, LA.
- *DiOrio, R., Bray, M. A., Kehle, T. J., **Sanetti, L.**, & Gallucci, J. (February, 2016). *Video self modeling for autism*. Poster accepted for presentation at the Annual Convention of the National Association of School Psychologists, New Orleans, LA.
- Collier-Meek, M. A., **Sanetti, L. M. H.**, & *Boyle, A. (2016, February). *Barriers to implementation: Implications for intervention development and support*. Paper presented at the Annual Convention of National Association of School Psychologists, New Orleans, LA.
- Sanetti, L. M. H.**, Collier-Meek, M. A., & Fallon, L. M (2016, February). *Fidelity with flexibility: Individualized adaptations of evidence-based interventions*. Poster presented at the Annual Convention of National Association of School Psychologists, New Orleans, LA.
- Collier-Meek, M. A., Johnson, A. H., *Brodsky, L., *Gould, K., *DeFouw, E., *Silva, M., & **Sanetti, L. M. H.** (2016, February). *Evaluating system-wide influences to intervention implementation*. Paper presented at the Annual Convention of National Association of School Psychologists, New Orleans, LA.
- *Boyle, A., Collier-Meek, M. A., & **Sanetti, L. M. H.** (2016, February). *Assessing classroom management implementation through direct observation and teacher surveys*. Paper presented at the Annual Convention of National Association of School Psychologists, New Orleans, LA.
- *Boyle, A., *Dobey, L., *Williamson, K. M., Collier-Meek, M. A., & **Sanetti, L. M. H.** (2016, February). *Supporting classroom management in physical education classrooms*. Paper presented at the Annual Convention of National Association of School Psychologists, New Orleans, LA.
- Fallon, L. M., & **Sanetti, L. M. H.** (2016, February). *Direct training to increase teacher adherence to an instructional intervention*. Poster presented at the Annual Convention of National Association of School Psychologists, Washington, DC.

2015 (n = 10)

- *Long, A. C. J., **Sanetti, L. M. H.**, & *Collier-Meek, M. A. (2015, May). *Teachers' intervention planning and perceived implementation barriers: A statewide exploratory study*. Poster presented at the Global Implementation Conference, Dublin, Ireland.
- *Fallon, L. M., *Collier-Meek, M. A., & **Sanetti, L. M. H.** (accepted, 2015, October). *The impact of performance feedback on teachers' treatment fidelity of classroom-based interventions*. Paper

- presented at the Annual Conference of the Berkshire Association for Behavior Analysis and Therapy, Amherst, MA.
- Sassu, K., Bray, M. A., La Salle, T. S., & **Sanetti, L. M. H.** (2015, August). *Evaluating professional dispositions within graduate training programs*. Poster presented at the 123rd Annual Convention of American Psychological Association, Toronto, Ontario.
- Collier-Meek, M. A., **Sanetti, L. M. H.**, & Fallon, L. M. (2015, August). *Conceptualizing treatment integrity within the antecedent-behavior-consequence sequence*. Poster presented at the 123rd Annual Convention of American Psychological Association, Toronto, Ontario.
- Collier-Meek, M. A., Johnson, A. H., **Sanetti, L. M. H.**, & *Gould, K. M. (2015, August). *A measure to assess systemic barriers to implementation in schools*. Poster presented at the 123rd Annual Convention of American Psychological Association, Toronto, Ontario.
- Sanetti, L. M. H.** (March, 2015). *Providing implementation support: Frameworks for working smarter, not harder*. Invited presentation at the International Conference on Positive Behavior Support, Boston, MA.
- *Collier-Meek, M. A., **Sanetti, L. M. H.**, *Williamson, K. M., & *Wisniewski, A. (February, 2015). *Evaluating and supporting the implementation of classroom management strategies*. Paper presented at the Annual Convention of National Association of School Psychologists, Orlando, FL.
- Sanetti, L. M. H.**, & *Collier-Meek, M. A. (2015, February). *Using PRIME to make data-based decisions and provide implementation support*. Paper presented at the Annual Convention of National Association of School Psychologists, Orlando, FL.
- *Wisniewski, A., *Collier-Meek, M. A., & **Sanetti, L. M. H.** (2015, February). *Using tier 1 treatment integrity supports to increase intervention implementation*. Poster presented at the Annual Convention of National Association of School Psychologists, Orlando, FL.
- *McNamara-Brazolovich, K., Bray, M. A., **Sanetti, L. M.**, Faggella-Luby, M., Pugh, K. R., & Kehle, T. J. (2015, February). *Conducting classroom observations that consider teaching and learners*. Presentation for the National Association of School Psychologists.

2014 (n = 9)

- *Williamson, K., *Mills, J., *Byrne, D. C., *Long, A. C. J., **Sanetti, L. M. H.**, & Kratochwill, T. R. (2014, February). *Analyzing treatment integrity at the component level*. Poster presented at the Annual Convention of National Association of School Psychologists, Washington, DC.
- *Williamson, K., *Mills, J., *Long, A. C. J., & **Sanetti, L. M. H.** (2014, February). *Investigating treatment integrity: Classroom management and student outcomes*. Poster presented at the Annual Convention of National Association of School Psychologists, Washington, DC.
- *McNamara, K., Bray, M. A., Kehle, T. J., **Sanetti, L. M. H.**, & Faggella-Luby, M. (2014, February). *Assessing quality instruction during English / language arts classroom observations*. Poster presented at the Annual Convention of National Association of School Psychologists, Washington, DC.
- *Long, A. C. J., **Sanetti, L. M. H.**, & *Byrne, D. C. (2014, February). *Investigating teachers planning for intervention implementation: A survey study*. Poster presented at the Annual Convention of National Association of School Psychologists, Washington, DC.
- *Long, A. C. J., **Sanetti, L. M. H.**, *Gallucci, J. G., & *Byrne, D. C. (2014, February). *Examining the promise of computer-based implementation planning: A pilot study*. Poster presented at the Annual Convention of National Association of School Psychologists, Washington, DC.
- Sanetti, L. M. H.**, *Williamson, K., *Byron, J., *Long, A. C. J., *Kim, J. S., Kratochwill, T. R. (2014, February). *Defining and quantifying treatment integrity: Conceptual and methodological barriers*

to assessment and interpretation. Paper presented at the Annual Convention of National Association of School Psychologists, Washington, DC.

- *Collier-Meek, M. A., **Sanetti, L. M. H.**, *Byron, J. R., *Altschaeffl, M., *Kim, J. S., *Mills, J., & Kratochwill, T. R. (2014, February). *Providing implementation support to teachers in a multi-tiered framework.* Paper presented at the Annual Convention of National Association of School Psychologists, Washington, DC.
- Sanetti, L. M. H.**, *Collier-Meek, M. A., *Byrne, D., & *Byron, J. R. (2014, February). *Research-based strategies to assess and promote educators' intervention implementation.* Mini-skills presented at the Annual Convention of National Association of School Psychologists, Washington, DC.
- *Collier-Meek, M. A., **Sanetti, L. M. H.**, Fallon, L. M., Feinberg, A. B., & Kratochwill, T. R. (2014, February). *Supporting parents to implement student interventions.* Poster presented at the Annual Convention of National Association of School Psychologists, Washington, DC.

2013 (n = 9)

- Sanetti, L. M. H.**, *Collier-Meek, M. A., & Kratochwill, T. K. (2013, August). *Proposing multi-tiered implementation support for teachers.* Poster presented at the Global Implementation Conference, Washington, DC.
- Sanetti, L. M. H.** (2013, August). *Feasibly promoting treatment integrity of school-based interventions.* Paper presented at the Annual Convention of the American Psychological Association, Honolulu, HI.
- Sanetti, L. M. H.** (2013, June). *Supporting evidence-based implementation of evidence-based interventions.* Invited presentation for the Consultation Division at the May Institute, Randolph, MA.
- *Collier-Meek, M. A., *Gallucci, J. J., *Long, A. C. J., & **Sanetti, L. M. H.** (2013, February). *Teachers' perceived barriers to intervention implementation: Implications for treatment integrity.* Paper presented at the Annual Convention of National Association of School Psychologists, Seattle, WA.
- *Collier-Meek, M. A., & **Sanetti, L. M. H.** (2013, February). *Assessing and promoting parents' treatment integrity: Implications and lessons learned.* Poster presented at the Annual Convention of National Association of School Psychologists, Seattle, WA.
- Sanetti, L. M. H.**, *Long, A. C. J., *Collier-Meek, M. A., *Byron, J. R. & *Byrne, D. (2013, February). *Promoting treatment integrity through effective implementation planning.* Paper presented at the Annual Convention of National Association of School Psychologists, Seattle, WA.
- Sanetti, L. M. H.**, *Long, A. C. J., *Collier-Meek, M. A., & *Byron, J. R. (2013, February). *Assessing treatment integrity: Direct observation versus permanent product review.* Paper presented at the Annual Convention of National Association of School Psychologists, Seattle, WA.
- *Long, A. C. J., **Sanetti, L. M. H.**, *Collier-Meek, M. A., & *Kim, J. S. (2013, February). *Applying adult behavior change theory to support intervention implementation.* Paper presented at the Annual Convention of National Association of School Psychologists, Seattle, WA.
- *Fallon, L. M., & **Sanetti, L. M. H.** (2013, February). *Improving inter-rater agreement between observers' and teachers' treatment integrity ratings.* Poster presented at the Annual Convention of National Association of School Psychologists, Seattle, WA.

2012 (n = 22)

- Sanetti, L. M. H.**, *Long, A. C. J., & *Byron, J. R. (2012, August). *Validating an educator intervention implementation intention and sustainability self-efficacy measure.* Poster presented at the Annual Convention of the American Psychological Association, Orlando, FL.

- *Long, A. C. J., *Collier-Meek, M. A., *Kim, J. S., & **Sanetti, L. M. H.** (2012, August). *Promoting treatment integrity: A review of adult behavior change models*. Poster presented at the Annual Convention of the American Psychological Association, Orlando, FL.
- *Byron, J. R., **Sanetti, L. M. H.**, & *Long, A. C. J. (2012, August). *An evaluation of action and coping planning as a strategy to increase treatment integrity*. Poster presented at the Annual Convention of the American Psychological Association, Orlando, FL.
- *Byron, J. R., *Collier-Meek, M., **Sanetti, L. M. H.**, & *Long, A. C. J. (2012, August). *Barriers to implementation: Teachers' perspectives from a statewide survey*. Poster presented at the Annual Convention of the American Psychological Association, Orlando, FL.
- Sanetti, L. M. H.**, & *Long, A. C. J. (2012, May). *Understanding and promoting treatment integrity*. Paper presented at Northeast Positive Behavior Intervention and Supports (PBIS) Network Leadership Forum, Cromwell, CT.
- *Gallucci, J. J., *Onuegbulem, C., *Altschaeffl, M., *Long, A. C. J., & **Sanetti, L. M. H.** (2012, May). *Introduction to implementation planning and an example of its use in a class-wide behavior intervention*. Poster presented at the Center for Behavioral Education and Research (CBER) Symposium, Storrs, CT.
- *Collier-Meek, M. A., *Gallucci, J. J., *Kim, J. S., *Byron, J. R., *Long, A. C. J., & **Sanetti, L. M. H.** (2012, May). *Teachers' perspectives on barriers to implementation*. Poster presented at the Center for Behavioral Education and Research (CBER) Symposium, Storrs, CT.
- *Byron, J. R., *Byrne, D. C., *Collier-Meek, M. A., *Long, A. C. J., & **Sanetti, L. M. H.** (2012, May). *Implementation planning as a strategy for increasing treatment integrity*. Poster presented at the Center for Behavioral Education and Research (CBER) Symposium, Storrs, CT.
- Chafouleas, S. M., & **Sanetti, L. M. H.** (2012, April). *Evidence-based intervention: A discussion around the "what is it" and "how to pick and do it well"*. Invited presentation for the Center for Behavioral Education and Research (CBER) Research Collaborative Meeting, Storrs, CT.
- Sanetti, L. M. H.**, *Fallon, L. M., *Collier-Meek, M. A., & *Maggin, D. M. (2012, April). *The effect of performance feedback on treatment integrity: A systematic review*. Poster presented at the Council for Exceptional Children Convention, Denver, CO.
- Sanetti, L. M. H.**, *Collier-Meek, M. A., & *Fallon, L. M. (2012, April). *Implementation of treatment integrity assessment and performance feedback by a special educator*. Poster presented at the Council for Exceptional Children Convention, Denver, CO.
- Sanetti, L. M. H.** (2012, April). *Assessing and ensuring implementation of school-based interventions*. Paper presented at the Council for Exceptional Children Convention, Denver, CO.
- Sanetti, L. M. H.**, *Fallon, L. M., *Collier-Meek, M. A. (2012, March). *School social workers in consultation: Performance feedback to improve classroom teachers' treatment fidelity of behavioral interventions*. Paper presented at the National School Social Work Conference, Boston, MA.
- *Berggren, M. L., *Byron, J. R., *Jaffery, R., *Ruberto, L., Chafouleas, S. M., & **Sanetti, L. M. H.** (2012, February). *The impact of instruction plus behavior intervention on student outcomes*. Poster presented at the Annual Convention of the National Association of School Psychologists, Philadelphia, PA.
- *Collier-Meek, M. A. & **Sanetti, L. M. H.** (2012, February). *Conjoint behavioral consultation: A review of treatment integrity*. Poster presented at the Annual Convention of the National Association of School Psychologists, Philadelphia, PA.
- *Collier-Meek, M. A., *Fallon, L. M., *Johnson, A. H., & **Sanetti, L. M. H.** (2012, February). *Video self-modeling: Procedures and technology*. Poster presented at the Annual Convention of the National Association of School Psychologists, Philadelphia, PA.
- *Long, A. C. J., & **Sanetti, L. M. H.** (2012, February). *Treatment integrity as adult behavior change: A review of models*. Paper presented at the Annual Convention of the National Association of School Psychologists, Philadelphia, PA.

- *Long, A. C. J., & **Sanetti, L. M. H.** (2012, February). *Validating the implementation intention and sustainability self-efficacy assessments*. Poster presented at the Annual Convention of the National Association of School Psychologists, Philadelphia, PA.
- *Maggin, D. M., & **Sanetti, L. M. H.** (2012, February). *Training paraeducators to manage student behavior: Direct and collateral effects*. Poster presented at the Annual Convention of the National Association of School Psychologists, Philadelphia, PA.
- *McCarthy, S. R., & **Sanetti, L. M. H.** (2012, February). *Evaluation of a school-based health promotion intervention for adolescents*. Poster presented at the Annual Convention of the National Association of School Psychologists, Philadelphia, PA.
- Sanetti, L. M. H.**, & *Long, A. C. J. (2012, February). *Applying a theory of adult behavior change to treatment integrity*. Paper presented at the Annual Convention of the National Association of School Psychologists, Philadelphia, PA.
- Sanetti, L. M. H.**, & *Collier-Meek, M. A. (2012, February). *Treatment integrity assessment evaluation and promotion: Suggestions for school psychologists*. Miniskills workshop presented at the Annual Convention of the National Association of School Psychologists, Philadelphia, PA.

2011 (n = 16)

- Sanetti, L. M. H.**, *Fallon, L. M., & *Collier-Meek, M. A. (2011, October). *The effects of performance feedback delivered by school-based personnel to increase teachers' implementation integrity*. Symposium conducted at the Annual Conference of Berkshire Association for Behavior Analysis and Therapy, Amherst, MA.
- Sanetti, L. M. H.** (2011, October). *Assessing and promoting high levels of treatment integrity of school-based interventions*. Invited paper presented at the New England Forum on Positive Behavior Support, Norwood, MA.
- *Sax, D. M., Yakimowski, M. E., & **Sanetti, L. M. H.** (2011, October). *Perspectives of in-service school psychology students on NASP standards and needs of ELL and disabilities*. Poster presentation at the Annual Conference of the Northeastern Educational Research Association, Rocky Hill, CT.
- Sanetti, L. M. H.**, *Long, A. C. J., & Kratochwill, T. R. (2011, August). *Not recreating the wheel: Adaptation of a theory of behavior change for use in education*. Poster presented at the Global Implementation Conference, Washington, DC.
- *Fallon, L. M., *Collier-Meek, M. A., *Jaffery, R., **Sanetti, L. M. H.**, & Chafouleas, S. M. (2011, August). *Treatment integrity assessment and intervention with school-based personnel: Lessons learned from preliminary studies*. Poster presented at the Annual Convention of the American Psychological Association, Washington, DC.
- *Fallon, L. M., *McCarthy, S. R., & **Sanetti, L. M. H.**, (2011, August). *Classroom-based practices in school-wide positive behavior support (SWPBS): Preliminary indications of implementation and challenges faced*. Poster presented at the Annual Convention of the American Psychological Association, Washington, DC.
- Sanetti, L. M. H.**, *Long, A. C. J., & Kratochwill, T. R. (2011, August). *Survey of educators' planning of intervention implementation*. Poster presented at the Annual Convention of the American Psychological Association, Washington, DC.
- Sanetti, L. M. H.**, *Long, A. C. J., & Kratochwill, T. R. (2011, August). *Adult behavior change: A prerequisite for high levels of treatment integrity in schools*. Poster presented at the Annual Convention of the American Psychological Association, Washington, DC.
- *Collier-Meek, M. A., *Fallon, L. M., & **Sanetti, L. M. H.**, (2011, August). *A systematic review of treatment integrity in homework interventions studies*. Poster presented at the Annual Convention of the American Psychological Association, Washington, DC.
- *McCarthy, S. R., *Fallon, L. M., Bray, M. A., **Sanetti, L. M. H.**, & Kehle, T. K. (2011, August). *Toward school-wide obesity prevention: Evaluation of body mass index screening policies in US schools*. Poster presented at the Annual Convention of the American Psychological Association, Washington, DC.

- Sanetti, L. M. H.,** & DiGennaro-Reed, F. (2011, May). *Barriers to implementing treatment integrity procedures: Survey of treatment outcome researchers*. Paper presented at the Annual Convention of the Association for Behavior Analysis, Denver, CO.
- *Maggin, D. M., *Fallon, L. M., **Sanetti, L. M. H.,** & *Ruberto, L. M. (2011, May). *Training paraeducators to implement a positive classroom management protocol: Direct and collateral effects*. Poster presented at the Center for Behavioral Education Research (CBER) Symposium, Storrs, CT.
- *Collier-Meek, M. A., *Fallon, L. M., *Long, A. C. J., & **Sanetti, L. M. H.** (2011, May). *Integrating a model of adult behavior change into school-based treatment integrity: An introduction to Project PRIME*. Poster presented at the Center for Behavioral Education Research (CBER) Symposium, Storrs, CT.
- *Jaffery, R., *Fallon, L.M., **Sanetti, L.M. H.,** & Chafouleas, S.M. (2011, February). *Using DBR in self-monitoring to improve middle school behavior*. Paper presented at the Annual Convention of the National Association of School Psychologists, San Francisco, CA.
- *Fallon, L. M., *Jaffery, R., **Sanetti, L. M. H.,** & Chafouleas, S. M. (2011, February). *Performance feedback by school-based personnel to increase teachers' treatment integrity*. Poster presented at the presented at the Annual Convention of the National Association of School Psychologists, San Francisco, CA.
- *Fallon, L. M., *Collier Meek, M. A., & **Sanetti, L. M. H.,** (2011, February). *Building capacity: Treatment integrity assessment and intervention by school-based consultants*. Poster presented at the Annual Convention of the National Association of School Psychologists, San Francisco, CA.

2010 (n = 4)

- Sanetti, L. M. H.,** & *Fallon, L. M. (2010, November). *Promotion of treatment integrity of school-based interventions: Applications in class-wide behavioral interventions*. Invited paper presented at the New England Forum on Positive Behavior Support, Norwood, MA.
- *Jaffrey, R., *Fallon, L. M., Chafouleas, S. M., **Sanetti, L. M. H.,** (2010, October). *Direct behavior rating: An assessment and intervention tool for improving student engagement class-wide*. Poster presented at the Annual Conference of the Berkshire Association for Behavior Analysis and Therapy, Amherst, MA.
- *Fallon, L. M., *Jaffrey, R., **Sanetti, L. M. H.,** & Chafouleas, S. M. (2010, May). *Comparison of adherence measures in treatment integrity assessment: Teacher global rating and permanent product data*. Poster presented at the Northeastern Student Association of School Psychology Spring Conference, Boston, MA.
- Sanetti, L. M. H.** (2010, February). *Applying adult behavior change theory to increase teachers' treatment integrity*. Paper presented at the Annual Convention of the National Association of School Psychologists, Chicago, IL.

2009 (n = 4)

- Chafouleas, S. M., **Sanetti, L. M. H.,** *Kilgus, S. P., *Maggin, D. M. (2009, February). *Direct behavior rating sensitivity to change: Outcomes across consultation cases*. Paper presented at the Annual Convention of the National Association of School Psychologists, Chicago, IL.
- Sanetti, L. M. H.,** *Gritter, K. L., & *Dobey, L. (2009, August). *Review of treatment integrity data in the school psychology intervention outcome research*. Poster presented at the Annual Convention of the American Psychological Association, Toronto, Ontario.
- Sanetti, L. M. H.** (2009, August). *An analysis of treatment integrity in school-based prevention programming: Contextual considerations and the good behavior game*. Poster presented at the Annual Convention of the American Psychological Association, Toronto, Ontario.

Sanetti, L. M. H., *Gritter, K. L., & *Dobey, L. (2009, February). *Treatment integrity in school psychology intervention research: What is implemented?* Poster presented at the Annual Convention of the National Association of School Psychologists, Boston, MA.

2008 (n = 7)

- Sanetti, L. M. H., & Handler, M.** (2008, November). *PBS 101: Introduction to Positive Behavioral Supports*. Invited presentation for the New England Forum on Positive Behavior Support, Norwood, MA.
- Chafouleas, S. M., **Sanetti, L. M. H., & Simonsen, B.** (2008, October). *Response to intervention: Overview and the behavioral domain*. Paper presented at the Spotlight on Assessment Colloquia, Storrs, CT.
- Sanetti, L. M. H., Kratochwill, T. R., & *Gritter, K. L.** (2008, August). *Teacher self-monitoring: An accurate and efficient method of assessing treatment integrity?* Poster presented at the Annual Convention of the American Psychological Association, Boston, MA.
- Sanetti, L. M. H.** (2008, March). *Treatment integrity measurement, promotion, & relationship to outcomes: What do we know?* Paper presented at the International Conference of the Association of Positive Behavior Supports, Rosemont, IL
- Sanetti, L. M. H.** (2008, May). *Treatment integrity of school-based interventions: The state of the science*. Invited presentation for the Center for Behavioral Education and Research (CBER) Research Collaborative Meeting, Storrs, CT.
- Sanetti, L. M. H., Luiselli, J., & Handler, M. H.** (2008, February). *Effects of performance feedback on behavior support plan implementation*. Paper presented at the Annual Convention of the National Association of School Psychologists, New Orleans, LA.
- Sanetti, L. M. H.** (2008, February). *Assessing and ensuring treatment integrity of school-based interventions*. Paper presented at the Annual Convention of the National Association of School Psychologists, New Orleans, LA.

2007 (n = 1)

Sanetti, L. M. H., & Petruccelli, M. (2007, November). *Social skills assessment and intervention for students with autism*. Invited presentation for the New England Forum on Positive Behavior Support, Norwood, MA.

2005 (n = 1)

Sanetti, L. M. H., & Kratochwill, T. R. (2005, October). *Effects of the Treatment Integrity Planning Protocol (TIPP) on treatment integrity & treatment outcomes in school-based consultation*. Poster presented at the Annual Conference of the Berkshire Association for Behavior Analysis and Therapy, Amherst, MA.

2004 (n = 2)

- Sanetti, L. M. H.** (2004, April). *Treatment integrity assessment: Past, present, and future*. Paper presented at the Annual Convention of the National Association of School Psychologists, Dallas, TX.
- Johnston, H., Cowell, E., Hurwitz, J., Kohler, K., & **Sanetti, L. M. H.** (2004, February). *Medication-related challenges in children in school settings*. Invited presentation for the Wisconsin School Psychologists Association Conference, Wisconsin Rapids, WI.

WORKSHOPS (N = 8)

- Sanetti, L. M. H.** (2013, April). *Supporting intervention implementation activities in schools*. Invited webinar presentation for the Evidence-Based Education and Services Team-Professional Learning Community on Mental Health Literacy, Ontario, Canada.
- Sanetti, L. M. H.** (2012, April). *The first “big” grant*. Invited workshop for Department of Educational Psychology Graduate Students, Storrs, CT.
- Faggella-Luby, M., & **Sanetti, L. M. H.** (2008, January). *Preparation for applying to jobs in academia*. Invited workshop for the Department of Educational Psychology Doctoral Candidates, Storrs, CT.
- Rey, J., & **Sanetti, L. M. H.** (2006, September). *Effective classroom behavior support*. Invited presentation for special educators and administrators in Meriden, CT.
- Bush, K. & **Sanetti, L. M. H.** (2004, February). *Goal attainment scaling: An overview*. Invited presentation for the Madison Metropolitan School District School Psychologists Professional Development Series, Madison, WI.
- McGivern, J., Niebling, B., Feeney, K., Herrera, G., Kohler, K., **Sanetti, L. M. H.** (2003, January). *Supporting children with anxiety disorders and selective mutism*. Invited presentation for pupil services professionals, teachers, and parents of the Stevens Point Area Public School District, Stevens Point, WI.
- Kratochwill, T.R., & **Hagermoser, L. M.** (2002, September). *The new Wisconsin Alternate Assessment for students with disabilities: Implementation guidelines and procedures*. Invited presentation for special educators and assessment leaders in the Rice Lake, WI area.
- Kratochwill, T.R., & **Hagermoser, L. M.** (2002, September). *The new Wisconsin Alternate Assessment for students with disabilities: Implementation guidelines and procedures*. Invited presentation for special educators and assessment leaders in the Milton, WI area.

MULTIMEDIA (N = 5)

- Sanetti, L. M. H.** (2019). *Using a team science approach to advance pain research*. Podcast for the Collaboratory on School and Child Health. <https://csch.uconn.edu/2019/05/15/using-a-team-science-approach-to-advance-pain-research/>
- Sanetti, L. M. H.** (2018). *Teacher stress and wellbeing*. Twitter chat for the Collaboratory on School and Child Health. <https://csch.uconn.edu/2018/04/26/csch-twitter-chat-teacher-stress-and-teacher-well-being/>
- Sanetti, L. M. H.** (2018). *TEDx: Teacher stress: A crisis ignored*. https://www.youtube.com/watch?v=tBhQy12ANrc&index=11&t=0s&list=PLsRNoUx8w3rN_QnqUq862K3KX2MLPA0hw
- Sanetti, L. M. H.** (2011). *NASP Dialogues: Treatment integrity assessment and intervention by school-based personnel: Practical applications based on a preliminary study*. Podcast available at: <http://nasponline.org/resources/podcasts/index.aspx>
- Sanetti, L. M. H.** (2010). *NASP Dialogues: Treatment integrity*. Podcast available at: <http://www.nasponline.org/resources/podcasts/treatmentintegrity.aspx>

GRANTS AND CONTRACTS

Expert Consultant/Faculty on Extramural Grant (n = 7)

Expert Faculty. *A Research Institute for Implementation Science in Education (RIISE) to Address the*

- “Last Mile” in Educational Research*. Principal Investigator: Aaron Lyon, University of Washington. Funding Source: US Department of Education, Institute of Education Sciences. Status: Under Review.
- Expert Faculty. *Training Institute and Online Instruction in Advanced Single-case Research Design and Analysis Project* Principal Investigator: Wendy Machalicek, University of Oregon. Funding Source: US Department of Education, Institute of Education Sciences. Status: Under Review.
- Consultant. *ADvancing Emotional Proficiency in Teens (ADEPT)*. Principal Investigator: Molly Adrien & Mylien Duong, University of Washington. Funding source: US Department of Education, Institute of Education Sciences. Status: Under review.
- Consultant. *University Program for Social Emotional Learning (UPSEL)*. Principal Investigator: James Mazza, University of Washington. Funding source: US Department of Education, Institute of Education Sciences. Status: Not Funded.
- Consultant. *Responsive Environmental Assessment of Classroom Teaching: Support System (REACT-SS)*. Principal Investigator: Theodore Christ, University of Minnesota. Funding source: US Department of Education, Institute of Education Sciences. Status: Not Funded.
- Consultant. *Project Relationships to Enhance Learners’ Adjustment to Transitions and Engagement (RELATE)*. Principal Investigators: Mylien Duong, University of Washington & Clayton Cook, University of Minnesota. Funding source: US Department of Education, Institute of Education Sciences. Status: Funded.
- Consultant. *Measure Adaptation to Address the Science-to-Practice Gap in Education: Development of the Organizational Assessment for Strategic Implementation in Schools (OASIS)*. Principal Investigators: Aaron Lyon, University of Washington & Clayton Cook, University of Minnesota. Funding Source: US Department of Education, Institute of Education Sciences. Status: Funded. Duration of Funding: 4 years. Total amount requested: \$1,591,350.

Grants (Applications = 33; Funded = 15; Under Review = 2)

- Co-Principal Investigator. Project LEAD: School psychologists Leading Implementation of Integrated Multi-tiered Services. Funding source: Office of Special Education Programs. Requested duration: January, 2020 to December, 2024. Status: Under review. Total amount requested: \$1,229,231.
- Principal Investigator. Changes in the Way we Work: Non-standard Workdays and Worker and Family Health. Funding source: Robert Wood Johnson Foundation. Requested duration: January, 2020 to December, 2020. Status: Under review. Total amount requested: \$165,152 (subaward).
- Co-Principal Investigator & Project Director. *Project SUPPORTS: Supporting Paraeducator Practices by means Of Research and Theory-informed Strategies*. Funding source: Institute of Education Sciences. Status: Unfunded. Duration of funding: July, 2019 to June, 2022. Total amount requested: \$1,399,045.
- Principal Investigator. *An Integrated Approach to Hearing Preservation Among Construction Workers*. Subaward: National Institutes of Health. Status: Funded. Duration of Funding: June 2018-August 2018. Total amount requested: \$11, 049.
- Co-Principal Investigator. *Applying the Healthy Workplace Participatory Program to Address Teacher Wellbeing: A Mixed-Methods Pilot Study*. Funding source: Windsor Public School District. Status: Funded. Duration of Funding: July, 2018-June, 2019. Total amount requested: \$6,582.
- Co-Principal Investigator. *What’s stress got to do with it: Applying the healthy workplace participatory program to address teacher wellbeing*. Funding source: Neag School of Education Dean’s Research Incentive Award. Status: Funded. Duration of funding: May, 2018-August, 2019. Total amount requested: \$9,993.
- Co-Principal Investigator. *Applying the healthy workplace participatory program to address teacher wellbeing: A mixed-methods pilot study*. Funding source: Collaboratory on School and Child Health. Status: Funded. Duration of funding: January, 2018-December, 2018. Total amount requested: \$4,998.

- Principal Investigator. *Concept mapping approach to identify the core implementation competencies to inform training in implementation of psychological science*. Funding source: Association for Psychological Science. Status: Not funded. Duration of funding: March, 2018-February, 2019. Total amount requested: \$5,000.
- Principal Investigator. *Concept mapping approach to identifying core implementation competencies and inform development of an on-line implementation course*. Funding source: Provosts Academic Mini Grant. Status: Not funded. Duration of funding: January, 2018-August, 2018. Total amount requested: \$5,000.
- Co-Principal Investigator & Project Director. *Project SUPPORTS: Supporting Paraeducator Practices by means Of Research and Theory-informed Strategies*. Funding source: Institute of Education Sciences. Status: Not funded. Duration of funding: July, 2018- June, 2021. Total amount requested: \$1,399,99.
- Principal Investigator. *Effectiveness of Tiered Consultation to Support Implementation of Evidence-Based Interventions for Autism Spectrum Disorder in Public Schools*. Funding Source: Subaward from Southern Illinois University from United States Department of Defense. Status: Not funded. Duration of funding: July, 2018–June, 2021. Total amount requested: \$341,675 (Subaward: \$38,436)
- Principal Investigator. *Agreement between Ecological Momentary Assessment and Observation of Paraprofessionals' Implementation of Behavior Support Plans in a Public Elementary School*. Funding Source: UConn Office of the Vice President for Research: Research Excellence Program. Status: Not funded. Duration of funding: July, 2017-June, 2018. Total amount requested: \$24,989.
- Co-Principal Investigator. *Project PSYCHS²: Psychologists serving youth through coordinated health services in schools*. Funding source: Office of Special Education Programs. Status: Not funded. Duration of funding: July, 2017- June, 2022. Total amount requested: \$1,248,488.
- Co-Investigator. *Effectiveness of Tiered Consultation to Support Implementation of Evidence-Based Interventions for Autism Spectrum Disorder in Public Schools*. Funding Source: Department of Defense—Autism Idea Development Award. Status: Not funded. Duration of funding: July, 2017-June, 2020. Total amount requested: \$341,675
- Co-Principal Investigator. *Project M-ADAPTS: Development and Evaluation of a Modular Approach to Decreasing and Preventing Teacher Stress*. Funding source: UConn Institute for Collaboration on Health, Intervention, and Policy. Status: Not Funded. Duration of funding: September, 2016-August, 2018. Total amount requested: \$15,000.
- Principal Investigator. *Agreement between ecological momentary assessment, observation, and permanent product review of teachers' implementation of school-wide behavioral supports in a clinical day treatment program*. Funding source: Neag School of Education Dean's Research Incentive Award. Status: Funded. Duration of funding: May, 2015-May, 2016. Total amount funded: \$4,995.
- Principal Investigator. *Initial evaluation of a direct measure of classroom management implementation*. Funding source: University of Connecticut Research Foundation. Status: Funded. Duration of funding: November, 2013- October, 2014. Total amount funded: \$1,500.
- Principal Investigator. *Research training program on implementation of educational interventions in research: Issues in conceptualization, measurement, and analysis*. Funding Source: Subaward from University of Chicago from US Department of Education, Institute of Education Sciences. Status: Not funded. Duration of funding: July, 2015-June, 2018. Total amount requested (Subaward only): \$144,915.
- Principal Investigator. *Planning Realistic Intervention Implementation and Maintenance by Educators and Parents (PRIME-P)*. Funding Source: National Institute of Mental Health. Status: Not funded. Duration of funding: July, 2015-June, 2017. Total amount requested: \$422,745.
- Principal Investigator. *Evaluation of a planning protocol on teachers' implementation of a classroom management system in an alternative school setting: A pilot study*. Funding source: University of

- Connecticut Research Foundation. Status: Funded. Duration of funding: January, 2012-July, 2013. Total amount funded: \$24, 996.
- Co-Investigator. *Project ATTACK (Analyzing Text Type to Advance Comprehension and Knowledge): Developing a Tier 2 Reading Comprehension Intervention for Secondary Students*. Funding Source: US Department of Education, Institute of Education Sciences. Status: Unfunded. Duration of Funding: July, 2012-June, 2015. Total amount requested: \$1,499,090.
- Co-Investigator. *CT Leadership Education in Neurodevelopmental and Related Disabilities (LEND) Program*. Funding Source: U. S. Health Resources and Services Administration, Maternal and Child Health Bureau. Status: Funded. Duration of Funding: July, 2010-June, 2013. Total amount funded: \$1,650,000.
- Co-Principal Investigator and Project Director. *Project PRIME: Planning Realistic Intervention implementation and Maintenance by Educators*. Funding source: US Department of Education, Institute of Education Sciences. Status: Funded. Duration of Funding: July, 2010-June, 2014. Total amount requested: \$1,436,300.
- Co- Investigator. *Project STORY: Strategic Teaching Of Reading to Youth through the development of a reading comprehension intervention for secondary English classes*. Funding source: US Department of Education. Status: Unfunded. Duration: July, 2008-June, 2011. Total amount requested: \$1,249,925.
- Co-Principal Investigator and Project Director. *Project EVALUATE: Empirically Validated, Longitudinal, Universal Assessment of Treatment Integrity of Educators*. Funding source: US Department of Education, Institute of Education Sciences. Status: Unfunded. Duration of Funding: July, 2009-June, 2012. Total amount requested: \$1,598,358.
- Co-Investigator. *Data Driven Secondary Supports DDSS*. Funding source: US Department of Education, Institute of Education Sciences. Status: Unfunded. Duration of Funding: July, 2009-June, 2012. Total amount requested: \$1,498,358.
- Co-Investigator. *Postdoctorate in Behavioral Education and Research PBER*. Funding Source: US Department of Education, Institute of Education Sciences. Status: Funded. Duration: August, 2008-August, 2012. Total amount funded: \$732,134.
- Principal Investigator. *Identification of variables that predict the level of treatment integrity with which an evidence-based intervention is implemented in elementary school classrooms*. Funding source: US Department of Education. Status: Unfunded. Duration: July, 2008-June, 2011. Total amount requested: \$584,360.
- Principal Investigator. *Review of treatment integrity data in the school psychology literature: 1995-2005*. Funding source: University of Connecticut Research Foundation. Status: Funded. Duration: January, 2008-July, 2009. Total amount funded: \$980.
- Principal Investigator. *New faculty research award*. Funding source: Neag School of Education. Status: Funded. Duration: June, 2008-August, 2008. Total amount requested: \$10,000.
- Principal Investigator. *Departmental research dissemination award*. Funding source: Department of Educational Psychology. Status: Funded. Duration: August, 2008-August, 2009. Total amount requested: \$2,500.
- Principal Investigator. *Accuracy of teacher self-report as a treatment integrity assessment for behavioral interventions: A comparison of daily self-recording and weekly self-reporting*. Funding source: University of Connecticut Research Foundation. Status: Funded. Duration: January, 2008-July, 2009. Total amount requested: \$15,069.
- Co-Principal Investigator. *The effects of the Treatment Integrity Planning Protocol (TIPP) on treatment integrity and treatment outcomes in school-based consultation*. Funding source: US Department of Education. Status: Funded. Duration: July, 2004-December, 2006. Total amount requested: \$20,000.

District Contracts (n = 11)

- Co-Principal Investigator. University of Connecticut, School Psychology Program and participating school districts and agencies in the State of Connecticut. Funding sources: Glastonbury Public Schools, Glastonbury, CT. Duration of funding: September, 2018 to June, 2019. Total amount funded: \$11,799.
- Co-Principal Investigator. University of Connecticut, School Psychology Program and participating school districts and agencies in the State of Connecticut. Funding sources: Glastonbury Public Schools, Glastonbury, CT; Waterford Public Schools, Waterford, CT, Connecticut Behavioral Health, and Simsbury Public Schools, Simsbury, CT. Duration of funding: September, 2017 to June, 2018. Total amount funded: \$93,078.
- Co-Principal Investigator. University of Connecticut, School Psychology Program and participating school districts and agencies in the State of Connecticut. Funding sources: Glastonbury Public Schools, Glastonbury, CT; Waterford Public Schools, Waterford, CT, and Simsbury Public Schools, Simsbury, CT. Duration of funding: September, 2016 to June, 2017. Total amount funded: \$51,022.
- Co-Principal Investigator. *University of Connecticut, School Psychology Program and participating school districts and agencies in the State of Connecticut.* Funding sources: Willington Public Schools, Willington, CT; Glastonbury Public Schools, Glastonbury, CT; Waterford Public Schools, Waterford, CT; Eastconn, Columbia, CT; Wallingford Public Schools, Wallingford, CT; Futures, Inc.; Middletown, CT; Shelton Public Schools, Shelton, CT; Duration of funding: September, 2015 to June, 2016. Total amount funded: \$173,488.00.
- Co-Principal Investigator. *University of Connecticut, School Psychology Program and participating school districts and agencies in the State of Connecticut.* Funding sources: 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; Duration of funding: September, 2014 to June, 2015. Total amount funded: \$178,432.00.
- Co-Principal Investigator. *University of Connecticut, School Psychology Program and participating school districts and agencies in the State of Connecticut.* Funding sources: Plainfield Public Schools, Plainfield, CT; CREC, Tolland Public Schools, Tolland, CT; Willington Public Schools, Willington, CT; Glastonbury Public Schools, Glastonbury, CT; Waterford Public Schools, Waterford, CT.; Eastconn, Columbia, CT; Bridgeport Public Schools; Futures, Inc.; Middletown, CT. Duration of funding: September, 2013 to June, 2014. Total amount funded: \$173,799.00.
- Co-Principal Investigator. *University of Connecticut, School Psychology Program and participating school districts and agencies in the State of Connecticut.* Funding sources: CREC River Street School, Tolland Public Schools, Tolland, CT; Willington Public Schools, Willington, CT; Glastonbury Public Schools, Glastonbury, CT; Waterford Public Schools, Waterford, CT.; Bridgeport Public Schools, Bridgeport, CT; Meriden Public Schools, Meriden, CT; Eastconn, Columbia, CT; Futures, Inc. Middletown, CT. Duration of funding: September, 2012 to June, 2013. Total amount funded: \$178,821.00.
- Co-Principal Investigator. *University of Connecticut, School Psychology Program and participating school districts and agencies in the State of Connecticut.* Funding sources: Family & Children's Aid, Inc. Danbury, CT.; Tolland Public Schools, Tolland, CT; Willington Public Schools, Willington, CT; Glastonbury Public Schools, Glastonbury, CT; Waterford Public Schools, Waterford, CT.; Futures, Inc. Middletown, CT. Duration of funding: September, 2011 to June, 2012. Total amount funded: \$167,661.
- Co-Principal Investigator. *University of Connecticut, School Psychology Program and participating school districts and agencies in the State of Connecticut.* Funding sources: Family & Children's Aid, Inc. Danbury, CT.; Tolland Public Schools, Tolland, CT; Willington Public Schools,

Willington, CT; Glastonbury Public Schools, Glastonbury, CT; Waterford Public Schools, Waterford, CT.; Futures, Inc. Middletown, CT. Duration of funding: September, 2010 to June, 2011. Total amount funded: \$132,790.

Co-Principal Investigator. *University of Connecticut, School Psychology Program and participating school districts and agencies in the State of Connecticut.* Funding sources: Tolland Public Schools, Tolland, CT; Willington Public Schools, Willington, CT; Futures, Inc. Middletown, CT. Duration of funding: September, 2009 to June, 2010. Total amount funded: \$82,973.00.

Co-Principal Investigator. *University of Connecticut, School Psychology Program and participating school districts and agencies in the State of Connecticut.* Funding sources: Glastonbury Public Schools, Glastonbury, CT; Sterling Memorial School, Oneco, CT; Waterford Public Schools, Waterford, CT; and Tolland Public Schools, Tolland, CT. Duration of funding: September, 2008 to June, 2009. Total amount funded: \$64,872.00.

TEACHING EXPERIENCE

- 2007-Present *University of Connecticut*
 Courses Taught (* indicates developed course):
- Graduate:
 - Internship—Doctoral (EPSY 6491)
 - Internship—MS/6th year (EPSY 5491)
 - *Seminar: Technical Writing (EPSY 5194)
 - *Seminar: Behavior Interventions (EPSY5440)
 - *Applied Behavior Analysis (EPSY 5405)
 - Seminar: Single Subject Research in Education (EPSY 6469)
 - Ethics in Educational and Professional Psychology (EPSY 5408)
 - *Seminar: Child Psychopathology (EPSY 5340)
 - *Seminar: Systems and Organizational Interventions (EPSY 5194)
 - *Seminar: Crisis Prevention and Intervention (EPSY 5194)
- 2006-2007 *Northeastern University, Adjunct*
- Graduate:
 - Learning Problems
- 2004-2005 *University of Wisconsin—Madison, Teaching Assistant*
- Graduate:
 - Applied Behavior Analysis
 - Cognitive Assessment
 - Introduction to School Psychology

Guest Lectures

- Fall 2008, 2009 Prevention, *University of Connecticut*
 Fall 2004 Child Development, *University of Wisconsin—Madison*

PROFESSIONAL EXPERIENCE

- 2013-Present **Associate Professor**, Department of Educational Psychology
Neag School of Education, University of Connecticut
- 2007-2013 **Assistant Professor**, Department of Educational Psychology
Neag School of Education, University of Connecticut
- 2006-2007 **Postdoctoral Fellow**
 2005-2006 **Predoctoral Intern (APPIC, APA-accredited)**

May Institute, Inc., Randolph, MA

Project Assistantships

- 2004-2005 Language Development in Fragile X Syndrome Project
Waisman Center, University of Wisconsin-Madison
Supervisor: Len Abbeduto, PhD
- 2001-2004 Treatment Utility in Instructional Consultation
Wisconsin Center for Educational Research, University of Wisconsin-Madison
Supervisors: Drs. Jeffrey Braden, Stephen Elliott, Thomas Kratochwill

Consultant Positions

- 2014-2016 Psychological and Behavioral Consultation Services
EASTCONN
- 2003-2007 Early and Ongoing Collaboration and Assistance Project
Wisconsin Department of Public Instruction
- 2003-2005 Laboratory for Brain Imaging and Behavior
Waisman Center, University of Wisconsin-Madison
- 2002-2003 Wisconsin Alternate Assessment Leadership Team
Wisconsin Department of Public Instruction

Grant Coordinator

- 1999-2001 Pediatric Psychopharmacology Clinic
Massachusetts General/McLean Hospitals, Boston, MA
Supervisors: Dr. Daniel Geller, Dr. Barbara Coffey, Dr. Jean Frazier

SERVICE

Notable University Service

Chair

- 2017 Search Committee, School Psychology Program
- 2014-2015 Department of Educational Psychology Syllabus Committee
- 2013-2014 Department of Educational Psychology Scholarship Committee

Advisor

- 2012-2018 Student Affiliates of School Psychology

Member

- 2019-present Mission, Vision, Values, Principles Taskforce, Neag School of Education
- 2017-present Human Subjects Institutional Review Board
- 2016-present Review Panel, UConn IDEA Grant Program, Office of Undergraduate Research
- 2016-2017 Neag School of Education Assessment Subcommittee on Advanced Programs
- 2016-present Promotion, Tenure, and Reappointment Committee, Departmental
- 2016-present Center for Excellence in Teaching and Learning—Award Committee
- 2015-present Collaboratory on School and Child Health—Steering Committee
- 2015-present Neag School of Education Research Awards Committee
- 2016-2017 Search Committee, School Counseling Program
- 2014-present UConn Research Excellence Program, Grant Review Panel

2013-2017 Human Subjects Institutional Review Board, Alternate Member
 2013-2014 Search Committee, Dean of the Neag School of Education
 2013-2014 Search Committee, Special Education Program
 2012-2013 Search Committee, School of Social Work
 2012-2013 Search Committee, School Psychology Program
 2009-2014 Neag School of Education Assessment Subcommittee on Teacher Education
 2008-2013 Department of Educational Psychology Scholarship Committee

Notable Regional Service

2016 School Psychology Program External Reviewer, Rhode Island Department of Education
 2014 Co-coordinator, C.A.R.E. 4 Youth Conference

Notable National Service

Steering Committee Member

2013-present American Psychological Association, Division of Implementation Science in Psychology

Accreditation Site Visitor

2013-present American Psychological Association

Invited Reviewer

2018 Book reviewer, American Psychological Association Press
 2014 IRIS Center, Implementation Module
 2007-2008 National Standards Project, National Autism Center

Chair

2015 Lightner Witmer Award Committee, American Psychological Association, Division 16

Member

2012-2014 Lightner Witmer Award Committee, American Psychological Association, Division 16
 2011-2015 American Psychological Association Division 16 Working Group on the Translation of Science to Practice and Policy

Notable International Service

Invited Implementation Science Expert Reviewer

2018 Netherlands Initiative for Education Research- Programme Council for Practice-oriented Research Grant Review

Editorial Positions

Associate Editor

2014-present *Journal of School Psychology*
 2011-2014 *Assessment for Effective Intervention*

Editorial Board Member

2019-present *Implementation Research and Practice*
 2014-present *Assessment for Effective Intervention*
 2009-present *School Psychology Review*
 2013-2019 *School Psychology Forum*
 2012-2014 *Journal of School Psychology*

2011-2014 *Journal of Educational and Psychological Consultation*
 2009-2014 *Psychology in the Schools*

Guest Editor

2019 *Journal of School Psychology*, special issue titled: Advancing Implementation Science in School Psychology Research
 2009 *School Psychology Review*, special issue titled: Treatment Integrity Measurement, Relationship to Outcomes, and Promotion: Considerations for Research and Practice

Ad Hoc Reviewer

2017-present *School Mental Health*
 2017-present *Journal of Primary Prevention*
 2017-present *American Journal on Intellectual and Developmental Disabilities*
 2016-present *Educational Psychology Review*
 2016-present *Exceptional Children*
 2013-present *Behavior Analysis in Practice*
 2009-present *Journal of Behavioral Education*
 2008-present *Education and Treatment of Children*
 2005-present *Journal of Consulting and Clinical Psychology*
 2008-2012 *Journal of School Psychology*
 2008-2011 *Assessment for Effective Intervention*
 2008-2013 *School Psychology Forum*
 2007-2009 *School Psychology Review*

Invited Review Committee Member

2008-2011 American Psychological Association Conference submissions
 2008-2011 Article of the Year, *School Psychology Review*

ADVISING

Post-doctoral Advising

Melissa Collier-Meek Post-doctoral fellow and project manager for Project PRIME (2013-2014)
 Assistant Professor, University of Massachusetts—Boston (2014-Present)

Anna C. J. Long Post-doctoral fellow and project manager for Project PRIME (2010-2013)
 Assistant Professor, Louisiana State University (2013-Present)

Doctoral Advisees (graduated)

Lisa Dobey (August 2019)—postdoctoral fellow, Institute for Professional Practice
 Ashley Boyle (August 2019)—postdoctoral fellow, Kennedy Krieger Institute
 Daniel Clark (August 2019)—postdoctoral fellow, May Institute, Randolph, MA
 Kathleen Williamson (2017)—School psychologist, Darien High School, Darien, CT
 Justin Byron (2016)—School psychologist, Shelton Public Schools
 Deirdre Byrne (2015)—School psychologist, Boston Public Schools
 Jennifer Connolly (2014)—Educational and Behavioral Consultant, EASTCONN
 Scott McCarthy (2014)—Director of Special Education and Student Services; Darien, CT
 Melissa Collier-Meek (2013)— Assistant Professor, University of Massachusetts—Boston
 Lindsay Fallon (2013) – Assistant Professor, University of Massachusetts—Boston

PROFESSIONAL AFFILIATIONS

American Psychological Association, Division 16
National Association of School Psychologists
Association of Psychological Science