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Neag School of Education website: www.education.uconn.edu/directory
 project websites: www.directbehaviorratings.org; www.needs2.org; www.usageratingprofile.org

Current Position

University of Connecticut

Board of Trustees Distinguished Professor (tenured), Department of Educational Psychology
 Neag School of Education

Co-Director, Collaboratory on School and Child Health
 Institute for Collaboration on Health, Intervention, and Policy

Affiliated Faculty, UConn Rudd Center
Research Scientist, Center for Behavioral Education and Research (CBER)

Education

Certificate of Advanced Study, December 1998
 Syracuse University, Educational Leadership Program

Doctor of Philosophy, December 1997
 Syracuse University, School Psychology Program

Master of Science, December 1995
 Syracuse University, School Psychology Program

Bachelor of Arts, May 1993
 State University of New York at Binghamton

Professional Honors & Recognition:

Edward C. Marth Mentorship Award, University of Connecticut AAUP (2019)
 Faculty Excellence in Research and Creativity Award in the Humanities, Arts and Social Sciences, University of Connecticut Alumni Foundation (2018)
 President, Society for the Study of School Psychology (Elect 2017, President 2018, Past 2019)
 Board of Trustees Distinguished Professor, University of Connecticut (2017)
 NASP Possibilities in Action Partner Award, Presented by the New York Association of School Psychologists (2016)
 Thomas Oakland Mid-Career Scholarship Award, Division 16 of the American Psychological Association (2016)
 Fellow, American Psychological Association (2010)
 Fellow, Association for Psychological Science (2010)
 Invited Member, Society for the Study of School Psychology (2009)
 Faculty Excellence in Graduate Teaching, University of Connecticut Alumni Association (2009)
 Honorable Mention, Lightner Witmer Award, Division 16 of the American Psychological Association (2003)
 Nominee, Outstanding Faculty Advisor Award, University of Connecticut (2003, 2004)
 Outstanding Young Investigator Award, Neag School of Education (2003)
 Early Career Scholar, School Psychology Research Collaboration Conference (2003)
 Professional Psychologist Licensure, State of Connecticut (issued 2001)

PUBLICATIONS

Peer Reviewed

- Yu, Huihui, Lupas, K.K., **Chafouleas, S.M.**, McCoach, D.B., Fabiano, G.A., Riley-Tillman, T.C, Welsh, M.E., & Volk, D.T. (in press). Timing and frequency of screening in schools: A latent variable analysis of stability over time. *Psychological Assessment*.
- Chafouleas, S. M.**, Cintron, D. W., McCoach, D. B., Briesch, A. M., & Dineen, J. N. (2022). Exploring Factors Associated with District Approaches to Identifying and Supporting Student Social, Emotional, and Behavioral Needs. *Leadership and Policy in Schools*. <http://dx.doi.org/10.1080/15700763.2022.2099904>.
- McKee, S. L., Thorne, T., Koslouski, J. B., **Chafouleas, S. M.**, & Schwartz, M. B. (2022). Assessing District Policy Alignment with the Whole School, Whole Community, Whole Child Model in Connecticut, 2019 to 2020. *Journal of School Health*. <https://doi.org/10.1111/josh.13183>.
- Chafouleas, S. M.**, & Iovino, E. A. (2021). Engaging a whole child, school, and community lens in positive education to advance equity in schools. *Frontiers in Psychology*. <https://doi.org/10.3389/fpsyg.2021.758788>.
- Iovino, E. A., Koslouski, J. B., & **Chafouleas, S. M.**, (2021). Teaching simple strategies to foster emotional well-being. *Frontiers in Psychology*. <https://doi.org/10.3389/fpsyg.2021.772260>.
- deLeyer-Tiarks, J. M., Bray, M. A., **Chafouleas, S. M.**, Kaufman, J. C., & Li, M. G. (2021). Investigating virtual reality for the delivery of self-modeling interventions: Virtual reality self-modeling as an intervention for stuttering. *Translational Issues in Psychological Science*, 7(3), 271–283. <https://doi.org/10.1037/tps0000294>.
- Briesch, A. M., **Chafouleas, S. M.**, Iovino, E. A., Abdulkarim, N., Sherod, R. L., Oakes, W. P., Lane, K. L., Common, E. A., Royer, D. J., & Buckman, M. (2021). Exploring directions for professional learning to enhance behavior screening within a comprehensive, integrated three-tiered model of prevention. *Journal of Positive Behavior Interventions*. <https://doi.org/10.1177/10983007211050424>.
- Iovino, E.A., **Chafouleas, S.M.**, Sanetti, L.M.H., & Gelbar, N. (2021). Pilot evaluation of a Facebook group self-care intervention for primary caregivers of children with developmental disabilities. *Journal of Child and Family Studies*, 30, 2468–2480. <https://doi.org/10.1007/s10826-021-02047-6>.
- Iovino, E. A., Caemmerer, J., & **Chafouleas, S. M.** (2021). Psychological distress and burden among family caregivers of children with and without developmental disabilities six months into the COVID-19 pandemic. *Research in Developmental Disabilities*, 114. <https://doi.org/10.1016/j.ridd.2021.103983>.
- Chafouleas, S.M.**, & Iovino, E.A. (2021). Comparing the initial impact of COVID-19 on burden and psychological distress among family caregivers of children with and without developmental disabilities. *School Psychology*. doi: 10.1037/spq0000426.
- Iovino, E.A., Perry, H.Y., **Chafouleas, S.M.**, & Bunyea, A. (2021). Caregiver voices: Initial impact of COVID-19 on family caregivers of children with and without developmental disabilities. *Global Journal of Intellectual & Developmental Disabilities*, 8(5), <https://juniperpublishers.com/gjidd/pdf/GJIDD.MS.ID.555748.pdf>
- Kim, E. K., Anthony, C. J., & **Chafouleas, S. M.** (2021). Social, emotional, and behavioral assessment within tiered decision-making frameworks: Advancing research through reflections on the past decade. *School Psychology Review*. <https://doi.org/10.1080/2372966X.2021.1907221>.
- Briesch, A. M., **Chafouleas, S. M.**, Dineen, J. N., McCoach, D. B., & Donaldson, A. (2021). Reported screening practices across academic, behavioral, and physical health domains. *Journal of Positive Behavior Interventions*. doi/10.1177/10983007211003335.
- Dineen, J. N., **Chafouleas, S. M.**, Briesch, A. M., McCoach, D. B., Newton, S. D., & Cintron, D. W. (2021). Exploring Social, Emotional, and Behavioral Screening Approaches in U.S. Public School Districts. *American Education Research Journal*. DOI: 10.3102/00028312211000043.

- Chafouleas, S. M.,** Pickens, I., & Gherardi, S. A. (2021). Adverse Childhood Experiences (ACEs): Translation into Action in K12 Education Settings. *School Mental Health*. doi: 10.1007/s12310-021-09427-9.
- Connolly, K., Babbin, M.I., McKee, S.L., McGinn, K., Cohen, J.F.W., **Chafouleas, S.M.,** Schwartz, M.B. (2021) Dedication, Innovation, and Collaboration: A Mixed-Methods Analysis of School Meals in Connecticut During COVID-19. *Journal of Agriculture, Food Systems, and Community Development*. doi: 10.5304/jafscd.2021.102.020.
- Brann, K. L, Daniels, B., **Chafouleas, S. M.,** & DiOrio, C. A. (2022). Usability of Social, Emotional, and Behavioral Assessments in Schools: A Systematic Review From 2009 to 2019. *School Psychology Review*, 51, 6-24. DOI: 10.1080/2372966X.2020.1836518.
- Koriakin, T. A., McKee, S., Schwartz, M., & **Chafouleas, S. M.** (2020). Development of a Comprehensive Tool for School Health Policy Evaluation: The WellSAT WSCC. *Journal of School Health*, 90 (12), 923-939. DOI:10.1111/josh.1295.
- Chafouleas, S.M.,** Iovino, E.A., & Koriakin, T.A. (2020). Caregivers of children with developmental disabilities: Exploring perceptions of health-promoting self-care. *Journal of Developmental and Physical Disabilities*, 32, 893–913. <https://doi.org/10.1007/s10882-019-09724-x>.
- Briesch, A. M., Cintron, D. W., Dineen, J. N., **Chafouleas, S. M.,** McCoach, D. B., & Auerbach, E. (2020). Comparing stakeholders' knowledge and beliefs about supporting students' social, emotional, and behavioral health in schools. *School Mental Health*, 12, 222–238. <https://doi.org/10.1007/s12310-019-09355-9>.
- Auerbach, E. R., **Chafouleas, S. M.,** Briesch, A. M., & Long, S. J. (2020). Exploring the Alignment of Behavior Screening Policies and Practices in U.S. Public School Districts. *Journal of School Health*, 90 (4), 264-270. doi: 10.1111/josh.12872.
- Koriakin, T. A., Connolly, K., Auerbach, E., & **Chafouleas, S. M.** (2019). Summary of state policies related to school readiness assessment practices. *Perspectives on Early Childhood Psychology and Education* 4(2), 39-66.
- Briesch, A. M., **Chafouleas, S. M.,** Nissen, K., & Long, S. (2020). A review of state-level procedural guidance for implementing Multitiered Systems of Support for Behavior (MTSS-B). *Journal of Positive Behavior Interventions*, 22(3), 131-144. <https://doi.org/10.1177/1098300719884707>.
- Collier-Meek, M. A., Sanetti, L. M. H., Fallon, L. M., & **Chafouleas, S. M.** (2020). Exploring the influences of assessment method, intervention steps, intervention sessions, and observation timing on treatment fidelity estimates. *Assessment for Effective Intervention*, 46, 1-13. doi: 10.1177/1534508419857228.
- Briesch, A. M., **Chafouleas, S. M.,** Cintron, D. W., & McCoach, D. B. (2020). Factorial invariance of the Usage Rating Profile for Supporting Students' Behavioral Needs (URP-NEEDS). *School Psychology*, 35(1), 51–60. <https://doi.org/10.1037/spq0000309>.
- Miller, F. G., **Chafouleas, S. M.,** Welsh, M. E., Riley-Tillman, T. C., & Fabiano, G. A. (2019). Examining the stability of social, emotional, and behavioral risk status: Implications for screening frequency. *School Psychology Quarterly*, 34, 43-53. <http://dx.doi.org/10.1037/spq0000252>.
- Chafouleas, S. M.,** Koriakin, T. A., Roundfield, K. D., & Overstreet, S. (2019). Addressing Childhood Trauma in School Settings: A Framework for Evidence-Based Practice. *School Mental Health*, 11, 40-53. <https://doi.org/10.1007/s12310-018-9256-5>.
- Miller, F. G., Johnson, A. H., Yu, H., **Chafouleas, S. M.,** McCoach, D. B., Riley-Tillman, T. C., Fabiano, G. A., & Welsh, M. E. (2018). Methods matter: A multitrait-multimethod analysis of student behavior. *Journal of School Psychology*. Advance online publication. doi: 10.1016/j.jsp.2018.01.002
- Auerbach, A., **Chafouleas, S. M.,** & Briesch, A. M. (2019). State-level guidance on school-based screening for social, emotional, and behavioral risk: A follow-up study. *School Mental Health*, 11, 141-149. doi: 10.1007/s12310-018-9278-z.
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- Splett, J. W., **Chafouleas, S. M.**, & George, M. W. R. (2018). Accessing Behavioral Health Services: Introduction to a Special Issue of Research, Policy, and Practice. *School Mental Health*, 10, 91–95.
- Briesch, A. M., **Chafouleas, S. M.**, & Chaffee, R. K. (2018). Analysis of state-level guidance regarding school-based, universal screening for social, emotional, and behavioral risk. *School Mental Health*, 10, 147–162. <https://doi.org/10.1007/s12310-017-9232-5>.
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- Minkos, M. L., **Chafouleas, S. M.**, Bray, M. A., & LaSalle, T. P. (2017). Brief report: A preliminary investigation of a mindful breathing intervention to increase academic engagement in an alternative educational setting. *Behavioral Disorders*. <https://doi.org/10.1177/0198742917740870>.
- 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. <https://doi.org/10.1177/15345084177387>
- Kooken, J., Welsh, M. E., McCoach, D. B., Miller, F. G., **Chafouleas, S. M.**, Riley-Tillman, T. C., and Fabiano, G. (2017). Test Order in Teacher-Rated Behavior Assessments: Is Counterbalancing Necessary? *Psychological Assessment*, 29, 98-109.
- Miller, F. G., Crovello, N. J., & **Chafouleas, S. M.** (2017). Progress monitoring the effects of Daily Report Cards across elementary and secondary settings using Direct Behavior Rating. *Assessment for Effective Intervention*. DOI: 10.1177/1534508417691019.
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- Chafouleas, S. M.**, Johnson, A. H., Overstreet, S., & Santos, N. M. (2016). Toward a blueprint for trauma-informed service delivery in schools. *School Mental Health*, 8, 144–162. DOI 10.1007/s12310-015-9166-8.
- Overstreet, S. & **Chafouleas, S. M.** (2016). Trauma-Informed Schools: Introduction to the Special Issue. *School Mental Health*, 8, 1-6. DOI 10.1007/s12310-016-9184-1.

- Briesch, A. M., **Chafouleas S. M.**, & Johnson, A. H. (2016). Use of generalizability theory within K-12 school-based assessment: A critical review and analysis of the empirical literature. *Applied Measurement in Education*. Advance online publication. DOI:10.1080/08957347.2016.1138955
- Neugebauer, S. R., **Chafouleas, S. M.**, Coyne, M. D., McCoach, D. B., & Briesch, A.M. (2016). Exploring an ecological model of perceived usability within a multi-tiered vocabulary intervention. *Assessment for Effective Intervention*, 1-17. DOI: 10.1177/1534508415619732
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- Chafouleas, S. M.**, Riley-Tillman, T. C., Jaffery, R., Miller, F. G., & Harrison, S. E. (2015). Preliminary Investigation of the Impact of a Web-Based Module on Direct Behavior Rating Accuracy. *School Mental Health*, 7, 92-104. DOI: 10.1007/s12310-014-9130-z.
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- Briesch, A. M., Briesch, J., & **Chafouleas, S. M.**, (2015). Investigating the usability of classroom management strategies among elementary school teachers. *Journal of Positive Behavior Interventions*, 17, 5-14.
- Miller, F. G., **Chafouleas, S. M.**, Riley-Tillman, T. C., Fabiano, G. A. (2014). Teacher perceptions of the usability of school-based behavior assessments. *Behavioral Disorders*, 39, 201-210.
- Miller, F. G., Cohen, D., **Chafouleas, S. M.**, Riley-Tillman, T. C., Welsh, M. E., Fabiano, G. A. (2014). A comparison of measures to screen for social, emotional, and behavioral risk. *School Psychology Quarterly*. <http://dx.doi.org/10.1037/spq0000085>
- Harrison, S.E., Riley-Tillman, T.C., & **Chafouleas, S.M.** (2014). Direct behavior ratings: Considerations for rater accuracy. *Canadian Journal of School Psychology*, 29, 3-20. doi: 10.1177/0829573513515424
- 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*. doi:10.1080/10474412.2014.923734
- Christ, T. J., Nelson, P. M., Van Norman, E. R., **Chafouleas, S. M.**, & Riley-Tillman, T. C. (2014). Direct Behavior Rating: An evaluation of time-series interpretations as consequential validity. *School Psychology Quarterly*, 29, 157-170.
- Miller, F. G., Patwa, S. S., & **Chafouleas, S. M.** (2014). Using Direct Behavior Rating – Single Item Scales to Assess Student Behavior within Multi-Tiered Systems of Support. *Journal of Special Education Leadership*, 27, 76-85.
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- Kilgus, S. P., Riley-Tillman, T. C., **Chafouleas, S. M.**, Christ, T. J., & Welsh, M. (2014). Direct Behavior Rating as a school-based behavior universal screener: Replication across sites. *Journal of School Psychology*, 52, 63-82.
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- Maggin, D. M., Briesch, A. M., & **Chafouleas, S. M.** (2013). An application of the What Works Clearinghouse standards for evaluating single-subject research: Synthesis of the self-management literature-base. *Remedial and Special Education*, 34, 44-58.
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- Chafouleas, S. M.**, Sanetti, L.M.H., Jaffery, R., & Fallon, L. (2012). Research to practice: An evaluation of a class-wide intervention package involving self-management and a group contingency on behavior of middle school students. *Journal of Behavioral Education*, 21, 34-57. Doi:10.1007/s10864-011-9135-8.
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Books & Book Chapters

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Other Publications

- Iovino, E.A., **Chafouleas, S.M.**, Bunyea, A., & Perry, H.Y. (2020, August). *Caregiver Voices: The initial impact of COVID-19 on caregivers of children with and without disabilities*. Storrs, CT: UConn Collaboratory on School and Child Health. Available from: <http://csch.uconn.edu/>.
- Iovino, E. A., & **Chafouleas, S. M.** (2020, August). *Back to School Resources: Aligning Re-Opening Guidance with the WSCC Model*. Available from <http://csch.uconn.edu/>.
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- Chafouleas, S. M.**, Koriakin, T. A., Iovino, E. A., Bracey, J., & Marcy, H. M. (2020, July). *Responding to Covid-19: Simple Strategies Anyone Can Use to Foster an Emotionally Safe School Environment*. Storrs, Connecticut: University of Connecticut Collaboratory on School and Child Health. Available from <http://csch.uconn.edu/>.
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- Iovino, E.A. & **Chafouleas, S.M.** (2020). *Family engagement strategies: Aligning the CT SDE framework and CSCH evidence-informed strategies*. UConn Collaboratory on School and Child Health. Storrs, Connecticut: University of Connecticut. University of Connecticut Collaboratory on School and Child Health. Available from <http://csch.uconn.edu/>.
- Concannon, J. R., Connolly, K., **Chafouleas, S. M.**, & Briesch, A. M. (2020). Student support staff reports of approaches to identifying and supporting student social, emotional, and behavioral needs. *Communique*.
- Auerbach, E., Perry, H., & Chafouleas, S.M. (2019, November). *Stress: Family caregivers of children with disabilities*. Storrs, CT: UConn Collaboratory on School and Child Health. Available from: <http://csch.uconn.edu/>.
- Connolly, K., Marcy, H.M., **Chafouleas, S.M.**, Briesch, A.M., McCoach, B., Dineen, J.N. (2019, January). *School building administrator reports of screening practices across academic, health, and behavioral domains* (Issue Brief No. 2018-5). Available from needs2.education.uconn.edu.
- Cascio, A. Marcy, H.M., **Chafouleas, S.M.**, Briesch, A.M., McCoach, B., Dineen, J.N. (2018, December). *District administrator reports of academic and social, emotional, and behavioral standards in U.S. public school districts* (Issue Brief No. 2018-3). Available from needs2.education.uconn.edu.
- Marcy, H.M., **Chafouleas, S.M.**, Briesch, A.M., McCoach, B., Dineen, J.N. (2018, December). *Social, Emotional, and Behavioral Health Screening Practices in U.S. Public School Districts* (Issue Brief No. 2018-2). Available from needs2.education.uconn.edu.

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- McIntyre, E., Simon, K., Petrovic, L, **Chafouleas, S. M.**, & Overstreet, S. (2016, June). Toolbox for Student Trauma: Highlighting the School Mental Health Special Issue on Trauma-Informed Schools. *Communique*, 44 (8).
- Volk, D., Sanetti, L.M.H, & **Chafouleas, S.M.** (2016, June). The Whole School, Whole Community, Whole Child Model: A Challenge for School Psychologists to Lead in Coordination for Success. *Communique*, 44 (8).
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- LeBel, T.J., & **Chafouleas, S.M.** (2010). Promoting prosocial behavior in preschool: A review of effective intervention supports. *School Psychology Forum*, 4 (2), 25-38.
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- Riley-Tillman, T.C., **Chafouleas, S.M.**, & McGrath, M.C. (2004). Brief experimental analysis: An assessment strategy for selecting successful interventions. *Communique*, 32 (6), 10-12.
- Elinoff, M.J., & **Chafouleas, S.M.** (2004). [Review of the book *Helping Students Overcome Depression and Anxiety; A Practical Guide*]. *Psychology in the Schools*, 41, 277-278.
- Weinstein, K.S., & **Chafouleas, S.M.** (2003). [Review of the book *School and families: Creating essential connections for learning*]. *Psychology in the Schools*, 40, 444-445.
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- Dumont, R. & **Chafouleas, S.M.** (1999, May). Conducting behavior observations: Some technical support? *Communique*, 32-33. Washington, D.C.: National Association of School Psychologists.

PRESENTATIONS

Invited Talks

- Chafouleas, S. M.** (2021, December). Feeling Your Best Self: Simple Strategies for Promoting Emotional Well-Being. PaTANN Presentation for the Secondary MTSS Series: Enhancing Middle-High Partnerships, Practices, and Outcomes. [Virtual]
- Chafouleas, S. M.** (2021, November). *Integration is key to doing less, better: Engaging a whole child approach in schools*. Keynote presentation at the Maine PBIS Conference. [Virtual]
- Chafouleas, S. M.** (2021, February). *Puppetry in Therapy*. Panelist with the Ballard Institute of Puppetry Spring Puppet Forum. <https://www.youtube.com/channel/UC3VStHEDnYS6ZjOwzT1DnTg>. [Virtual]

- Chafouleas, S. M.** (2020, December). *Fostering an Emotionally Safe Environment for Students, Families, & School Staff: Simple Strategies that Anyone Can Use*. PaTANN. [Virtual]
- Chafouleas, S. M.** (2020, December). *Well-Being in School, Child, & Community: Advancing the Whole, Not the Sum of Its Parts*. UConn Provost Distinguished Professor Series. [Virtual]
- Chafouleas, S. M.** (2020, December). *Got Trauma-Informed in Your School?: Integrating Trauma-Informed Care within Social, Emotional, and Behavioral Tiered Services*. Hartford Public Schools School Counselors Professional Learning. [Virtual]
- Chafouleas, S.M.** (2020, October) *Focus on Teacher Well-Being: Simple Strategies Anyone Can Use to Foster an Emotionally Safe School Environment*. LearnTech Asia. [Virtual]
- Chafouleas, S. M.** (2020, October). *Making Good Choices: How Health Behaviors Affect the Human Condition*. Invited panelist at the UConn Office for Undergraduate Research Expanding Horizons Research Connections Virtual Panel.
- Chafouleas, S. M.** (2020, October). *Schools as a Hub to Integrated Supports that Advance Whole Child Well-Being*. Presentation at the New Jersey Healthy Kids Initiative Virtual Symposium on Systems Approaches to Child Health and Well-Being. [Virtual]
- Chafouleas, S. M.** (2020, June). *Responding to COVID-19: Planning for Trauma-Informed Assessment in Schools*. Panel presentation on COVID-19 Related Traumatic Stress Screening, and Managing Traumatic Stress Response Behaviors in the Classroom at the TREP Project Virtual Conference on Evidence-Based Guidance for How Schools Can Respond to A National Mental Health Crisis in the Wake of COVID-19. Available at <https://www.trepeducator.org/covid-19-ed-conference>. [Virtual]
- Chafouleas, S. M.** (2020, March). *Got Trauma-Informed in Your School?: Integrating Trauma-Informed Care within Social, Emotional, and Behavioral Tiered Services*. Midwest Symposium for Leadership in Behavior Disorders. Kansas City, Missouri.
- Chafouleas, S. M.** (2020, March). *Direct Behavior Rating (DBR): Viable Progress Monitoring in MTSS Decision Making*. PaTANN. Harrisburg, PA.
- Chafouleas, S. M.** (2019, October). *Integrated Multi-Tiered Systems of Support (I-MTSS) in Schools: Aligning Our Work to Strengthen Systems of Care for the Whole Child*. The Commission on Women, Children, Seniors, Equity & Opportunity (CWCSEO) Student Well-Being Forum. Hartford, CT.
- Chafouleas, S. M.** (2019, October). *Integrated MTSS for the whole child: It's not just about academics and/or behavior*. TBAISD Regional Staff Development Day. Traverse Bay Area Intermediate School District: Traverse City, MI.
- Chafouleas, S., M.** (2019, August). *Translation to Action Summit: Education Settings & Special Populations*. American Psychological Association Committee on Children, Youth and Families: Chicago, IL.
- Chafouleas, S. M.,** Briesch, A. M., Lane, K. L., & Oakes, W. P. (2019, June). *Improving Educators' Use of Data-Driven Problem-Solving to Reduce Disciplinary Infractions for Students with Emotional Disturbance*. Paper presentation at the Spencer Foundation Conference on Reducing Suspensions and Expulsions of Students with Disabilities: Linking Research, Law, Policy and Practice. Loyola University: Chicago, IL.
- Chafouleas, S. M.** (2019, February). *Challenges and recommendations regarding diversity and equity in school psychology*. Panel discussion at the School Psychology Research Collaboration Conference, Atlanta, GA.
- Chafouleas, S. M.,** & Briesch, A. M. (2019, January). The NEEDs2 Project: Exploring the Landscape of Social, Emotional, and Behavioral Screening in U.S. Public Schools. In E. Doolittle (Chair) *When Worlds Collide: The Science and the Reality of Behavior and Mental Health Screening in Schools*. Invited session given to the Institute of Education Sciences Annual Principal Investigators Meeting, Washington, DC.
- Chafouleas, S. M.** (2018, September). *Thinking about the link between learning and health: A blueprint to build capacity for whole child success*. Invited presentation at the Connecticut Association of Schools Leadership Conference, Southington, CT.

- Chafouleas, S. M.** (2018, January). *Defining and Measuring Risk in Special Education and Early Intervention Research: Considerations for Social, Emotional, & Behavioral Domains*. Invited presentation given to the Institute of Education Sciences Annual Principal Investigators Meeting, Arlington, Virginia.
- Chafouleas, S. M.** (2016, November). *DBR Connect: Using Technology to Facilitate Behavior Screening and Progress Monitoring*. Invited presentation at the New York Association of School Psychologists Conference, Rochester, New York.
- Chafouleas, S. M.** (2016, October). *Direct Behavior Rating (DBR): Facilitating Efficient, Flexible, Defensible, and Repeatable Assessment for Screening and Progress Monitoring of Student Behavior*. Invited speaker at fall colloquium sponsored by special education at Boston University.
- Chafouleas, S. M., DuPaul, G., & Connors, E.** (2015, November). *Hot Topics in School Mental Health: Measurement in Schools Panel Discussion*. Invited panelist at the School Mental Health Research Summit, New Orleans, LA.
- Chafouleas, S. M.** (2015, August). An Introduction to the Specific Aims of a Grant Proposal. In P. Arora & N. Gelbar (Chairs) *Developing Your Grant Proposal: Tips for Early Career Professionals*. Symposium presented at the 123rd Annual Convention of the American Psychological Association, Toronto, Ontario.
- Chafouleas, S. M.** (2015, June). *Screening and progress monitoring in the context of RTI/MTSS*. Invited presentation for the NICHD/IES/OSEP Technical Work Group Meeting on Evidence-based and Emerging Practices: State of Science and Practice for Children with Disabilities, Washington, DC.
- Chafouleas, S. M.** (2015, May). *Discussion of mixed methods measurement work*. Invited presentation for the Institute for Education Sciences Technical Work Group Meeting on Mixed Methods Research, Washington, DC.
- Chafouleas, S.M.** (2015, March). *Direct Behavior Rating: Assessing Student Behavior Within Multi-tiered Models of Service Delivery*. Invited presentation at the Association for Positive Behavior Support International Conference, Boston, MA.
- Chafouleas, S. M.** (2014, June). *Assessing Core Behavioral Competencies within Multi-Tiered Systems of Support*. Invited presentation for the annual meeting of the National Board of Education Sciences, US Department of Education.
- Chafouleas, S. M.** (2013, November). *Direct Behavior Rating: Overview of use in assessing student behavior within multi-tiered models of service delivery*. Presentation for the Rhode Island School Psychologists Association, Providence, RI.
- Chafouleas, S. M.** (2013, October). *Assessing Usability of Planned Innovations: Re-visiting Social Validity Assessments within an Implementation Science Context*. Invited presentation at the 2013 School Mental Health Research Summit, Washington, DC.
- Chafouleas, S. M.,** (2013, April). *Effective School Discipline Policies and Practices*. Expert testimony provided at a United States Congressional briefing sponsored by the National Association of School Psychologists.
- Chafouleas, S. M., & Fabiano, G. A.** (2012, October). *Direct Behavior Rating (DBR)*. Invited presentation at the 2012 School Mental Health Research Summit, Salt Lake City, UT.
- Chafouleas, S. M.** (2012, March). *Single case design in education research– Where does it fit in your research? (Part 1)*. Invited presentation at the 2012 IES Principal Investigator’s Meeting, Washington, DC.
- Chafouleas, S.M.** (2012, March). *Direct Behavior Rating: Challenges and directions in establishing behavior assessments with utility*. Invited presentation at the 9th International Conference on Positive Behavior Support, Atlanta, GA.
- Chafouleas, S. M.** (2012, March). *Challenges and directions in establishing contemporary behavior assessments: Development and evaluation of Direct Behavior Rating*. Invited presentation at the Connecticut Association of Applied Behavior Analysis, Cromwell, CT.
- Chafouleas, S.M.** (2011, Oct). *Direct Behavior Rating (DBR): Defining features and assessment applications within a*

tiered service delivery model. Invited presentation at the 7th Annual Forum on Positive Behavior Support, Randolph, MA.

Conference Presentations

- Oakes, W. P., Royer, D. J., Briesch, A., **Chafouleas, S.**, Lane, K. L., Common, E. A. (2021, March 12). *Leadership skills to support high-fidelity Ci3T implementations: Project ENHANCE year 1 findings*. A paper presented at the Council for Exceptional Children Learning Interactive Virtual Event (LIVE) 2021.
- Eklund, K. & **Chafouleas, S. M.** (2020, February). *Trauma-Informed Assessment in Schools: Considerations, Challenges, and Conundrums*. Documented session at the National Association of School Psychologists conference. [Virtual]
- Chafouleas, S. M., Cintron, D. W., McCoach, D., Briesch, A., Dineen, J. & Volk, D. (2020, Apr 17 - 21) *A Mediation Model of Social, Emotional, and Behavioral Approaches and Outcomes in U.S. Public Schools* [Poster Session]. AERA Annual Meeting San Francisco, CA <http://tinyurl.com/wnlukcc> (Conference Canceled).
- Concannon, J.R., Koriakin, T.A., Connolly, K., **Chafouleas, S. M.**, McKee, S. L., & Schwartz, M. B. (2020, February). *Got policy: Supporting whole child success through strong school policies*. Paper presented at the National Association of School Psychologists conference, Baltimore, MD.
- McKee, S.L., Koriakin, T., **Chafouleas, S.**, Schwartz, M.B. (2019). *Pilot testing the Wellness School Assessment Tool for the Whole School, Whole Community, Whole Child model*. American Public Health Association Annual Meeting. Philadelphia, PA. November 5, 2019.
- Lane, K. L., Oakes, W. P., **Chafouleas, S.**, Briesch, A., Royer, D. J., Common, E. A., Buckman, M. M., & Sherod, R. (2019, October). *Enhancing Ci3T: Building professional capacity for high fidelity implementation to support students' educational outcomes*. Paper presentation at the Teacher Educators for Children with Behavioral Disorders Annual Conference on Behavior Disorders of Children and Youth. Tempe, AZ.
- Chafouleas, S. M.** (2019, August). *The Social Justice Implications of Trauma-Sensitive Schools---A Critical Dialogue* (Chair, Discussant). Symposium presented at the American Psychological Association Annual Convention, Chicago, IL.
- Briesch, A. M., Beneville, M., & **Chafouleas, S. M.** (2019, August). *School-based mental health screening: Understanding current practices, attitudes, and beliefs*. Paper presentation at the National Principals Conference, Boston, MA.
- Newton, S. D., McCoach, D. B., Dineen, J. N., Chafouleas, S. M., & Briesch, A. M. (2019, May). *Using Multinomial Logistic Regression Models to Distinguish Districts by Social, Emotional, and Behavioral Screening Practices*. Poster presentation at the Association for Psychological Science Annual Convention, Washington, DC.
- Auerbach, E. R., Briesch, A. M., & **Chafouleas, S. M.** (2019, February). Comparing stakeholder beliefs regarding social, emotional, and behavioral screening practices. Poster presentation at the National Association of School Psychologists conference, Atlanta, GA.
- Chafouleas, S. M.**, Briesch, A. M., Auerbach, E. R., Koriakin, T. A, Volk, D. T, Connolly, K., & Blanton, R. (2019, February). *Exploring the national landscape of behavioral screening in US schools*. Symposium at the National Association of School Psychologists conference, Atlanta, GA.
- Koriakin, T.A., Auerbach, E., **Chafouleas S. M.**, Connolly, K., Concannon, J., & Cascio, A. (2019, February). *Meeting the needs of the whole child: WSCC in action*. Session at the National Association of School Psychologists conference, Atlanta, GA.

- McCoach, D. B., Dineen, J. N., **Chafouleas, S. M.**, & Briesch, A. M. (2018, October). Reproducibility in the era of big data: Lessons for developing robust data management and data analysis procedures. In R. Powell (Chair), *Ethical Considerations for Using Big Data II: Exploring the Relationship between Ethical Considerations, Reproducibility, and Participation*. Symposium presented at BigSurv18: Big Data Meets Survey Science, Barcelona, Spain.
- Chafouleas, S. M.**, Femc-Bagwell, M., Brooks, A. M., Edmondson, B. (2018, March). *The Whole Child: A Blueprint for Success*. Presentation at the ASCD Empower 18 Conference (Boston, MA).
- Volk, D. T., Koriakin, T. A., & Auerbach, E., **Chafouleas, S. M.**, & Riley-Tillman, C. (2018, February). *DBR Connect: Using Technology to Enhance Screening and Progress Monitoring*. Presented at the National Association of School Psychology (NASP) Annual Conference, Chicago, IL.
- Koriakin, T.A., Roundfield, K., & **Chafouleas, S.C.** (2018, February). *Best practices in school-based services for addressing trauma*. Paper presented at the National Association of School Psychologists conference, Chicago, IL.
- Eklund, K., Koriakin, T. A., Rossen, E., & **Chafouleas, S. C.** (2018, February). *A systematic review of trauma screening measures for children and adolescents*. Paper presented at the National Association of School Psychologists conference, Chicago, IL.
- Koriakin, T.A., Auerbach, E.R., Briesch, A.M. & **Chafouleas, S.M.** (2018, February). *Summary of state policies related to school readiness assessment practices*. Poster presented at the National Association of School Psychologists Annual Convention, Chicago, IL.
- Auerbach, E.R., Long, S.J., Koriakin, T.A., Briesch, A.M., & **Chafouleas, S.M.** (2018, February). *Exploring the alignment of behavior screening policies and practices in U.S. schools*. Poster presented at the National Association of School Psychologists Annual Convention, Chicago, IL
- Chafouleas, S. M.**, Volk, D. T., Koriakin, T. A., & Auerbach, E. (2017, October). *Whole School, Whole Community, Whole Child: A Discussion on Challenges and Opportunities in Putting the Model in Action for School Mental Health*. Presentation at the 22nd Annual Conference on Advancing School Mental Health, Washington, D.C.
- Collier-Meek, M. A., Sanetti, L. M. H., Fallon, L. M., & **Chafouleas, S. M.** (2017, August). *Influence of time of day on direct observation treatment integrity estimates*. Poster to be presented at the 125th Annual Convention of American Psychological Association, Washington, DC.
- Auerbach, E. & **Chafouleas, S. M.** (2017, February). *Understanding Successes and Challenges in Caregiver Health-Promoting Self-Care*. Poster presentation at the National Association of School Psychologists Annual Convention, San Antonio, TX.
- Chafouleas, S. M.** & Volk, D. (2017, February). *The WSCC Model: Success Through Integrated Health and Education*. Poster presentation at the National Association of School Psychologists Annual Convention, San Antonio, TX.
- Miller, F. G., **Chafouleas, S. M.**, Riley-Tillman, T. C., Fabiano, G. A., & Welsh, M. E., (2017, February). *Examining the convergent validity of behavioral assessment methods*. Poster presentation at the National Association of School Psychologists Annual Convention, San Antonio, TX.
- Briesch, A. M. & **Chafouleas, S. M.** (2016, September). *State-level Priorities in School-based Behavior Assessment: Challenges in Meaningful Summary and Interpretation*. Presentation at the School Mental Health Research Summit, San Diego, CA.
- Chafouleas, S. M.**, Sanetti, L. M. H., & Volk, D. (2016, September). *Advancing School Mental Health through the Whole School, Whole Community, Whole Child Model*. Presentation at the 21st Annual Conference on Advancing School Mental Health, San Diego, CA.
- Chafouleas, S. M.**, O'Brennan, L. M., Koriakin, T. A., & Auerbach, E. (September, 2016). *Technology in School Mental Health Assessment: Using DBR Connect™ in Screening and Progress Monitoring*. Presentation at the 21st Annual Conference on Advancing School Mental Health, San Diego, CA.
- Chafouleas, S. M.**, & Briesch, A. M. (2016, August). *State-level priorities in school-based policies and initiatives in*

assessment of behavior. In J. Splett (Chair) *Assessing Behavioral Health Services: School-Based Examples of Research, Policy and Implementation*. Symposium presented at the 124th Annual Convention of the American Psychological Association, Denver, CO.

Welsh, M.E., **Chafouleas, S.M.**, Fabiano, G.A., & Riley-Tillman, T.C. (2016, August). *Behavioral adjustment: Unidimensional or multidimensional?* Poster presentation at the American Psychological Association Annual Convention, Denver, CO.

Welsh, M.E., **Chafouleas, S.M.**, Fabiano, G.A., & Riley-Tillman, T.C. (2016, April). *Using verbal protocol analysis to detect test bias*. Poster presentation at the Annual Meeting of the American Educational Research Association, Washington, DC.

Chafouleas, S. M., & Briesch, A. M. (2016, April). *National exploration of state-level priorities in school-based behavior policies and initiatives*. Paper presented the annual conference for the Council for Exceptional Children, St. Louis, MO.

O'Brennan, L., Riley-Tillman, T.C., & **Chafouleas, S.M.** (2016, February). *DBR Connect: Using Technology to Facilitate Assessment and Intervention*. Mini-skills presented at the Annual Convention of National Association of School Psychologists, New Orleans, LA.

Johnson, A. H., Miller, F. G., **Chafouleas, S. M.**, Riley-Tillman, T. C., Fabiano, G. A., & Welsh, M. E. (2016, February). *Evaluating the technical adequacy of DBR-SIS in tri-annual behavioral screening*. Paper presented at the Annual Convention of National Association of School Psychologists, New Orleans, LA.

Miller, F. G., Welsh, M. E., **Chafouleas, S. M.**, Riley-Tillman, T. C., & Fabiano, G. A. (2016, February). *Examining the stability of social, emotional, and behavioral screening scores*. Poster presentation at the National Association of School Psychologists Annual Convention, New Orleans, LA.

Crovello, N. J., **Chafouleas, S. M.**, Johnson, A. H. (2016, February). *Examination of the Usability of the DBR Training Module*. Poster presentation at the National Association of School Psychologists Annual Convention, New Orleans, LA.

Miller, F. G., **Chafouleas, S. M.**, Riley-Tillman, T. C., & Fabiano, G. A. (2016, February). *Using direct behavior rating methods within a behavioral consultation framework*. Symposium at the National Association of School Psychologists Annual Convention, New Orleans, LA.

Miller, F. G. & **Chafouleas, S. M.** (2015, November). *Assessment in Action: Screening Considerations in School Mental Health*. 20th Annual Conference on Advancing School Mental Health, New Orleans, LA.

Chafouleas, S. M., Johnson, A. J., Overstreet, S., & Santos, N. (2015, August). *Toward a Blueprint for Trauma-Informed Service Delivery in Schools*. In S. Overstreet (Chair) *Translating Research on Trauma into Evidence-Based Practices: Creating Trauma Informed Schools*. Symposium presented at the 123rd Annual Convention of the American Psychological Association, Toronto, Ontario.

Johnson, A. H., Chaffee, R., **Chafouleas, S. M.**, Briesch, A. M., Dineen, J., & McCoach, D. B. (2015, August). *Review of national trends in school mental health policy*. Poster presented at the 123rd Annual Convention of the American Psychological Association, Toronto, Ontario.

Miller, F. G., **Chafouleas, S. M.**, Riley-Tillman, T. C., & Fabiano, G. A. (2015, August). *Factors influencing teacher behavioral assessment preferences*. Poster presented at the 123rd Annual Convention of the American Psychological Association, Toronto, Ontario.

Kooken, J., McCoach, D. B., **Chafouleas, S. M.**, Miller, F. G., Welsh, M. E., Riley-Tillman, T. C., & Card, N. (2015, May). *Exploring Non-invariance in Classroom Behavior Trajectories using Growth Mixture Modeling*. Presentation at the Modern Modeling Methods (M3) conference, Storrs, CT.

Chafouleas, S.M., & Miller, F. G. (2015, February). *Direct Behavior Rating: Use in Targeted Screening of Student Behavior*. Mini-skills presentation at the National Association of School Annual Convention, Orlando, FL.

- Crovello, N.J., Johnson, A. H., **Chafouleas, S.M.**, & Riley-Tillman, T.C. (2015, February). *Examination of usage patterns in an online DBR training module*. Poster presentation at the National Association of School Psychologists Annual Convention, Orlando, FL.
- Cohen, D. R., Sims, W. A., Riley-Tillman, T. C., **Chafouleas, S. M.**, & Fabiano, G. A. (2015, February). *A Latent Profile Analysis of Direct Behavior Ratings*. Poster presentation at the National Association of School Psychologists Annual Convention. Orlando, FL.
- Miller, F. G., Briesch, A. M., & **Chafouleas, S. M.** (2014, September). *Toward Sustainable Evidence-based Practice: Considering Social Validity in the Context of School Mental Health*. Presentation at the 19th Annual Conference on Advancing School Mental Health, Pittsburgh, PA.
- Chafouleas, S.M.**, Miller, F. G., & Briesch, A. M. (2014, September). *Direct Behavior Rating: Use in Targeted Screening and Progress Monitoring of Core School-Based Behavioral Competencies*. Presentation at the 19th Annual Conference on Advancing School Mental Health, Pittsburgh, PA.
- Chafouleas, S. M.**, Miller, F. G. (2014, September). *DBR: Research Updates Regarding Use in Targeted Screening and Progress Monitoring of Core School-Based Behavioral Competencies*. Invited presentation at the 2014 School Mental Health Research Summit, Pittsburgh, PA.
- Chafouleas, S. M.** & Miller, F. G. (2014, April). *Direct Behavior Rating: Use in Assessing Student Behavior Within RTI Frameworks*. Presentation at the annual convention of the Council for Exceptional Children, Philadelphia, PA.
- Chafouleas, S. M.** (2014, February). *Measuring Core Behavioral Competencies Over Time using Direct Behavior Rating – Single Item Scales (DBR-SIS)*. In N. Clemens (Chair), *Advances in Progress Monitoring*. Symposium at the Pacific Coast Research Conference, Coronado, CA.
- Miller, F. G., Johnson, A. H., Rosen, R., **Chafouleas, S. M.**, Welsh, M. E., Riley-Tillman, T. C., & Fabiano, G. A. (2014, February). *Construct validation of DBR-SIS: A multi-trait multi-method analysis*. Paper presentation at the National Association of School Psychologists Annual Convention, Washington, DC.
- Rosen, R., Johnson, A. H., **Chafouleas, S. M.**, Welsh, M. E., Riley-Tillman, T. C., & Fabiano, G. A., Miller, F. G. (2014, February). *Exploring Direct Behavior Ratings in a middle school population*. Paper presentation at the National Association of School Psychologists Annual Convention, Washington, DC.
- Kooken, J., Miller, F., Welsh, M. E., Fabiano, G., Riley-Tillman, T.C., & **Chafouleas, S.M.** (2013, August). *Classroom behavior over time: Do student trajectories vary?* Poster presentation at American Psychological Association Annual Convention, Honolulu, HI.
- Miller, F., Cohen, D., **Chafouleas, S. M.**, Briesch, A., Neugebauer, S. R., & Riley-Tillman, T.C (2013, August). *Examining Changes in Usability Ratings Of Evidence Based Assessment Over Time*. Poster presentation at American Psychological Association Annual Convention, Honolulu, HI
- Kooken, J., Welsh, M. E., Miller, F., Riley-Tillman, T., & **Chafouleas, S.M.** (2013, August). *- Effect of Test Order When Administering Multiple Rating Scales to a Single Rater*. Poster presentation at American Psychological Association Annual Convention, Honolulu, HI
- Miller, F. G., Neugebauer, S. R., **Chafouleas, S. M.**, Briesch, A. M., & Riley-Tillman, T. C. (2013, August). *Examining Innovation Usage: Construct Validation of the Usage Rating Profile – Assessment*. Poster presentation at American Psychological Association Annual Convention, Honolulu, HI
- Miller, F. G., Johnson, A. H., Welsh, M. E., **Chafouleas, S. M.**, Riley-Tillman, T. C., & Fabiano, G. (2013, August). *Evaluation of Universal Screening Methods to Identify Behavioral Risk*. Poster presentation at American Psychological Association Annual Convention, Honolulu, HI.
- Johnson, A. H., Miller, F. G., **Chafouleas, S. M.**, Riley-Tillman, T. C., Fabiano, G., & Welsh, M. E. (2013, August). *Using composite scores to determine behavioral risk with Direct Behavior Rating*. Poster presentation at American Psychological Association Annual Convention, Honolulu, HI.

- Welsh, M. E., **Chafouleas, S. M.**, Fabiano, G., Riley-Tillman, T. C., & Miller, F. G. (2013, August). *Evaluating Rater Bias with Only One Rater Per Target*. Poster presentation at American Psychological Association Annual Convention, Honolulu, HI.
- Neugebauer, S., **Chafouleas, S.M.**, Coyne, M, McCoach, B., & Briesch, A. (2013, August). *Teacher Intervention Usage in Multi-tiered Early Education Settings*. Poster presentation at American Psychological Association Annual Convention, Honolulu, HI.
- Welsh, M. E., Miller, F. G., Kooken, J. W., & **Chafouleas, S. M.** (2013, April). *The kindergarten transition: Behavioral trajectories and school adjustment in the first year of school*. Paper presentation at the annual meeting of the American Educational Research Association, San Francisco, CA.
- Berggren, M. L., Johnson, A. H., Ruberto, L. M., **Chafouleas, S. M.**, & Maggin, D. M. (2013, February). Review of evidence for self-modeling interventions in school settings. Paper presentation at the National Association of School Psychologists Annual Convention, Seattle, WA.
- Kilgus, S. P., & **Chafouleas, S. M.**, & Riley-Tillman, T. C. (February, 2013). *Validation of the Social and Academic Behavior Risk Screener*. Paper presented at the National Association of School Psychologists Annual Convention, Seattle, WA.
- Miller, F. G., Johnson, A. H., Welsh, M. E., **Chafouleas, S. M.**, Riley-Tillman, T. C., & Fabiano, G. A. (2013, February). *Comparing biannual and triannual behavioral screenings using DBR-SIS*. Poster presentation at the National Association of School Psychologists Annual Convention, Seattle, WA.
- Johnson, A. H., Miller, F., Welsh, M. E., **Chafouleas, S. M.**, Riley-Tillman, T. C., & Fabiano, G. A. (2013, February). *Using ROC curves to determine risk with Direct Behavior Rating*. Poster presentation at the National Association of School Psychologists Annual Convention, Seattle, WA.
- Fabiano, G. A., Norton, R. L., Welsh, M. E., Miller, F. G., Parham, B. R., **Chafouleas, S. M.**, & Riley-Tillman, T. C. (2013, October). *Effective Screening Approaches for Social/Behavioral Challenges: Seasonal Influences*. Poster presentation at the 46th Annual Convention of the Association for the Advancement of Behavioral and Cognitive Therapies, National Harbor, MD.
- Miller, F. G., Neugebauer, S. R., **Chafouleas, S. M.**, Briesch, A. M., Welsh, M. E., Riley-Tillman, T. C., & Fabiano, G. A. (2012, August). *Teacher perceptions of behavior screening assessments*. Poster presentation at the American Psychological Association Annual Convention, Orlando, FL.
- Neugebauer, S. R., Briesch, A. M., **Chafouleas, S. M.**, & Riley-Tillman, T. C. (2012, August). *Exploring Multiple Influences on Intervention Use: Revision of the Usage Rating Profile-Intervention*. Poster presentation at the American Psychological Association Annual Convention, Orlando, FL.
- Chafouleas, S. M.**, & Miller, F. G. (2012, May). Using data for decision making for academic and social behavior. Presentation at the Northeast PBIS Leadership Forum, Cromwell, CT.
- McCarthy, S. M., Sanetti, L. M. H., **Chafouleas, S. M.**, VanHeest, J. L. (2012, Feb). *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.
- Kilgus, S. P., **Chafouleas, S.M.**, Jaffery, R., Riley-Tillman, T.C., & Welsh, M. (2012, Feb). *Direct Behavior Rating as a screener of student behavioral risk*. Paper presentation at the National Association of School Psychologists Annual Convention, Philadelphia, PA
- Johnson, A. H., Kilgus, S. P., **Chafouleas, S. M.**, Riley-Tillman, T. C., Christ, T. J., Welsh, M., Brooks, S., & Amon, J. (2012, Feb). Direct Behavior Rating as screener of student behavioral risk. Poster presentation at the National Association of School Psychologists Annual Convention, Philadelphia, PA
- Jaffery, R. & **Chafouleas, S.M.** (2012, Feb). *Home-school-community communication for autism using Direct Behavior Rating*. Poster presentation at the National Association of School Psychologists Annual Convention, Philadelphia, PA.

- Jaffery, R., Brooks, S.R., Johnson, A.H., Riley-Tillman, T.C., **Chafouleas, S.M.**, & Sen, R. (2012, Feb). *Do duration-based indicators improve accuracy of Direct Behavior Ratings?* Poster presentation at the National Association of School Psychologists Annual Convention, Philadelphia, PA.
- Chafouleas, S. M.**, Briesch, A. M., Johnson, A., Maggin, D., & Reddy, L. (2012, Feb). *Review of Meta Analyses for Three Common Behavior Support Strategies*. Symposium at the National Association of School Psychologists Annual Convention, Philadelphia, PA.
- Johnson, A. J., Maggin, D., **Chafouleas, S. M.**, Ruberto, L., & Berggren (2012, Feb). *Review of evidence for group contingency interventions in school settings*. Paper presentation at the National Association of School Psychologists Annual Convention, Philadelphia, PA.
- Berggren, M., Byron, J., Jaffery, R., Ruberto, L., **Chafouleas, S. M.**, & Sanetti, L. M. H. (2012, Feb) *The impact of instruction plus behavior intervention on student outcomes*. Poster presentation at the National Association of School Psychologists Annual Convention, Philadelphia, PA.
- Briesch, A.M. & **Chafouleas, S.M.** (2011, Aug). *Promoting practical understanding of generalizability theory within school-based research*. Poster presentation at the American Psychological Association Annual Convention, Washington, DC.
- Jaffery, R., Johnson, A.H., Bowler, M.C., **Chafouleas, S.M.**, & Riley-Tillman, T.C. (2011, Aug). *Options in agreement indices for establishing expert consensus on behavioral ratings within school and industrial/organizational psychology*. Poster presentation at the American Psychological Association Annual Convention, 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 presentation at the American Psychological Association Annual Convention. Washington, D.C.
- Chafouleas, S.M.**, & Kilgus, S.P. (2011, Feb). *Ethical Dilemmas Related to School-Based Behavioral Screening*. Paper presentation at the National Association of School Psychologists Annual Convention, San Francisco, CA.
- Chafouleas, S.M.**, Riley-Tillman, T.C., & Kilgus, S.P. (2011, Feb). *Direct Behavior Rating in behavior assessment within a problem-solving model*. Paper presentation at the National Association of School Psychologists Annual Convention, San Francisco, CA.
- Riley-Tillman, T.C., **Chafouleas, S.M.**, & Kilgus, S.P. (2011, Feb). *DBR BASIS: A web based application for assessing student behavior*. Paper presentation at the National Association of School Psychologists Annual Convention, San Francisco, CA.
- Jaffery, R., Fallon, L.M., Sanetti, L.M., & **Chafouleas, S.M.** (2011, Feb). *Using DBR in self-monitoring to improve middle school behavior*. Paper presentation at the National Association of School Psychologists Annual Convention, San Francisco, CA.
- Kilgus, S.P., Brooks, S.R., **Chafouleas, S.M.**, Riley-Tillman, T.C., Christ, T.J. (2011, Feb). *Diagnostic accuracy of Direct Behavior Rating single item scales*. Poster presentation at the National Association of School Psychologists Annual Convention, San Francisco, CA.
- Fallon, L.M, Jaffery, R., Sanetti, L.M., & **Chafouleas, S.M.** (2011, Feb). *Performance feedback by school-based personnel to increase teachers' treatment integrity*. Poster presentation at the National Association of School Psychologists Annual Convention, San Francisco, CA.
- Johnson, A., Jaffery, R., Harrison, S.E., Music, A., **Chafouleas, S.M.**, Riley-Tillman, T.C., & Christ, T.J. (2011, Feb). *Building consensus to establish expert ratings on Direct Behavior Rating*. Poster presentation at the National Association of School Psychologists Annual Convention, San Francisco, CA.
- Jaffery, R., Sen, R., Music, A., **Chafouleas, S.M.**, Riley-Tillman, T.C., & Christ, T.J. (2011, Feb). *Direct Behavior Rating: Impact of behavioral wording on data accuracy*. Poster presentation at the National Association of School Psychologists Annual Convention, San Francisco, CA.

- Harrison, S.E., Jaffery, R., Johnson, A., **Chafouleas, S.M.**, Riley-Tillman, T.C., & Christ, T.J. (2011, Feb). *Evaluating the effectiveness of a Direct Behavior Rating training module*. Poster presentation at the National Association of School Psychologists Annual Convention, San Francisco, CA.
- Chafouleas, S.M.** (2010, Oct). Development and Evaluation of Direct Behavior Rating (DBR): Lessons from Project VIABLE. Paper presentation for the research strand at the Teacher Educators of Students with Behavior Disorders Conference.
- Jaffery, R., Fallon, L.M., **Chafouleas, S.M.**, & Sanetti, L.M. (2010, Oct). *Direct Behavior Rating: An assessment and intervention tool for improving student engagement class-wide*. Berkshire Association for Behavior Analysis and Therapy Annual Conference, Amherst, MA.
- Johnson, A., Jaffery, R., & **Chafouleas, S.M.** (2010, Oct). *Using on-line training to improve rater accuracy when recording student observations using Direct Behavior Rating*. Berkshire Association for Behavior Analysis and Therapy Annual Conference, Amherst, MA.
- Chafouleas, S.M.** (2010, June). *Development and Validation of Progress-Monitoring Tools for Social Behavior: Lessons from Project VIABLE*. Symposium at the annual Institute for Education Sciences Conference, Washington, DC.
- Chafouleas, S.M.**, Riley-Tillman, T.C., Christ, T.J., & Sugai, G. (2010, June). *Project VIABLE: Overview of findings*. Poster presentation at the annual Institute for Education Sciences Conference, Washington, DC.
- Maggin, D. M., Briesch, A. M., & **Chafouleas, S. M.** (2010, June). *A Comparison of Fixed and Random Effects Models for the Meta-Analysis of Single-Case Research*. Poster presentation at the Institute of Education Sciences Annual Research Conference, National Harbor, MD.
- Chafouleas, S. M.**, Hagermoser Sanetti, L. M., Jaffery, R., Maggin, D. M., & Kilgus, S. P. (2010, March). *Direct Behavior Rating Sensitivity to Change: Outcomes across Consultation Cases*. Presentation at the National Association of School Psychologists Annual Convention, Chicago, IL.
- Christ, T.J, Riley-Tillman, T.C., & **Chafouleas, S. M.** (2010, March). *Direct Behavior Rating: An Emerging Method to Assess Classroom Behavior*. Presentation at the National Association of School Psychologists Annual Convention, Chicago, IL.
- Harrison, S., Riley-Tillman, T.C, & **Chafouleas, S.M.**. (2010, March). *Direct Behavior Ratings: Training Strategies to Improve Accuracy*. Presentation at the National Association of School Psychologists Annual Convention, Chicago, IL.
- Chafouleas, S.M.**, Briesch, A., & Riley-Tillman, T.C. (2010, March). *Behavior Assessment in RTI: Considerations When Selecting Tool*. Presentation at the National Association of School Psychologists Annual Convention, Chicago, IL.
- Briesch, A., **Chafouleas, S.M.**, & Riley-Tillman, T.C. (2010, March) *Comparing the Psychometric Properties of Behavioral Assessment Methods: SDO/DBR*. Poster presented at the National Association of School Psychologists Annual Convention, Chicago, IL.
- Jaffery, R., Ongsuco, A., Briesch, A., Christ, T.J., **Chafouleas, S.M.**, & Riley-Tillman, T.C. (2010, March) *Direct Behavior Rating: Evaluating Behaviors With Positive and Negative Definitions*. Poster presented at the National Association of School Psychologists Annual Convention, Chicago, IL.
- Amon, J., Brooks, S., Kilgus, S.P., **Chafouleas, S.M.**, & Riley-Tillman, T.C. (2010, March). *Direct Behavior Rating: Impact of Varying Training Components on Accuracy*. Poster presented at the National Association of School Psychologists Annual Convention, Chicago, IL.
- Iovannone, R., **Chafouleas, S.M.**, & Lynass, L. (2010). *Direct Behavior Rating (DBR): Tools for Progress Monitoring within Multi-tiered Behavioral Support (Part I: Direct Behavior Rating (DBR): Overview and Possible Applications within Tier I)*. Paper presentation at the 7th International Conference on Positive Behavior Supports, St. Louis, MO.

- Jaffery, R., Boice, C., Ivey, A.L., Waite, S., Riley-Tillman, T.C. Christ, T.J., & **Chafouleas, S.M.** (2009). *Impact of Observation Period Duration on Direct Behavior Rating (DBR)*. Poster presentation at the American Psychological Association Annual Convention, Toronto, Canada.
- Kilgus, S. P., & **Chafouleas, S. M.** (2009, August). *An evaluation of the diagnostic accuracy of Direct Behavior Ratings*. Poster presentation at the annual meeting of the American Psychological Association, Toronto, ON.
- Chafouleas, S.M.**, Briesch, A.M., Riley-Tillman, T.C., Christ, T.J., Volpe, R.J., & Gresham, F. (2009, August). *Review of methods for formative assessment of child social behavior*. Symposium presented at the meeting of the American Psychological Association, Toronto, Canada.
- Chafouleas, S.M.**, Riley-Tillman, T.C., Christ, T.J., & Sugai, G. (2009, June). *Project VIABLE: Overview of Directions related to training to enhance adequacy of data obtained through Direct Behavior Rating (DBR)*. Poster presentation at the annual Institute for Education Sciences Conference, Washington, DC.
- Briesch, A.M., & **Chafouleas, S.M.** (2009, August). *Defining behavioral self-management: Review and analysis of the literature (1988-2008)*. Poster presentation at the meeting of the American Psychological Association, Toronto, ON.
- Chafouleas, S.M.**, & Riley-Tillman, T.C. (2009, February). *School-based behavior assessment: Considerations when selecting tools in RTI*. Paper presented at the National Association of School Psychologists Annual Convention, Boston, MA.
- Christ, T.J., Riley-Tillman, T.C., & **Chafouleas, S.M.** (2009, February). *An emerging alternative for RTI: DBR*. Paper presented at the National Association of School Psychologists Annual Convention, Boston, MA.
- Ongsoco, A., Music, A., Briesch, A.M., Kilgus, S.P., **Chafouleas, S.M.**, Riley-Tillman, T.C., & Christ, T.J. (2009, February). *Investigating the Influence of Scale Characteristics on Direct Behavior Rating Data*. Poster presented at the National Association of School Psychologists Annual Convention, Boston, MA.
- LeBel, T.J., Kilgus, S.P., Riley-Tillman, T.C., **Chafouleas, S.M.**, & Christ, T.J. (2009, February). *Behavioral Specificity and Wording Impact on Direct Behavior Rating Accuracy*. Poster presented at the National Association of School Psychologists Annual Convention, Boston, MA.
- Music, A., Riley-Tillman, T.C., **Chafouleas, S.M.**, & Christ, T.J. (2009, February). *Project VIABLE: Teacher Preference Assessment of Direct Behavior Ratings*. Poster presented at the National Association of School Psychologists Annual Convention, Boston, MA.
- Kilgus, S.P., **Chafouleas, S.M.**, & Hernandez, P. (2009, February). *Using Direct Behavior Ratings to Enhance Decision-Making Within Multi-Tiered Frameworks*. Poster presented at the National Association of School Psychologists Annual Convention, Boston, MA.
- Burke, M., Vannest, K., & **Chafouleas, S.M.** (2009, March). *Behavioral screening and progress monitoring for positive behavioral support*. Paper presented at the 6th International Conference on Positive Behavior Supports, Jacksonville, FL.
- Chafouleas, S.M.**, Kilgus, S.P., & Jaffery, R. (2009, March). *Direct Behavior Rating: Definition, procedures, and applications in school-based behavior assessment*. Paper presented at the 6th International Conference on Positive Behavior Supports, Jacksonville, FL.
- Chafouleas, S.M.**, Briesch, A.M., Riley-Tillman, T.C., Christ, T.J., Kilgus, S.P., & LeBel, T.J. (2008, August). *Examining the generalizability and dependability of Direct Behavior Ratings (DBRs)*. Poster presentation at the meeting of the American Psychological Association, Boston, MA.
- Chafouleas, S.M.**, Riley-Tillman, T.C., Christ, T.J., & Sugai, G. (2008, June). *Project VIABLE: Overview of findings related to instrumentation and procedures of Direct Behavior Ratings (DBRs)*. Poster presentation at the annual Institute for Education Sciences Conference, Washington, DC.
- Riley-Tillman, T.C., **Chafouleas, S.M.**, LeBel, T., Christ, T.J., Boice, C., Schlientz, M., & Volpe, R. (2008, February).

Technical characteristic of Direct Behavior Ratings. Symposium presented at the annual meeting of the National Association of School Psychologists Annual Convention, New Orleans, LA.

- Briesch, A.M., **Chafouleas, S.M.**, & Riley-Tillman, T.C. (2008, February). *Continued validation of the Usage Rating Profile for Interventions (URP-I).* Poster presented at the National Association of School Psychologists Annual Convention, New Orleans, LA.
- LeBel, T.J., Kilgus, S.P., Briesch, A.M., & Chafouleas, S.M. (2008, February). *The influence of training on the accuracy of teacher-completed Direct Behavior Ratings.* Poster presented at the National Association of School Psychologists Annual Convention, New Orleans, LA.
- Nicholson, H., Kehle, Grigerick, S., Bray, M. A., Kehle, T. J. & **Chafouleas, S. M.** (2008, February). *Effects of antecedent psychical activity on academic engagement of children with autism spectrum disorder.* Poster presented at the National Association of School Psychologists Annual Convention, New Orleans, LA.
- Briesch, A.M., LeBel, T.J. **Chafouleas, S.M.**, & Blom-Hoffman, J. (2007, March). *Impact of videotaped instruction in dialogic reading strategies: An investigation of caregiver implementation integrity.* Poster presentation at the National Association of School Psychologists Annual Convention, New York, NY.
- Riley-Tillman, T.C., **Chafouleas, S.M.**, Christ, T.J., LeBel, T., Ivey, A., Briesch, A. (2007, March). *Project VIABLE: The Decision reliability of Direct Behavior Ratings.* Poster presentation at the National Association of School Psychologists Annual Convention, New York, New York
- Chafouleas, S.M.**, Christ, T.J., Riley-Tillman, T.C., Briesch, A.M, & Chanese, J.A.M. (2007, March). *Generalizability and dependability of Direct Behavior Ratings (DBRs) to assess social behavior of preschoolers.* Poster presentation at the National Association of School Psychologists Annual Convention, New York, New York.
- Chafouleas, S.M.**, & Briesch, A.M. (2006, September). *Using Daily Behavior Report Cards (DBRCs) in secondary-level assessment and intervention.* Paper presentation at the New England PBS Conference, Norwood, MA.
- Riley-Tillman, T. C., **Chafouleas, S.M.**, Milsom, J., Briesch, A. (2006). *The acceptability and decision reliability of Daily Behavior Report Cards.* Paper presented at the National Association of School Psychologists Convention, Anaheim, CA.
- Chafouleas, S.M.** , Riley-Tillman, T.C., Briesch, A.M., & Chanese, J.A. (2006, March). *Understanding usable knowledge: Development and validation of the Usage Rating Profile-Intervention.* Poster presented at the National Association of School Psychologists Convention, Anaheim, CA.
- Bray, M. A., Alric, J. M., Kehle, T. J., **Chafouleas, S. M.**, & Theodore, L. A. (2005, August). *Comparison of group contingencies to increase reading fluency.* Poster presentation at the annual meeting of the American Psychological Association, Washington, D.C.
- Glazer, A.D., **Chafouleas, S.M.**, & Coyne, M. (2005, April). *Be wary of phonological awareness: A practical comparison of popular phonological awareness measures.* Poster presentation at the National Association of School Psychologists Annual Convention, Atlanta, Georgia.
- Chafouleas, S.M.**, Riley-Tillman, T.C., & Sassu, K. A. (2005, April). *Acceptability and reported use of daily behavior report cards (DBRCs) in a national sample of teachers.* Poster presentation at the National Association of School Psychologists Annual Convention, Atlanta, Georgia.
- Kehle, T.J., Bray, M.A, Tillman, T., & **Chafouleas, S.M.** (2004, August). *Perceptions of elementary school children toward overweight peers.* Poster presented at the meeting of the American Psychological Association, Hawaii.
- Chafouleas, S.M.** (2004, April). *Implications of graduate student research in the real world.* In S. Chafouleas (Chair), Student Research Symposium. Symposium conducted at the Syracuse University School Psychology Program Brown Bag Series, Syracuse, New York.
- Chafouleas, S.M.**, Coyne, M., Elinoff, M.J., Milsom, J.A., & Glazer, A.D. (2004, April) *Effects of two variations of a*

phonemic segmentation technique on reading and spelling. Poster presented at the meeting of the National Association of School Psychologists, Dallas, TX.

Sassu, K.A., LaFrance, M.J., Patwa, S.S., Riley-Tillman, T.C., & **Chafouleas, S.M.** (2004, April). *Daily behavior report cards: Investigation of data consistency across raters.* Poster presented at the meeting of the National Association of School Psychologists, Dallas, TX.

Chafouleas, S.M., Elinoff, M.J., & Weinstein, K.S. (2003, April). *Perspectives on the research-practice gap as related to school-based mental health services.* Poster presented at the meeting of the National Association of School Psychologists, Toronto, Canada.

Chafouleas, S.M., & Riley-Tillman, T.C. (2003, April). *School psychologists' acceptability of norm-referenced, curriculum-based, and brief experimental analysis methods to assess reading.* Poster presented at the meeting of the National Association of School Psychologists, Toronto, Canada.

Bator, R.J., Jackson, K.M., Crain, S., & **Chafouleas, S.M.** (2002, June). *Adolescent anti-smoking program: A consideration of social norms.* Poster presented at the meeting of the American Psychological Society, New Orleans, LA.

Chafouleas, S.M., Tillman, T.C., McDougal, J., & Dobson, R.L. (2002, February). Good, bad, or in-between: How does the daily behavior report card rate? In M. Bray (Chair), *Development, assessment, and treatment of students with behavior disorders.* Symposium conducted at the meeting of the National Association of School Psychologists, Chicago, IL.

VanAuken, T., **Chafouleas, S.M.**, Bradley, T.A. (2002, February). *Using brief functional analysis to select oral reading interventions. Does it really work?* Poster presented at the meeting of the National Association of School Psychologists, Chicago, IL.

Kehle, T.J., Bray, M.A., & **Chafouleas, S.M.** (2001, August). Effectiveness of self-modeling as an intervention for behavioral change: Or is it really the alteration of memory? In S. Brown (Chair), *Research evidence to combat misconceptions about human memory.* Symposium conducted at the meeting of the American Psychological Association, San Francisco, CA.

Chafouleas, S.M., & Whitcomb, M. (2001, April). *Integrating home, school and community resources: Evaluation of a districtwide prevention program.* Poster presented at the National Association of School Psychologists Convention, Washington, DC.

Kehle, T., Bray, M., & **Chafouleas, S.M.** (2001, February). *Alternative funding sources to support field-based experiences.* Presentation at the Council of Directors of School Psychology Programs Mid-Winter Meeting, Deerfield Beach, Florida.

Chafouleas, S.M., VanAuken, T., & Pfaff, I. (2000, March). *Not all items are created equal: The effects of linguistic manipulations on phonological awareness tasks.* Poster presented at the National Association of School Psychologists Convention, New Orleans, Louisiana.

Chafouleas, S.M., Clonan, S.M., Munn, B. & VanAuken, T. (2000, March). *A national survey of current supervision and evaluation practices.* Poster presented at the National Association of School Psychologists Convention, New Orleans, Louisiana.

Chafouleas, S.M., Bator, R., Childs, J., & Zweig, S. (2000, March). *Student perceptions of a department of psychological science versus department of psychology.* Poster presented at the Eastern Psychological Association Convention, Baltimore, Maryland.

Chafouleas, S.M. & McDougal, J. (1999, November). *FBA and BIPs. Part I: Why did Johnny do that? Identifying the problem and identifying the function.* Paper presentation at the New York Association of School Psychologists Convention, Bolton Landing, New York.

McDougal, J. & **Chafouleas, S.M.** (1999, November). *FBA and BIPs. Part II: How can we change what Johnny is doing? Linking function to intervention.* Paper presentation at the New York Association of School Psychologists Convention, Bolton Landing, New York.

- Chafouleas, S.M.** (1999, April). *Monitoring early literacy skills: The efficiency and sensitivity of phonological awareness measures*. Paper presentation at the National Association of School Psychologists Convention, Las Vegas, Nevada.
- Clonan, S.M. & **Chafouleas, S.M.** (1998, October). *Collaborative leadership: A supervisory model for school psychologists*. Paper presentation at the New York Association of School Psychologists Convention, Syracuse, New York.
- Chafouleas, S.M.**, Welch, B. & Iles, R. (1998, March). *Fostering responsible behavior with a school-wide levels system*. Paper presentation at the Association of New York State Educators of the Emotionally Disturbed (ANYSEED) Convention, Rochester, New York.
- Curro, J., Hiltz, B. & **Chafouleas, S.M.** (1998, March). *Working our way through shared learning: A cross-age peer mentoring program*. Poster session at the Association of New York State Educators of the Emotionally Disturbed (ANYSEED) Convention, Rochester, New York.
- Smith, C.R. & **Monachino, S.J.** (1996, August). *Phonological awareness: Assessment and intervention*. Video presentation at the International Association of School Psychologists Convention, Eger, Hungary.
- Monachino, S.J.**, Lewandowski, L.J. & Smith, C.R. (1996, March). *The development of phonological awareness in primary-aged children: An examination of an order of task performance*. Poster presentation at the National Association of School Psychologists Convention, Atlanta, Georgia.

MEDIA AND PUBLIC RELATIONS

Written Contributions

- Briesch, A. M., & **Chafouleas, S. M.** (2022, June 7). School mental health resources critical to ensuring safe school environments. *The Conversation*. <https://theconversation.com/school-mental-health-resources-critical-to-ensuring-safe-school-environments-183967>.
- Chafouleas, S. M.** (2022, February 9). Pandemic-related school closings likely to have far-reaching effects on child well-being. *The Conversation*. <https://theconversation.com/pandemic-related-school-closings-likely-to-have-far-reaching-effects-on-child-well-being-175216>.
- Chafouleas, S. M.** (2022, Jan 12). How to Use Homework to Support Student Success. *Psychology Today*. <https://www.psychologytoday.com/us/node/1171061/preview>.
- Chafouleas, S. M.** (2021, Oct 28). Why Mental Well-Being Promotion Must Extend to Youth Sports. *Psychology Today*. <https://www.psychologytoday.com/us/node/1168333/preview>.
- Chafouleas, S. M.** & Briesch, A. M. (2021, August 23). Students are returning to school with anxiety, grief and gaps in social skills – will there be enough school mental health resources? *The Conversation*. <https://theconversation.com/students-are-returning-to-school-with-anxiety-grief-and-gaps-in-social-skills-will-there-be-enough-school-mental-health-resources-165279>.
- Chafouleas, S. M.** (2021, April 12). Spring Is Time for a Check-Up on Family Well-Being. *Psychology Today*. Retrieved from <https://www.psychologytoday.com/us/blog/promoting-student-well-being/202104/spring-is-time-check-family-well-being>.
- Chafouleas, S. M.** (2021, April 8). Bringing 'behavioral vaccines' to school: 5 ways educators can support student well-being. *The Conversation*. <https://theconversation.com/bringing-behavioral-vaccines-to-school-5-ways-educators-can-support-student-well-being-157298>.
- Sugai, G. & **Chafouleas, S. M.** (2021, April 7). Reopening schools requires doing less, better. *Ct Mirror*. <https://ctmirror.org/category/ct-viewpoints/reopening-schools-requires-doing-less-better/>.
- Chafouleas, S. M.** (2021, January 19). Trump's reaction to defeat further confirms urgency for school focus on social emotional skills. *Ct Mirror*. Retrieved from <https://ctmirror.org/category/ct-viewpoints/trumps-reaction-to-defeat-further-confirms-urgency-for-school-focus-on-social-emotional-skills/>.

Chafouleas, S. M. (2020, December 28). Here's Why Silver Linings Are Important to Education in 2021 How to frame our expectations as education uncertainty continues. *Psychology Today*. Retrieved from <https://www.psychologytoday.com/us/blog/promoting-student-well-being/202012/here-s-why-silver-linings-are-important-education-in-2021>.

Chafouleas, S. M. & Iovino, E. A. (2020, December 16). COVID-19 means a lot more work for families of children with disabilities, but schools can help. *The Conversation*. Retrieved from <https://theconversation.com/covid-19-means-a-lot-more-work-for-families-of-children-with-disabilities-but-schools-can-help-150918>.

Chafouleas, S. M. (2020, October 1). Talking to Kids About the Dysfunctional Presidential Debate. What the debate tells us about the need for social-emotional learning. *Psychology Today*. Retrieved from <https://www.psychologytoday.com/us/blog/promoting-student-well-being/202010/talking-kids-about-the-dysfunctional-presidential-debate>.

Chafouleas, S. M. (2020, September 4). America Is Facing a Teen Suicide Pandemic. New data confirm the urgency of confronting it now. *Psychology Today*. Retrieved from <https://www.psychologytoday.com/us/blog/promoting-student-well-being/202009/america-is-facing-teen-suicide-pandemic>.

Chafouleas, S. M. (2020, August 20). 4 Questions to Ask Now in Preparing Your Child for School. *Psychology Today*. Retrieved from <https://www.psychologytoday.com/us/blog/promoting-student-well-being/202008/4-questions-ask-now-in-preparing-your-child-school>.

Chafouleas, S. M. (2020, July 29). How to Help Children Navigate Back-to-School Debates. Psychology Today Blog on Promoting Student Well-Being. *Psychology Today*. Retrieved from <https://www.psychologytoday.com/us/blog/promoting-student-well-being/202007/how-help-children-navigate-back-school-debates>.

Chafouleas, S. M. & Bracey, J. (2020, July 13). Schools Need More to Face Trauma. *Education Week*. Retrieved from <https://www.edweek.org/ew/articles/2020/07/15/schools-need-more-to-face-trauma.html>.

Chafouleas, S. M. (2020, June 14). Our teens are missing so many milestones, but there are things we can do. *Hartford Courant*. Retrieved from <https://www.courant.com/opinion/op-ed/hc-op-chafouleas-missing-milestones-coronavirus-0614-20200614-xjbx5gpjfb17n6qvjc4jrdzyi-story.html>.

Chafouleas, S. M. (2020, April 27). 5 things college students should include in a plan for their wellness. *The Conversation*. Retrieved from <https://theconversation.com/5-things-college-students-should-include-in-a-plan-for-their-wellness-136234>.

Chafouleas, S. M. (2016, November 28). What happened to Eric and Josh? Lessons From 'Resilience' on Achieving a Whole-Child Focus in Educator Preparation [Web log post]. Retrieved from <http://edprepmatters.net/2016/11/what-happened-to-eric-and-josh-lessons-from-resilience-on-achieving-a-whole-child-focus-in-educator-preparation/>.

Video Contributions

Chafouleas, S. M. (2017, November 14). Think about the Link between Learning and Health: Schools as the Hub for Whole Child Success [Video File]. Available at <https://www.youtube.com/watch?v=78eunZcSmFw>.

Media Appearances

Newspaper Interview. (2022, March 21). Three Danbury schools identified in state report on mental health crisis. *The Register Citizen*. <https://www.registercitizen.com/news/article/Three-Danbury-schools-identified-in-state-report-17017829.php?t=95136ba437>.

Newspaper Interview. (2022, March 10). Two years later, students still reeling from the pandemic, educators say. *The New Haven Register*. <https://www.nhregister.com/news/article/Two-years-later-students-still-reeling-from-the-16986288.php#:~:text=Two%20years%20into%20the%20pandemic,tolls%20of%20sickness%20and%20loss>.

Newspaper Interview. (2022, Jan 20). Stressed out at college? Here are five essential reads on how to take better care of your mental health. *The Conversation*. <https://theconversation.com/stressed-out-at-college-here-are-five-essential-reads-on-how-to-take-better-care-of-your-mental-health-174851>.

Podcast Interview. (2022, Feb 12). Multi-tiered Trauma Informed Support with Prof. Sandra Chafouleas. *Trauma Informed Education*. <https://soundcloud.com/trauma-informed-education/multi-tiered-trauma-informed-support-with-prof-sandra-chafouleas>.

Newspaper Interview. (2022, Jan 1). COVID cases are high as schools reopen. Could distance learning be in the future? *NewsTimes*. <https://www.newstimes.com/news/article/COVID-cases-are-high-as-schools-reopen-Could-16741085.php?t=d95a8f2bf2&src=nthplocal>.

Newspaper Interview. (2021, December 22). More tinsel and less tension: How to get the best out of the holiday season. *CNN Health*. https://www.news-daily.com/features/health/more-tinsel-and-less-tension-how-to-get-the-best-out-of-the-holiday-season/article_ce2318cd-3f1f-5375-a3cb-3128fa063353.html.

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Newspaper Interview. (2020, September 6). Experts Offer Advice on Remote Learning. *My Record Journal*. <https://www.myrecordjournal.com/News/Meriden/Meriden-News/Tips-to-Help-Make-Remote-Learning-Effective.html>

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Magazine Interview. (2017, April). Why Your School Should Be Implementing Trauma-Informed Practices. *Education World*. Retrieved from <http://www.educationworld.com/why-your-school-should-be-implementing-trauma-informed-practices>.

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OTHER INNOVATIONS

Co-Developer (with Riley-Tillman). *Direct Behavior Rating: Linking Assessment, Communication, and Intervention Supports*. See <https://dbr.education.uconn.edu/>.

FUNDING

- Principal Investigator. Finding the Right Tools for “Feeling Your Best Self”. Principal Foundation. Duration of Funding: 1/22-12/22. Total Amount Funded: \$275,000.
- Principal Investigator. Finding the Right Tools for “Feeling Your Best Self”. Carla Klein. Duration of Funding: 12/21-6/22. Total Amount Funded: \$15,000.
- M-Principal Investigator (MPIs: Park, Hoeff). *Emotional Wellbeing Network: Measurement, Mechanisms, Mind-Body (M3)* [U24AT011281]. Funding Source: National Institutes of Health. Duration of Funding: 2/1/21-1/31/25. Total Amount Funded: \$2,469,056.
- Co-Principal Investigator (PI: Schwartz). *Assessing Connecticut District Policies using the WSCC Model*. [Contract No. 20SDE0138AA] Funding Source: CT State Department of Education. Duration of Funding: 12/01/20-09/30/22. Total amount funded: \$133,770.
- Co-Principal Investigator (PI: Sanetti). *Project I-3 PREP: Interdisciplinary Preparation in Integrated and Intensive Practices*. Funding Source: US Department of Education, Office of Special Education Programs. Duration of Funding: 10/1/20-9/30/25. Total Amount Funded: \$1,039,876
- Principal Investigator, *Helping Schools Integrate Learning and Health: A Whole School, Whole Child, Whole Community Approach*. Funding Source: Neag Foundation. Duration of Funding: 6/1/20-5/31/22. Total amount funded: \$190,000.
- Co-Principal Investigator (PI: Schwartz). *Assessing Connecticut District Policies using the WSCC Model*. Funding Source: CT State Department of Education. Duration of Funding: 05/01/20-09/30/20. Total amount funded: \$29,956.
- Co-Principal Investigator (PI: Schwartz). *Applying the Whole School, Whole Child, Whole Community Model to District Wellness Policies and Practices* Funding Source: CT State Department of Education. Duration of Funding: 09/15/19-09/30/20. Total amount funded: \$49,750.
- Co-Principal Investigator (PI: Lane). *Enhancing Ci3T: Building Professional Capacity for High Fidelity Implementation to Support Students’ Educational Outcomes (Project ENHANCE)* [R324N190002]. Funding Source: US Department of Education, Institute of Education Sciences. Duration of Funding: 7/1/2019-6/30/2024. Total amount funded: \$3,999,321
- Principal Investigator (Co-PI: Polifroni). *Collaboratory on School and Child Health (CSCH)*. Funding Source: UConn Provost Academic Plan Competition. Duration of Funding: 7/1/19-6/30/22. Total amount funded: \$90,000.
- Principal Investigator (Co-PI: Polifroni). *Collaboratory on School and Child Health (CSCH)*. Funding Source: UConn Provost Academic Plan Competition. Duration of Funding: 7/1/16-6/30/19. Total amount funded: \$150,000.
- Principal Investigator (Co-PIs: Femc-Bagwell, Polifroni). *Increasing Capacity for Partnerships Across Education and Health: Developing Guiding Blueprints for Implementation of Whole School, Whole Community, Whole Child Framework*. Funding Source: Research Excellence Program, Office of the Vice President for Research at UConn. Duration of Funding: 7/1/16-6/30/17. Total amount funded: \$24,059.
- Principal Investigator (Co-PIs: Briesch, Dineen, McCoach). *Exploring the Status and Impact of School-Based Behavior Screening Practices in a National Sample: Implications for Systems, Policy, and Research*. Funding Source: US Department of Education, Institute of Education Sciences (R305A140543). Duration of Funding: 7/1/14-6/30/17. Total amount funded: \$1,600,000.
- Principal Investigator (Co-PIs: Fabiano, Riley-Tillman, Swaminathan, Welsh). *Project VIABLE-II: Unified validation of Direct Behavior Rating (DBR) in a problem-solving model*. Funding Source: US Department of Education, Institute of Education Sciences (R324A110017). Duration of Funding: 7/1/11-6/30/15. Total amount funded: \$2,300,000.
- Principal Investigator. *Refining Social Validity Assessment of School-Based Interventions: Continued validation of the Usage Rating Profile – Intervention (URP-I)*. Funding Source: Research Foundation, University of Connecticut. Duration of Funding: 2011. Total amount funded: \$17,036

- 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: \$132,790.00.
- Principal Investigator (Co-PIs: Riley-Tillman, Christ). Supplement to *Project VIABLE: Validation of Instruments for Assessing Behavior Longitudinally and Efficiently.* Funding Source: US Department of Education, Institute for Education Sciences (R324B060014). Duration of Funding: 6/1/08-5/31/10. Total amount funded: \$166,965.
- Principal Investigator (Co-Training Director: Sugai). *Project PBER: Post-Doctoral Training in Behavior Education and Research.* Funding Source: US Department of Education, Institute of Education Sciences (R324B080007). Duration of Funding: 8/08-8/12. Total amount funded: \$732,000 .
- Principal Investigator (Co-PIs: Riley-Tillman, Christ). *Project VIABLE: Validation of Instruments for Assessing Behavior Longitudinally and Efficiently.* Funding Source: US Department of Education, Institute of Education Sciences (R324B060014). Duration of Funding: 6/1/06-5/31/10. Total amount funded: \$1,496,000.
- 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, Portland Public Schools, Portland, CT; Tolland Public Schools, Tolland, CT; and Futures,* Duration of funding: September, 2006 to June, 2007. Total amount funded: \$85,631.
- 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; Sterling Memorial School, Oneco, CT; Glastonbury Public Schools, Glastonbury, CT, Waterford Public Schools, Waterford, CT, Cheshire Public Schools, Cheshire, CT, and Eastconn, Hampton, CT,* Duration of funding: September, 2005 to June, 2006. Total amount funded: \$117,748.00.
- Co-Principal Investigator. *University of Connecticut, School Psychology Program and participating school districts and agencies in the State of Connecticut.* Funding sources: *E. O. Smith High School, Storrs, CT; Willington Public Schools, Willington, CT; Winstead Public Schools, Winstead, CT; Sterling Memorial School, Oneco, CT; Project Genesis, Willimantic, CT; and, Sprague Board of Education, Baltic, CT.* Duration of funding: September, 2004 to June, 2005. Total amount funded: \$104,235.00.
- Principal Investigator (Co-PI: Riley-Tillman). *Moving Closer Toward Studying Usable Knowledge: Development and Validation of the Usage Rating Profile (URP).* Funding source: Society for the Study of School Psychology. Duration of funding: 8/1/04-8/1/05. Total amount funded: \$11,532.
- Co-Principal Investigator. *University of Connecticut, School Psychology Program and participating school districts and agencies in the State of Connecticut.* Funding sources: *E. O. Smith High School, Storrs, CT; Voluntown Public Schools, Voluntown, CT; Futures, Inc., Middletown, CT; Glastonbury Public Schools, Glastonbury, CT; Willington Public Schools, Willington, CT; Winstead Public Schools, Winstead, CT; Sterling Memorial School, Oneco, CT; Project Genesis, Willimantic, CT; East Haven Public Schools, East Haven, CT; Preston Public Schools, Preston, CT; and, Sprague Board of Education, Baltic, CT.* Duration of funding: September 2003 to June 2004. Total amount funded: \$234,949.
- Co-Principal Investigator. *University of Connecticut, School Psychology Program and participating school districts and agencies in the State of Connecticut,* Funding sources: *River Street School, Windsor, CT., Voluntown Public Schools, Voluntown, CT., Lebanon Public Schools, Lebanon, CT Futures, Inc., Middletown, CT. Glastonbury Public Schools, Glastonbury, CT. Willington Public Schools, Willington, CT., Winstead Public Schools, Winstead, CT., Sterling Memorial School, Oneco, CT., Mansfield Middle School, Storrs, CT., Sprague Board of Education, Baltic, CT.* Duration of funding: September 2002 to June 2003. Total amount funded: \$237,700.

Principal Investigator. *An investigation of the impact of IDEA '97 on the practice of school psychology*. Funding source: Research Foundation, University of Connecticut. Duration of funding: 4/1/02 to 3/31/03. Total amount funded: \$925.

Principal Investigator. *Functional assessment as a tool for selecting effective reading interventions for students struggling to become proficient readers*. Funding source: Research Foundation, University of Connecticut. Duration of funding: 1/1/02 to 12/31/02. Total amount funded: \$13,762.

Principal Investigator (Co-PI: Riley-Tillman). *The acceptability of brief functional analysis in reading: An investigation of the effects of training on practicing school psychologists*. Funding source: Society for the Study of School Psychology. Duration of funding: 8/1/01 to 8/2/02. Total amount funded: \$12,758.

Principal Investigator. *The acceptability of brief functional analysis to select reading interventions*. Funding source: Research Foundation, University of Connecticut. Duration of funding: 2/1/01 to 12/1/01. Total amount funded: \$950.

Co-Principal Investigator. *University of Connecticut, School Psychology Program and participating school districts and agencies in the State of Connecticut*. Funding Sources: *Institute for Community Research, Hartford, CT; Ashford Public Schools, Ashford, CT; Willington Public Schools, Willington, CT; Futures, Middletown, CT; Winstead Public Schools, Winstead, CT; Glastonbury Public Schools, Glastonbury, CT; River Street School, Windsor, CT* Duration of funding: January 2002 to September, 2002. Total amount funded: \$153,377.00.

Co-Principal Investigator. *University of Connecticut, School Psychology Program and participating school districts and agencies in the States of Connecticut and Massachusetts*. Funding sources: *Futures Program, Middletown, CT; Norwich Free Academy, Norwich, CT; Glastonbury Public Schools, Glastonbury, CT; Millbury Public Schools, Millbury, MA; Unified School District 19 (E.O. Smith High School); the Windham Public Schools, Windham, CT*. Duration of funding: September 2000 to June 2001. Total amount funded: \$128,157.00

TEACHING

Assistant/Associate/Full Professor (University of Connecticut)

Whole Child, School, and Community: Linking Health and Education (EPSY 2450/EPSY 2450W)

History and Systems of Psychology (EPSY 5455)

Grant Writing (EPSY 6103)

Roles and Functions of School Psychologists (EPSY 5420)

Social, Emotional, and Behavioral Intervention in Schools (EPSY 5440)

Pupil Behavior: Studies in Clinical Diagnosis (EPSY 5404)

Single Subject Research in Education (EPSY 6469)

Intellectual Assessment (EPSY 338)

Ethics in Educational and Professional Psychology (EPSY 395)

Doctoral Dissertation Preparation (EPSY 6194)

Assistant Professor (Plattsburgh State University of New York)

Consultation and Intervention I (PSY 550)

Consultation and Intervention II (PSY 551)

Personality Assessment (PSY 545)

Psychopathology and Exceptionality (PSY 546)

Clinical Training (PSY 597)

Master's Thesis (PSY 504)

Pro-seminar (PSY 589)

Internship (PSY 590)

School Psychology Junior Seminar (PSY 304D)

Conflict Resolution (PSY 400/500 AA)

Child and Adolescent Psychopathology (400/500 AB)

PROFESSIONAL EXPERIENCE

Summer 2016 – present	University of Connecticut Position: Co-Director, Collaboratory on School and Child Health (CSCH)
Fall 2010 – present	University of Connecticut Position: Professor, Department of Educational Psychology
Spring 2016 – Winter 2016	University of Connecticut Position: Director of Research, Neag School of Education
Summer 2014 – Spring 2016	University of Connecticut Position: Associate Dean for Research, Neag School of Education
Summer 2012 – Summer 2014	University of Connecticut Position: Associate Dean of The Graduate School (Storrs and regional campuses)
Fall 2005 – Fall 2010	University of Connecticut Position: Associate Professor (tenured), Department of Educational Psychology
Fall 2000 - Fall 2005	University of Connecticut Position: Assistant Professor, Department of Educational Psychology
Fall 1998 – Fall 2000	State University of New York at Plattsburgh Position: Assistant Professor, School Psychology Program
Fall 1997-Summer 1998	Madison – Oneida BOCES, Verona, New York Position: Special Programs Coordinator Responsibilities: K-12 program administrator for 8:1:1 classrooms for students with intense management needs
Fall 1994 – Fall 1997	Syracuse City School District Position: School Psychologist and School Psychologist Intern School Assignments: Hughes Academic Magnet (K-8), Elmwood Elementary, Henninger High, Alternative Program for Weapons Expulsion (VINTA)

NOTABLE SERVICE

University of Connecticut Service

Member, Faculty Review Board (2020-2023)
 Co-Chair of Working Group 2 and Member, President's Mental Health Taskforce (2020)
 Co-Chair, Wellness Coalition Academic Affairs partnership (2020)
 Chair, Search Committee for the Provost (2019-2020)
 Senate Representative, Board of Trustees Academic Affairs Committee (2018-present)
 Member, Board of Trustees Distinguished Professor Selection Committee (2018-2020)
 Member, Centers and Institutes Review Committee (2018-2020)
 Member, Advisory Committee of the Institute for Collaboration on Health, Intervention and Policy (2017- present)
 Co-Chair, Social Sciences Panel Review for the OVPR Research Excellence Program (2018)
 Member, Research Advisory Council for the Office of the Vice-President for Research (2017-2018)
 Member, Representatives Assembly, UConn-AAUP (2017 – 2018)
 Member, University Representation on the Graduate Assistant Union Negotiation Team (2014-2015)
 Chair, Research Dean's Council, Office of the Vice-President for Research (2013-2015)
 Chair, NEASC Accreditation Standard on Graduate Education (2014)
 Chair, Search Committee for the Assistant Dean at The Graduate School (2014)
 Chair, Social Sciences Panel Large Grant Faculty Competition (Spring 2012)
 Reviewer, Social Sciences Panel Large Grant Faculty Competition (Fall 2011)
 Chair, EPSY Department Merit Guidelines Committee (2011)
 Member, Human Subjects Institutional Review Board (HSIRB), University of Connecticut (2007 –2011)

National Service

Executive Board, Society for the Study of School Psychology (2017-2019)

Member, SSSP/NASP School Psychology Research Presentation Series Committee (2015-2017)

Invited Speaker, NCSER, OSEP, NICHD Technical Working Group Meeting on Evidence-Based and Emerging Practices: State of Science and Practice for Children with Disabilities (2015, June)

Member, IES Technical Working Group on Mixed Methods Research (2015, May)

Proposal Reviewer, National Science Foundation (2015)

Invited Speaker, National Board for Education Sciences (2014, June)

Expert Testimony, US Congressional Briefing on Effective School Discipline Policy and Practices (2013, April)

Committee Member, Trauma-Informed School Delivery Taskforce, Division 16 of the American Psychological Association (2013-2016)

Committee Member, Child and Profession Workgroup of the National Association of School Psychologists (2011-2018)

- Position Statement Working Group Member [Amy Briesch (chair), **Sandra Chafouleas**, Katie Eklund, Stacy Overstreet]: National Association of School Psychologists. (2016). *The Importance of Mental and Behavioral Health Services for Children and Adolescents (Position Statement)*. Bethesda, MD: Author.

Standing Panel Reviewer, US Department of Education, Institute of Education Sciences (2011-2014)

Proposal Reviewer, US Department of Education, Office for Special Education Programs (2012, 2014)

Proposal Reviewer, US Department of Education, Institute of Education Sciences (2009, 2010, 2017, 2018)

Proposal Reviewer, National Institutes for Health (2011)

Advisory Panel and Expert Reviewer, National Center on Intensive Interventions (Spring 2012-present)

Connecticut State and Local Service

Co-Chair, CT Trauma-Informed School Mental Health Taskforce (2018-present)

Member, Connecticut General Assembly Social Emotional Learning Collaborative (2019-present)

Board Member, Edwin O Smith Foundation (2018-present)

Member, Edwin O Smith School Safety Committee (2018-present)

Board Member, Achieve Hartford! (2017-2019)

Member, Connecticut General Assembly School Climate Task Force (2016)

Member, New Haven Trauma Coalition (2014-2016)

Member, Committee for the Revision of the Learning Disabilities Guidelines for the State of Connecticut (2007-2010)

Editorial Positions

Series Editor, *The Guilford Practical Intervention in the Schools Series*, Guilford Press (2019 – present)

Guest Editor, *School Mental Health*, special issue on School-Based Behavioral Health Access (March 2018)

Guest Editor, *School Mental Health*, special issue titled Trauma-Informed Schools (January 2016)

Guest Editor, *School Psychology Review*, special issue titled School-Based Behavioral Assessment within Problem-Solving Models: Current Status and Future Directions (September 2010)

Associate Editor, *School Psychology Review* (Spring 2005 – Spring 2011)

Guest Editor, *Psychology in the Schools*, special issue titled The Practitioner's Edition on Health Promotion (January 2008)

Guest Associate Editor, *Psychology in the Schools*, special issue titled The Practitioner's Edition on Promoting Behavior Success (January 2007)

Guest Editor, *Psychology in the Schools*, special issue titled The Practitioner's Edition on Promoting Academic Success (January 2006)

Guest Editor, *Psychology in the Schools*, special issue on Bridging Research and Practice (June 2005)

Guest Editor, *Psychology in the Schools*, special issue on Positive Psychology (January 2004)

*Consistent member of numerous editorial boards (e.g. *Journal of Research on Educational Effectiveness*, *School Mental Health*, *Journal of School Psychology*), with frequent requests for ad hoc reviews from related journals

ADVISING**Post-doctoral advisees**

Jessica Koslouski (2021-22)

Emily A. Iovino, CSCH postdoctoral project manager (2020-22)

Richard Colon, M3EWB postdoctoral project manager (2021-22)

Austin Johnson, postdoctoral fellow and project manager for NEEDs² (2014-2015)

Faith Miller, postdoctoral fellow and project manager for VIABLE-II (2011-2014)

Sabina Rak Neugebauer, IES postdoctoral fellow (2011-2013)

Nick Gage, IES postdoctoral fellow (2011-2013)

Dan Maggin, IES postdoctoral fellow (2009-2011)
Breda O’Keeffe, IES postdoctoral fellow (2009-2011)

Doctoral advisees (graduated)

Katherine Connolly (2022)
Jayna Concannon (2022)
Emily Auerbach Iovino (2020)
Taylor Koriakin (2020)
Daniel Volk (2020)
Nicholas Crovello (2017)
Marlena Minkos (2016)
Laura Ruberto (2015)
Austin Johnson (2014)
Rose Jaffery (2013)
Erin Casper (2012)
Mallory Coleman (2012)
Stephen P Kilgus (2011)
Amy Briesch (2009)
Teri LeBel (2009)
Evelyn Biliias (2007)
Julie M. Chanese (2007)
Amy Glazer (2007)
Carmen Tate (2007)
Kristie Fresco-Hawes (2006)
Mahri Elinoff (2006)
Kari Sassu (2006)
Kristen Weinstein (2004)
Shamim Patwa (2003)

PROFESSIONAL MEMBERSHIPS

Society for Prevention Research
American Association for the Advancement of Science
American Psychological Association / Division 16
Association for Psychological Science
National Association of School Psychologists
Connecticut Association of School Psychologists
ASCD
American Education Research Association
Association of School Health