

CURRICULUM VITAE

Rhonda N.T. Nese

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TEACHING AND RESEARCH INTERESTS

My teaching and research focuses on intervention delivery within a multi-tiered behavior support framework with a specific emphasis on supporting historically marginalized children and youth in schools and communities. I am particularly interested in (1) alternatives to exclusionary discipline, (2) bullying and harassment prevention, (3) addressing the impact of implicit biases on racial disproportionality in school discipline, (4) implementation and sustainability of evidence-based practices, and (5) online professional development for improving school-wide support systems.

EDUCATIONAL RECORD

- 2013 Ph.D., completed at the University of Oregon. Major area of study: School Psychology, dissertation title: *Parent Training during child Welfare Visitation: Effects of a Strength-based Video Coaching Program on Developmentally Supportive Parenting Behaviors*. Dissertation chair: Dr. Cynthia Anderson.
- 2012 - 2013 Predoctoral Internship, completed at Oregon Social Learning Center and Springfield School District. Co-Supervisors: Dr. Peter Sprengelmeyer and Frank Sullivan.
- 2008 M.Ed., completed at Howard University. Major area of study: School Psychology. Advisor: Dr. Gregory Reed.
- 2004 B.A., completed at University of Maryland. Major area of study: Psychology.

EMPLOYMENT HISTORY

- 2019 - Assistant Professor, College of Education, University of Oregon, Department of Special Education and Clinical Sciences.
- 2018 - 2019 Research Assistant Professor, College of Education, University of Oregon, Educational and Community Supports.

2016 - 2018 Research Associate, College of Education, University of Oregon, Educational and Community Supports.

2013 - 2015 Postdoctoral Research Fellow, College of Education, University of Oregon, Educational and Community Supports.

TEACHING EXPERIENCE

2016 - College of Education, University of Oregon

2010 - 2012 Graduate Teaching Fellow, College of Education, University of Oregon

2009 - 2010 Supervised College Teacher, College of Education, University of Oregon

OTHER PROFESSIONAL EXPERIENCE

2010 - 2011 Marte Meo Clinician, Oregon Social Learning Center, Eugene, OR

2008 - 2009 On-Site Extern Supervisor, Friendship Public Charter Schools, Washington, DC

2006 - 2009 School Psychological Services, Friendship Public Charter Schools, Washington, DC

2000 - 2002 Preschool Instructor, Child Development Center, Kaneohe, HI

1998 - 2000 Academic Coach, Score Educational Center, Laguna Niguel, CA

RESEARCH ACTIVITIES

A. Refereed Journal Articles (* indicates student/postdoc author)

24. *Kittelman, A., Mercer, S. H., McIntosh, K., & Nese, R. N. T. (in press). Development and validation of a measure assessing sustainability of tier 2 and 3 behavior support systems. *Journal of School Psychology*.

23. Nese, R. N. T., Nese, J. F. T., *McCroskey, C., Meng, P., Triplett, D., & *Bastable, E. (in press). Moving away from disproportionate exclusionary discipline: Developing and utilizing a continuum of preventative and instructional supports. *Preventing School Failure*.

22. *Bastable, E., Fairbanks Falcon, S., Nese, R. N. T., *Meng, P., & McIntosh, K. (in press). Enhancing school-wide positive behavioral interventions and supports tier 1 core practices to improve disciplinary equity. *Preventing School Failure*.

21. Green, A. L., Hatton, H., Stegenga, S. M., Eliason, B., & Nese, R. (2020). Examining commitment to prevention, equity, and meaningful engagement: A review of school district discipline policies. *Journal of Positive Behavior Interventions*. Advance online publication. <https://doi.org/10.1177/1098300720951940>
20. Nese, R. N. T., *Bastable, E., *Gion, C., *Massar, M., Nese, J. F. T., & *McCroskey, C. (2020). Preliminary analysis of an instructional alternative to exclusionary discipline. *The Journal of At-Risk Issues*, 23, 1-14. <https://scholarsbank.uoregon.edu/xmlui/handle/1794/25366>
19. Nese, R. N. T., *Meng, P., *Breiner, S., Chaparro, E., & Algozzine, R. (2020). Using stakeholder feedback to improve online professional development opportunities. *Journal of Research on Technology in Education*, 52(2), 148-162. <https://doi.org/10.1080/15391523.2020.1726233>
18. Nese, R. N. T., Nese, J. F. T., McIntosh, K., Mercer, S. H., & *Kittelman, A. (2019). Predicting latency of reaching adequate implementation of tier I school-wide positive behavioral interventions and supports. *Journal of Positive Behavior Interventions*, 21(2), 106-116. <https://doi.org/10.1177/1098300718783755>
17. *Massar, M., Nese, R., & McIntosh, K. (2018). Coaching strategies for effective classroom management. *The School Psychologist*, 72, 24-28. <https://apadivision16.org/wp-content/uploads/2018/03/TSP-Spring-2018-2.pdf>
16. McIntosh, K., Mercer, S. H., Nese, R. N. T., Strickland-Cohen, M. K., *Kittelman, A., Hoselton, R., & Horner, R. H. (2018). Factors predicting sustained implementation of a universal behavior support framework. *Educational Researcher*, 47(5), 307-316. <https://doi.org/10.3102/0013189X18776975>
15. *Kim, J. McIntosh, K., Mercer, S. H., & Nese, R. N. T. (2018). Longitudinal associations between SWPBIS fidelity of implementation and academic and behavior outcomes. *Behavioral Disorders*, 43(3), 357-369. <https://doi.org/10.1177/0198742917747589>
14. Trader, B., Stonemeier, J., *Berg, T., *Knowles, C., *Massar, M., *Monvalve, M., *Pinkelman, S., Nese, R., *Ruppert, T., & Horner, R. (2017). Seclusion and restraint: A challenge for inclusion, dignity, and self-determination in schools. *Research and Practice for Persons with Severe Disabilities*, 42, 75-88.
13. Nese, R. N. T., Anderson, C. A., *Ruppert, T., & Fisher, P. (2016). Effects of a video feedback parent training program during child welfare visitation. *Children and Youth Services Review*, 71, 266-276. <https://doi.org/10.1016/j.chilyouth.2016.11.007>
12. Nese, R. N. T., McIntosh, K., Nese, J. F. T., *Ghemraoui, A., Bloom, J., Johnson, N. W., Phillips, D., Richter, M. F., & Hoselton, R. (2016). Predicting abandonment of school-wide behavior support interventions. *Behavioral Disorders*, 42(1), 261-270. <https://doi.org/10.17988/BD-15-95.1>

11. von Ravensberg, H., & Nese, R. (2016). Involving families in the response to off-campus cyberbullying: A guide for principals. *Principal Leadership*, 16, 40-43.
10. McIntosh, K., Mercer, S. H., Nese, R. N. T., & *Ghemraoui, A. (2016). Identifying and predicting distinct patterns of implementation in a school-wide behavior support framework. *Prevention Science*, 17, 992-1001. <https://doi.org/10.1007/s11121-016-0700-1>
9. Buchanan, R., Nese, R. N. T., & Clark, M. (2016). Defining the needs of students with emotional and behavioral disorders: Giving key stakeholders a voice. *Behavioral Disorders*, 41(3), 135-147. <https://www.jstor.org/stable/26780305>
8. *Turri, M. G., Mercer, S. H., McIntosh, K., Nese, R. N. T., Strickland-Cohen, M. K., & Hoselton, R. (2016). Examining barriers to sustained implementation of school-wide prevention practices. *Assessment for Effective Intervention*, 42(1), 6-17. <https://doi.org/10.1177/1534508416634624>
7. Smolkowski, K., Girvan, E. J., McIntosh, K., Nese, R. N. T., & Horner, R. (2016). Vulnerable decision points for disproportionate office discipline referrals: Comparisons of discipline for African American and White elementary school students. *Behavioral Disorders*, 41(4), 178-195. <https://doi.org/10.17988/bedi-41-04-178-195.1> *Article of the Year*
6. Nese, R., *Massar, M., & McIntosh, K. (2015). Alternatives to suspension: Strategies for school principals. *Principal Leadership*, 16, 52-56.
5. McIntosh, K., Mercer, S. H., Nese, R. N. T., Strickland-Cohen, M. K., & Hoselton, R. (2015). Predictors of sustained implementation of school-wide positive behavioral interventions and supports. *Journal of Positive Behavior Interventions*, 18(4), 209-218. <https://doi.org/10.1177/1098300715599737>
4. Buchanan, R., & Nese, R., Palinkas, L., & *Ruppert, T. (2015). Refining an intervention for students with emotional disturbance using qualitative parent and teacher data. *Children and Youth Services Review*, 58, 41-49. <https://doi.org/10.1016/j.childyouth.2015.08.014>
3. Nese, R. N. T., Horner, R. H., Rossetto Dickey, C., Stiller, B., & Tomlanovich, A. (2014). Decreasing bullying behavior in middle school: Expect respect. *School Psychology Quarterly*, 29(3), 272-286. <https://doi.org/10.1037/spq0000070>
2. Nese, R. N. T., Doerner, E., Romer, N., Kaye, N. C., Merrell, K. W., & Tom, K. M. (2012). Social emotional assets and resilience scales short form version: Development of a strength-based behavior rating scale system. *Journal for Educational Research Online*, 4, 124-139.
1. Nese, R. N. T., & Tom, K. M. (2011). Teaching social emotional behavior within a school-wide positive behavior support framework: An application of a single case design. *School Psychology: From Science to Practice*, Summer, 30-36.

B. Book Chapters and Reviews (* indicates student/postdoc author)

6. Nese, R. N. T., McDaniel, S., *Meng, P., Spraggins, L., Babbs, V., & Girvan, E. J. (2021). Restorative and conflict resolution interventions. In T. Collins & R. Hawkins (Eds.), *Peers as change agents: A guide to implementing peer-mediated interventions in schools*. Oxford University Press.
5. *Gion, C., Peshak George, H., Nese, R., Kato, M., *Massar, M., & McIntosh, K. (2020). School-wide positive behavioral interventions and supports. In A. Reschly, A. Pohl, & S. Christenson (Eds.), *Student engagement: Effective academic, behavioral, cognitive, affective interventions at school*. (pp. 171-183). Springer Publishing.
4. Nese, R. N. T., McDaniel, S., Hirsch, S., Green, A., Sprague, J., & McIntosh, K. (2019). Major systems for facilitating safety and pro-social behavior: Positive school wide behavior. In D. Osher, M. J. Mayer, R. J. Jagers, K. Kendziora, & L. Woods (Eds.), *Keeping students safe and helping them thrive. A collaborative handbook on school safety, mental health, and wellness, vol 2* (pp. 256-276). Praeger Publishing.
3. Nese, R. N. T., & McIntosh, K. (2016). Do school-wide positive behavioral interventions and supports, not exclusionary discipline practices. In B. G. Cook, M. Tankersley, & T. J. Landrum (Eds.), *Advances in learning and behavioral disabilities* (pp. 175-196). Emerald Group Publishing.
2. Nese, R. N. T. (2012). [A review of *social competence in children*, by M. Semrud-Clikeman]. *Journal for Educational Research Online*, 4, 158-160.
1. Nese, R. N. T. (2011). [A review of Ninness and Glenn's *applied behavior analysis and school psychology: A research guide to principles and procedures*]. *School Psychology: From Science to Practice, Fall*, 14-16.

C. Manuscripts submitted for Publication (* indicates student/postdoc author)

5. Nese, R. N. T., *Santiago-Rosario, M. R., Malose, S., *Hamilton, J., Nese, J. F. T., & Horner, R. (2020). *Refining a universal intervention for reducing exclusionary discipline using student and teacher feedback*.
4. *Furjanic, D., *Mannan, I., *Hamilton, J., Nese, J. F. T., *Austin, S., *Izzard, S., & Nese, R. N. T. (2020). *Examining the social validity of a universal intervention for reducing exclusionary discipline through stakeholder voice*.
3. McDaniel, S., Tomek, S., Nese, R. N. T., & *Jiang, S. (2020). *District-wide outcomes from bullying prevention programming embedded within PBIS*.
2. McDaniel, S., LaSalle, T., Nese, R. N. T., & Cohen, D. (2020). *Not separate but not equal: Improving equity in discipline in racially and ethnically diverse school settings*.

1. McIntosh K., Girvan, E., Fairbanks Falcon, S., McDaniel, S., Smolkowski, K., *Bastable, E., *Santiago-Rosario, M., *Izzard, S., *Austin, S., **Nese, R.**, & Baldy, T. (2020). *Equity-focused PBIS approach reduces racial inequities in school discipline: A randomized controlled trial.*

D. Manuscripts in Preparation (* indicates student/postdoc author)

2. **Nese, R. N. T.**, *Santiago-Rosario, M. R., Triplett, D., & *Austin, S. (in progress). *Stakeholder feedback on middle to high school transition supports for students with emotional and behavioral disorders.*
1. **Nese, R. N. T.**, *Kittelman, A., Strickland-Cohen, M. K., & McIntosh, K. (in progress). *Teaming configurations in schools implementing MTSS.*

E. Technical Reports and Interventions Tools (* indicates student/postdoc author)

12. **Nese, R. N. T.**, Triplett, D., *Santiago-Rosario, M. R., & *Austin, S. (in press). Promising practices for improving the middle to high school transition for students with emotional and behavioral disorders. *OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports.* www.pbis.org
11. **Nese, R. N. T.**, Nese, J. F. T., McIntosh, K., & Horner, R. H. (2018). Development of an Instructional Alternative to Out-of-School Suspension: The Inclusive Skill-Building Learning Approach (ISLA). *Institute of Education Sciences, U.S. Department of Education, through Grant R305A180006 to University of Oregon.*
<https://ies.ed.gov/funding/grantsearch/details.asp?ID=2192>
10. Swain-Bradway, J., Freeman, J., *Kittelman, A., & **Nese, R.** (2018). Fidelity of SW-PBIS in high schools: Patterns of implementation strengths and needs. *OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports.* www.pbis.org
9. Horner, R., Todd, A., Flannery, B., **Nese, R.**, Chaparro, E., & *Conley, K. (2017). Team meeting foundations and decision guidelines. *OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports.* www.pbis.org
8. Green, A., **Nese, R. N. T.**, McIntosh, K., Nishioka, V., Eliason, B., & *Canizal Delabra, A. (2015). Developing effective policies to address disproportionality within SWPBIS: A guide for district and school teams. *OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports.* www.pbis.org
7. Chaparro, E., **Nese, R.**, & McIntosh, K. (2015). Examples of engaging instruction to increase equity in education. *OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports.* www.pbis.org

6. Stiller, B., Nese, R. N. T., Tomlonovich, A., Horner, R., & Ross, S. (2013). Bullying and harassment prevention in positive behavior support: Expect Respect. *OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports*. www.pbis.org
5. **Torki, R. N.**, & Nese, J. F. (2010). Acronyms in education. *Communique*, 38(6), 34.
4. **Torki, R. N.**, & Abramova, N. (2009). Conflict resolution skills and strategies for 4th through 8th grade students. *PDWorks: Professional Development Programs*.
<http://pdworks.friendshipschools.org/ia/render.userLayoutRootNode.uP>
3. **Torki, R. N.**, & Abramova, N. (2009). Effective study skills for 4th through 8th grade students. *PDWorks: Professional Development Programs*.
<http://pdworks.friendshipschools.org/ia/render.userLayoutRootNode.uP>
2. **Torki, R. N.** (2008). Relaxation, stress management, and yoga for a healthy school staff. *PDWorks: Professional Development Programs*.
<http://pdworks.friendshipschools.org/ia/render.userLayoutRootNode.uP>
1. **Torki, R. N.** (2008). A bully-proof school: Daily activities for 4th through 8th grade students. *PDWorks: Professional Development Programs*.
<http://pdworks.friendshipschools.org/ia/render.userLayoutRootNode.uP>

F. External Funding

A Comprehensive Measure of Reading Fluency: Uniting and Scaling Accuracy, Rate, and Prosody (R305A200018)

Source of Support: IES	Total Award: \$1,399,379 (Funded)
Starting Date: 07/01/2020	Ending Date: 6/30/2024
Role: Co-Principal Investigator (PI: J. Nese)	

Development of an Instructional Alternative to Out-of-School Suspension (R305A180006)

Source of Support: IES	Total Award: \$1,399,962 (Funded)
Starting Date: 07/01/2018	Ending Date: 06/30/2021
Role: Principal Investigator	

Identifying Factors Predicting Implementation and Sustainability of Tier 2 and 3 Behavior Interventions (R324A180027)

Source of Support: IES	Total Award: \$1,399,970 (Funded)
Starting Date: 07/01/2018	Ending Date: 06/30/2022
Role: Co-Principal Investigator (PI: McIntosh)	

TIPS EdTech: Developing Professional Development and Online Applications to Support Team-Initiated Problem Solving (TIPS) within Multi-Tiered Support Systems (R324A170052)

Source of Support: IES	Total Award: \$1,399,980 (Funded)
Starting Date: 07/01/2017	Ending Date: 06/30/2021
Role: Co-Principal Investigator (PI: Chaparro)	

TIPS (Team-Initiated Problem Solving) for Tier 1: Developing Online Training Modules and Web-based Applications to Support Schoolwide Positive Behavior Supports

Source of Support: IES Total Award: \$2,000,000 (Pending)

Starting Date: 07/01/2021 Ending Date: 06/30/2025

Role: Co-Principal Investigator (PI: Chaparro)

Speaking of Race: Turning a Trans-disciplinary Podcast into Anti-Racist High School Science and Social Studies Curricula

Source of Support: Whiting Fellowship Total Award: \$52,000 (Pending)

Starting Date: 08/01/2021 Ending Date: 08/31/2022

Role: Consultant (PI: Weaver)

I. Presentations (* indicates student/postdoc author)

International Invited

7. **Nese, R.** (2020, October). *Teach (don't Punish!) Instructional alternatives to exclusionary discipline practices*. Featured presentation given at the International MTSS Summit, Singapore.
6. **Nese, R.** (2020, October). *Addressing implicit bias in school discipline systems*. Featured presentation given at the International MTSS Summit, Singapore.
5. **Nese, R.**, Chaparro, E., Green, A., & McIntosh, K. (2016, March). *Addressing school discipline disproportionality: New tools from policy to practice*. Symposium presented at the 13th International Conference on Positive Behavior Support, San Francisco, CA.
4. McIntosh, K., **Nese, R.**, & Pinkelman, S. (2016, March). *Sustainability of evidence-based practices in schools: Results from a longitudinal SWPBIS study*. Symposium presented at the 13th International Conference on Positive Behavior Support, San Francisco, CA.
3. Chaparro, E., **Nese, R.**, Flannery, B., & Horner, R. (2016, March). *Scaling-up PBIS across the district: A model for lea-university partnerships*. Ignite session presented at the 13th International Conference on Positive Behavior Support, San Francisco, CA.
2. **Nese, R.** (2015, March). *Middle school bullying prevention in PBIS: Expect respect*. Symposium presented at the 12th International Conference on Positive Behavior Support, Boston, MA.
1. **Nese, R.**, McIntosh, K., Filter, K., & Newcomer, L. (2015, March). *Implementation science research in schools: From implementation to sustainability*. Symposium presented at the 12th International Conference on Positive Behavior Support, Boston, MA.

National Invited

45. Girvan, E., **Nese, R.**, & Nelson, A. (2021, January). *Implicit bias in law and schooling: Addressing the effects of bias on our communities*. Panel discussion for the City Club of Eugene, Broadcast on National Public Radio.
44. **Nese, R.**, & Triplett, D. (2020, February). *Iterative development of an instructional alternatives to exclusion in schools*. Panel presented at the Annual Convention of the Council for Exceptional Children, Portland, OR.
43. *Kittelman, A., McIntosh, K., **Nese, R.**, & Strickland-Cohen, M. K. (2020, February). *Starting, stopping, or sustaining? New empirical research on implementation of SWPBIS*. Panel presented at the Annual Convention of the Council for Exceptional Children, Portland, OR.
42. Vincent, C., Girvan, E., **Nese, R.**, & Duong, M. (2020, January). *Integrating restorative practices with multi-tiered systems of support to promote equitable behavioral outcomes*. Panel discussion presented at the IES Annual Principal Investigators Meeting, Washington, DC.
41. **Nese, R.** (2019, October). *Identifying and problem-solving common challenges to bullying prevention implementation*. Roundtable presented at the National PBIS Leadership Forum, Chicago, IL.
40. **Nese, R.**, Triplett, D., & Green, A. (2019, October). *Utilizing instructional alternatives to suspension*. Symposium presented at the National PBIS Leadership Forum, Chicago, IL.
39. Chaparro, E., & **Nese, R.** (2019, October). *Team-Initiated Problem Solving (TIPS): An introduction and a preview of online tools for data teams*. Symposium presented at the National PBIS Leadership Forum, Chicago, IL.
38. **Nese, R.**, Augustyn, J., & De La Laz, M. (2019, October). *Bullying prevention in elementary and middle schools: Foundations and student ownership*. Symposium presented at the National PBIS Leadership Forum, Chicago, IL.
37. **Nese, R.** (2018, October). *Identifying and problem-solving common challenges to bullying prevention implementation*. Roundtable presented at the National PBIS Leadership Forum, Chicago, IL.
36. **Nese, R.**, & Green, A. (2018, October). *Utilizing instructional alternatives to suspension*. Symposium presented at the National PBIS Leadership Forum, Chicago, IL.
35. **Nese, R.**, De La Laz, M., & Augustyn, J. (2018, October). *Bullying prevention in elementary and middle schools: Foundations and student ownership*. Symposium presented at the National PBIS Leadership Forum, Chicago, IL.

34. **Nese, R.** (2017, October). *Identifying and problem-solving common challenges to bullying prevention implementation*. Roundtable presented at the National PBIS Leadership Forum, Chicago, IL.
33. **Nese, R., & Green, A.** (2017, September). *Instructional alternatives to suspension*. Symposium presented at the National PBIS Leadership Forum, Chicago, IL.
32. **Nese, R., Augustyn, J., & De La Laz, M.** (2017, September). *Bullying prevention in elementary and middle schools: Foundations and student ownership*. Symposium presented at the National PBIS Leadership Forum, Chicago, IL.
31. **Nese, R.** (2016, October). *Identifying and problem-solving common challenges to bullying prevention implementation*. Roundtable presented at the National PBIS Leadership Forum, Chicago, IL.
30. **Nese, R., & Smith, J.** (2016, October). *An instructional alternative to suspension*. Symposium presented at the National PBIS Leadership Forum, Chicago, IL.
29. **Nese, R., Ross, S., Augustyn, J., & De La Laz, M.** (2016, October). *Bullying prevention in positive behavioral interventions and supports: Increasing student ownership and recognizing stand up behavior*. Symposium presented at the National PBIS Leadership Forum, Chicago, IL.
28. **Ross, S., Nese, R., Augustyn, J., Chorley, A., & De La Laz, M.** (2016, October). *Bullying prevention in positive behavioral interventions and supports: Foundation for effective practices*. Symposium presented at the National PBIS Leadership Forum, Chicago, IL.
27. **Girvan, E. J., Smolkowski, K., McIntosh, K., Nese, R. N. T., & Horner, R. H.** (2016, March). *Bias in the school-to-prison pipeline: Identifying vulnerable decision points for racially disproportionate school discipline*. In R. Cramer (chair), *Interdisciplinary perspectives on hate, prejudice, & discrimination in the criminal justice system: Implications for theory, research, policy and practice*. Selected symposium presented at the American Psychology-Law Society Conference, Atlanta, GA.
26. **McIntosh, K., & Nese, R.** (2016, January). *Resources for enhancing equity in school discipline*. Webinar presented for the School Climate Transformation Grant Webinar Series.
25. **Ross, S., Nese, R., Augustyn, J., Chorley, A., & De La Laz, M.** (2015, October). *Bullying prevention in positive behavioral interventions and supports: Foundation for effective practices*. Symposium presented at the National PBIS Leadership Forum, Chicago, IL.
24. **McIntosh, K., & Nese, R.** (2015, October). *Enhancing equity through district and school policy*. Symposium presented at the National PBIS Leadership Forum, Chicago, IL.

23. **Nese, R.**, Ross, S., Augustyn, J., Chorley, A., & De La Laz, M. (2015, October). *Bullying prevention in positive behavioral interventions and supports: Increasing student ownership and recognizing stand up behavior*. Symposium presented at the National PBIS Leadership Forum, Chicago, IL.
22. **Nese, R.**, Augustyn, J., Chorley, A., & De La Laz, M. (2014, October). *Middle school bullying prevention: What we've learned and what we can do about it*. Symposium presented at the National PBIS Leadership Forum, Chicago, IL.
21. **Nese, R.**, & Beach, J. (2014, October). *Troubleshooting tier I: Addressing barriers to sustainability*. Symposium presented at the National PBIS Leadership Forum, Chicago, IL.
20. **Nese, R.**, & McIntosh, K. (2014, October). *Sustaining vs. abandoning: What it takes to keep PBIS in place*. Poster presented at the National PBIS Leadership Forum, Chicago, IL.
19. Horner, R., & **Nese, R.** (2014, October). *Consequence systems within PBIS*. Symposium presented at the National PBIS Leadership Forum, Chicago, IL.
18. *Canizal Delabra, A., McIntosh, K., & **Nese, R. N. T.** (2014, August). *Recommended features of school district equity policies to decrease racial disproportionality in discipline practices*. Poster presented at the American Psychological Association Annual Conference, Washington, DC.
17. Buchanan, R., & **Nese, R. N. T.** (2014, February). *Utilizing an iterative process to refine a comprehensive behavioral intervention*. Paper presented at the annual meeting of the National Association of School Psychologists, Washington, DC.
16. Buchanan, R., & **Nese, R. N. T.** (2013, August). *Supporting students with emotional disturbance through a community-based intervention*. Poster presented at the Meeting of the American Psychological Association, Honolulu, HI.
15. **Nese, R. N. T.**, Anderson, C. A., & Fisher, P. (2013, August). *An analysis of video coaching for improving parenting behaviors to support child development*. Poster presented at the Meeting of the American Psychological Association, Honolulu, HI.
14. **Nese, R. N. T.**, *Rasplica, C., & *Barrett, E. (2013, February). *Utilizing multi-source data for analyzing universal tier bullying prevention*. Paper presented at the National Association of School Psychologists Conference, Seattle, WA.
13. Buchanan, R., *Ruppert, T., *Gion, C., *Cariveau, T., & **Nese, R.** (2013, February). *Support and collaboration during high risk student transitions*. Miniskills symposium presented at the annual meeting of the National Association of School Psychologists, Seattle, WA.
12. **Nese, R. N. T.**, Anderson, C. A., & Fisher, P. (2013, February). *A systematic analysis of video coaching for improving parenting behaviors*. Paper presented at the National Association of School Psychologists Conference, Seattle, WA.

11. Stiller, B., & Nese, R. (2012, October). *Bullying prevention in middle/high schools*. Symposium presented at the National PBIS Leadership Forum, Chicago, IL.
10. Nese, R. N. T., Anderson, C. A., & Fisher, P. (2012, May). *Effects of a strength-based video feedback parenting program on parenting skills*. Symposium presented to the Association for Behavior Analysis International Annual Convention, Seattle, WA.
9. Alonzo, J., Bender, F., Nese, R. N. T., & Tindal, G. (2012, April) *Response to RTI: A study of five schools implementing response to intervention*. Paper presented to the American Educational Research Association Annual Conference, Vancouver, BC.
8. Nese, J. F. T., Kamata, A., Nese, R. N. T., Park, B. J., & Tindal, G. (2012, February). *An exploration of growth models for within-year grade 7 oral reading fluency*. Poster presented at the Pacific Coast Research Conference, San Diego, CA.
7. Nese, R. N. T., Doerner, E., Kaye, N., Romer, N., & Merrell, K. W. (2011, August). *The utility of brief behavior rating scales: A discussion of the SEARS short-form assessment system*. Paper presented at the Meeting of the American Psychological Association, Washington, DC.
6. Kaye, N., Romer, N., Nese, R. N. T., Doerner, E., & Merrell, K. W. (2011, August). *Development, reliability, and validity of the SEARS short form rating system*. Poster presented at the Meeting of the American Psychological Association, Washington, DC.
5. Nese, R. N. T., & Strickland-Cohen, K. (2011, February). *Schoolwide positive behavior supports. A framework for evidence based practice*. Mini-skills symposium presented at the National Association of School Psychologists Conference, San Francisco, CA.
4. Doerner, E., Nese, R. N. T., Romer Endrulat, N., Kaye, N., Tom, K., & Merrell, K. W. (2011, February). *Validity of brief behavior rating scales SEARS short form system*. Poster presented at the National Association of School Psychologists Conference, San Francisco, CA.
3. Kaye, N., Romer Endrulat, N., Nese, R. N. T., & Doerner, E. (2011, February). *Development and reliability of the SEARS short form rating system*. Poster presented at the National Association of School Psychologists Conference, San Francisco, CA.
2. Nese, R. N. T., Doerner, E., Kaye, N. C., Tsutsui, E. M., & Merrell, K. W. (2010, August). *Social emotional assets and resilience scale (SEARS): Status updates and new developments*. Poster presented at the American Psychological Association Conference, San Diego, CA.
1. Frank, J. L., Toriki, R. N., Horner, R. H., Tobin, T., Vincent, C. A., & Von Ravensberg, H. (2010). *The use of physical restraint in elementary school settings*. Poster presented at the Annual Convention of the Society for Prevention Research, Denver, CO.

Regional Invited

27. Girvan, E., Nelson, A., & Nese, R. (2021, January). *Implicit bias: In the schools, in the courts, and in society*. Panel presented to the City Club of Eugene, broadcast on KLCC, NPR for Oregonians.
26. Nese, R. (2020, December). *Developing an instructional alternative to exclusionary discipline practices*. Symposium presented at the University of Washington SMART Center Annual Speaker Series, Seattle, WA.
25. Nese, R. (2020, November). *Equity in preventative practices: Reducing bias and deficit-based thinking in our supports for children and parents*. Keynote Address presented at the WellMama Perinatal Mental Health Summit, Eugene, OR.
24. Nese, R. (2020, August). *Keeping our commitment to all learners: PBIS for every child, every day*. Keynote Address presented at the Wisconsin PBIS Leadership Conference, Madison, WI.
23. Nese, R. (2020, August). *Disrupting the school-to-prison pipeline through inclusive practices*. Symposium presented at the Wisconsin PBIS Leadership Conference, Madison, WI.
22. Nese, R. (2020, February). *When we say PBIS for ALL Students, How do WE Keep that Promise?* Keynote Address presented at the Northwest Positive Behavior Interventions and Supports Conference, Tacoma, WA.
21. Triplett, D., & Nese, R. (2020, February). *Relationships & routines: Using proactive strategies in the classroom to reduce exclusionary discipline*. Symposium presented at the Northwest Positive Behavior Interventions and Supports Conference, Tacoma, WA.
20. Nese, R., & Triplett, D. (2020, February). *Moving away from exclusion: The inclusive skill-building learning approach (ISLA)*. Symposium presented at the Northwest Positive Behavior Interventions and Supports Conference, Tacoma, WA.
19. Nese, R., & Smith, J. (2017, Feb). *Back to class with skills: How a suspension alternative can improve behavior and increase instructional time for students*. Symposium presented at the Northwest Positive Behavior Interventions and Supports Spring Conference, Portland, OR.
18. Nese, R. (2016, October). *A promising alternative to out-of-school suspensions*. Symposium presented at the annual conference of the Oregon School Psychology Association, Bend, OR.
17. McIntosh, K., & Nese, R. (2015, October). *Strategies and tools for enhancing equity through PBIS*. Symposium presented at the Northwest PBIS Network Oregon Coaches Institute.
16. McIntosh, K., & Nese, R. (2015, October). *Sustaining PBIS: Steps for coaches*. Symposium

presented at the Northwest PBIS Network Oregon Coaches Institute.

15. Nese, R. N. T. (2015, April). *Bullying prevention within PBIS part 1: Foundations*. Symposium presented at the Central Oregon Positive Behavior Interventions and Supports Conference, Redmond, OR.
14. Nese, R. N. T. (2015, April). *Bullying prevention within PBIS part 2: Student ownership*. Symposium presented at the Central Oregon Positive Behavior Interventions and Supports Conference, Redmond, OR.
13. Nese, R., Locke-Warnicke, M., & Stiller, B. (2015, March). *Middle school bully prevention: Adapting expect respect to your school*. Symposium presented at the Northwest Positive Behavior Interventions and Supports Spring Conference, Eugene, OR.
12. Nese, R., & McIntosh, K. (2015, March). *Sustaining vs abandoning: How to keep PBIS in place*. Symposium presented at the Northwest Positive Behavior Interventions and Supports Spring Conference, Eugene, OR.
11. McIntosh, K., & Nese, R. (2014, February). *New research regarding sustainability of SWPBIS*. Symposium presented at the Northwest Positive Behavior Interventions and Supports Conference, Portland, OR.
10. Nese, J. F. T., Kamata, A., Park, B. J., Nese, R. N. T., & Tindal, G. (2012, May). *An inquiry into the reliability of growth*. Invited research colloquium presented at the meeting of the Texas Institute for Measurement, Evaluation, and Statistics (TIMES) at the University of Houston, Houston, TX.
9. Nese, R. N. T. (2012, April). *Middle school bully prevention programming: Expect respect*. Symposium presented at the Central Oregon Positive Behavior Interventions and Supports Conference, Redmond, OR.
8. Stiller, B., Nese, R., & Tomlonovich, A. (2012, February). *Expect respect: Bully prevention within PBIS*. Symposium presented at the Northwest Positive Behavior Interventions and Supports Conference, Portland, OR.
7. Nese, R. N. T., Barrett, E., Inman, B., & Rasplica, C. (2012, February). *Preventing harassment and bullying in middle schools: Practical applications for school-wide success*. Poster presented at the University of Oregon Inaugural Graduate Student Research Forum, Eugene, OR.
6. Stiller, B., Nese, R., & Tomlonovich, A. (2011, March). *Bully prevention in PBIS: Middle school implementation*. Symposium presented at the Northwest Positive Behavior Interventions and Supports Conference, Eugene, OR.
5. Nese, R. N. T., Kaye, N., Levi, S., Ravitch, K., Romer, N., Schwartz, M., Tom, K., & Merrell, K. W. (2011, February). *From deficits to strengths: A shift in our understanding of*

mental health and performance. Poster presented at the University of Oregon Inaugural Graduate Student Research Forum, Eugene, OR.

4. Levi, S., **Nese, R. N. T.**, Jones, J., Ravitch, N. K., Romer, N., Schwartz, M., & Tom, K. (2011, February). *Promoting positive youth development through social and emotional learning*. Poster presented at the University of Oregon Inaugural Graduate Student Research Forum, Eugene, OR.
3. **Torki, R. N.**, Boyd, R. J., Turtura, J., Loman, S., Strickland-Cohen, M. K., & Ramzy, L. M. (2010, April). *School-wide positive behavior supports: An implementation framework for evidence-based practice*. Symposium presented at the University of Oregon Inaugural Graduate Student Research Forum, Eugene, OR.
2. Ramzy, L. M., & **Torki, R. N.** (2010, April). *Arab immigration: The impact of religion on acculturation*. Symposium presented at the University of Oregon Inaugural Graduate Student Research Forum, Eugene, OR.
1. Stiller, B., & **Torki, R.** (2010, March). *Bully prevention in PBIS: What we have learned in 3 years of implementation*. Symposium presented at the Northwest Positive Behavior Interventions and Supports Conference, Corvallis, OR.

State-Level Invited Trainings

18. **Nese, R. N. T.** (April, 2020). *Utilizing alternatives to exclusionary discipline within an MTSS framework*. State training through Washington's Office of the Superintendent of Public Instruction.
17. **Nese, R. N. T.** (April, 2019). *Moving away from exclusion: Supporting students and teachers with instructional alternatives to suspension*. State training through Michigan's Integrated Behavior and Learning Support Initiative.
16. **Nese, R. N. T.** (March, 2019). *An Instructional Alternative to Exclusionary Discipline: ISLA*. State training through the California Technical Assistance Center on Positive Behavioral Interventions and Supports, Irvine, CA.
15. **Nese, R. N. T.** (February, 2019). *Introduction to Secondary Bully Prevention: Expect Respect*. State training through the California Technical Assistance Center on Positive Behavioral Interventions and Supports, Irvine, CA.
14. **Nese, R. N. T.** (June 2018). *Bullying Prevention in Elementary and Middle Schools: Foundations and Student Ownership*. State training through the Texas Region 4 Education Service Center, Houston, TX.
13. **Nese, R. N. T.** (June 2018). *Instructional Alternatives to Exclusionary Discipline*. State training through the Texas Region 4 Education Service Center, Houston, TX.

12. **Nese, R. N. T.** (June 2017). *Sustaining our Efforts: Strategies for Implementing and Maintaining Equitable Practices in Schools*. Pre-conference training through the Texas Region 4 Education Service Center, Houston, TX.
11. **Nese, R. N. T.** (June 2017). *Improving Student Supports through an Instructional Alternative to Suspension*. State training through the Texas Region 4 Education Service Center, Houston, TX.
10. **Nese, R. N. T.** (June 2017). *Enhancing Equity through District and School Policy*. State training through the Texas Region 4 Education Service Center, Houston, TX.
9. **Nese, R. N. T.** (May, 2017). *Utilizing an Instructional Alternative to Out-of-School Suspension to Enhance Supports for Students in Need*. State training through the Texas Region 1 Education Service Center, South Padre, TX.
8. **Nese, R. N. T.** (February, 2017). *An Instructional Alternative to Out-of-School Suspensions: ISLA*. State training through the California Technical Assistance Center on Positive Behavioral Interventions and Supports, Newport Beach, CA.
7. **Nese, R. N. T.** (February, 2017). *Middle/High Bullying Prevention within PBIS: Expect Respect*. State training through the California Technical Assistance Center on Positive Behavioral Interventions and Supports, Newport Beach, CA.
6. **Nese, R. N. T.** (June 2016). *A Promising Alternative to Out-of-School Suspensions*. State training through the Texas Region 4 Education Service Center, Houston, TX.
5. **Nese, R. N. T.** (June 2016). *Enhancing Equity through District and School Policy*. State training through the Texas Region 4 Education Service Center, Houston, TX.
4. **Nese, R. N. T.** (June 2015). *Elementary bullying prevention within PBIS: Stop/walk/talk*. State training for the Leadership Development Institute, Nebraska Department of Education, Lincoln, NE.
3. **Nese, R. N. T.** (June 2015). *Middle/high bullying prevention within PBIS: Expect respect*. State training for the Leadership Development Institute, Nebraska Department of Education, Lincoln, NE.
2. **Nese, R. N. T.** (May 2015). *Sustaining vs abandoning: How to keep PBIS in place*. State training for PBIS/MTSS District Trainers, Sherlock Center on Disabilities at Rhode Island College.
1. **Nese, R. N. T.** (December, 2012). *Implementation of a middle school bullying prevention program: Research findings and implications*. Online webinar presented to the Oregon State Personnel Development Grants Program Behavior Professional Learning Community.

District-Level Invited Trainings

22. **Nese, R. N. T.** (May, 2019). *The Instructional Suspension Learning Alternative in High Schools*. Staff training for Cabarrus County Schools, Concord, NC.
21. **Nese, R. N. T.** (August, 2018). *Developing a System of Instructional Alternatives to Exclusionary Discipline*. Staff training for Cabarrus County Schools, Concord, NC.
20. **Nese, R. N. T.** (August, 2017). *Bullying and Harassment Prevention in PBIS: Expect Respect*. Staff training for Greater Albany Public Schools, Springfield, OR.
19. **Nese, R. N. T.** (February, 2017). *Model demonstration district training on the Individual Student Information System*. Staff training for the Springfield Public School District Model Demonstration Schools, Springfield, OR.
18. **Nese, R. N. T.** (October, 2016). *Model demonstration district training on Classroom-management Systems*. Staff training for the Springfield Public School District Model Demonstration Schools, Springfield, OR.
17. **Nese, R. N. T.** (August, 2016). *Building relationships for successful classrooms*. Staff training for the Selma Unified School District, Selma, CA.
16. **Nese, R. N. T.** (August, 2016). *Strategies for minimizing exclusion for the benefit of students and staff*. Staff training for the Selma Unified School District, Selma, CA.
15. **Nese, R. N. T.** (February, 2016). *Model demonstration district training on FBA/BSP Processes*. Staff training for the Springfield Public School District Model Demonstration Schools, Springfield, OR.
14. **Nese, R. N. T.** (October, 2015). *Model demonstration district training on SWPBIS tier III*. Staff training for the Springfield Public School District Model Demonstration Schools, Springfield, OR.
13. **Nese, R. N. T.** (February, 2015). *Model demonstration district training on SWPBIS tier II*. Staff training for the Springfield Public School District Model Demonstration Schools, Springfield, OR.
12. **Nese, R. N. T.** (December, 2014). *Clarifying PBIS: Questions and answers on reinforcements, consequences, and referrals*. Staff training for the Springfield Public School District, Springfield, OR.
11. **Nese, R. N. T.** (November, 2014). *Data systems within SWPBIS*. Staff training for the Redmond School District, Redmond, OR.

10. Nese, R. N. T. (October, 2014). *Model demonstration district training on SWPBIS tiers I and II*. Staff training for the Springfield Public School District Model Demonstration Schools, Springfield, OR.
9. Nese, R. N. T. (October, 2014). *Recognition systems within SWPBIS*. Staff training for the Redmond School District, Redmond, OR.
8. Nese, R. N. T. (October, 2014). *Consequence systems within SWPBIS*. Staff training for the Redmond School District, Redmond, OR.
7. Nese, R. N. T. (October, 2014). *Classroom systems within SWPBIS*. Staff training for the Redmond School District, Redmond, OR.
6. Nese, R. N. T. (September, 2014). *Teams within SWPBIS*. Staff training for the Redmond School District, Redmond, OR.
5. Nese, R. N. T. (September, 2014). *Behavioral expectations within SWPBIS*. Staff training for the Redmond School District, Redmond, OR.
4. Nese, R. N. T. (September, 2014). *School-wide PBIS: Revisited*. Staff training for the Pendleton School District, Pendleton, OR.
3. Nese, R. N. T. (August, 2014). *Bullying & harassment prevention in PBIS: Expect respect*. Staff training for the Redmond School District, Redmond, OR.
2. Nese, R. N. T. (April, 2014). *Model demonstration district training on SWPBIS tier I*. Staff training for the Springfield Public School District Model Demonstration Schools, Springfield, OR.
1. Nese, R. N. T. (August, 2013). *Bullying & harassment prevention in PBIS: Expect respect*. Staff training for the McKenzie School District, Finn Rock, OR.

INSTRUCTIONAL AND ADVISING ACTIVITIES

A. List of Courses Taught

Courses Taught at UO

Course Title	Terms & Years
SPED 410/510 Research Seminar on Disrupting the School-to-Prison Pipeline	S 2021
SPED 601 Research on School Behavior & Equity	Quarterly beginning Fall 2019
FHS 216 Diversity in the Human Services	S 2019, W 2021
SPED 607 Research Seminar on Disrupting the School-to-Prison Pipeline	S 2020
EDLD 605/607 Addressing Bullying and Harassment in School Settings	F & W 2016, F

	& W 2019
EDUC 650 Single Subject Research Methods I	W 2018
PPPM 407/607 Difference and Power in the Public Sector	W 2017

Guest Lectures

Course Title	Lecture Title	Date
EDUC 421 Special Education Identification and Intervention (Moravian College)	An Introduction to MTSS: PBIS	Oct 12 th , 2020
PREV 631 Introduction to Prevention Science	Implementation and Sustainability of Promising Practices: Examples from the Field	Oct 31 st , 2019
EDLD 623 Cultural Adaptations of Evidence-based Practices	Moving Away from Exclusion: Supporting Students and Teachers with Instructional Alternatives to Suspension	May 7 th , 2019
PREV 631 Introduction to Prevention Science	Implementation and Sustainability of Promising Practices: Examples from the Field	Nov 8 th , 2018
EDLD 621 Equity & Achievement	A Promising Alternative to Exclusionary Discipline	May 24 th , 2018
SPSY 631 Academic & Behavioral Intervention	Utilizing an Instructional Alternative to OSS to Enhance Supports for Student in Need	June 8 th , 2017
SPED 411/511 Foundations of Disabilities I	Positive Behavior Interventions and Supports	May 10 th , 2017
SPED 432 Introduction to Behavioral Disorders	Utilizing an Instructional Alternative to OSS to Enhance Supports for Student in Need	May 9 th , 2017
PPPM 680 Managing Nonprofit Organizations	Implicit Bias: Strategies to Enhance Equity	April 17 th , 2017
PPPM Community Planning Workshop	Implicit Bias: Strategies to Enhance Equity	April 7 th , 2017
EDLD 610 Emerging Issues in Equity: Education and Positive Youth Development	A Promising Alternative to Out-of-School Suspensions	July 13 th , 2016
SPED 411/511 Foundations of Disabilities I	Behavior Supports in the Classroom: Classroom Management and Responding to Problem Behaviors	May 11 th , 2016
EDLD 410/510 Leading for Equity	Using Personal Experiences of Inequity to Shape Proactive Work	Feb 18 th , 2015
EDLD 607 Proactive School-wide Management I	Expect Respect: A Middle School Bullying Prevention Program	Aug 20 th , 2014
SPSY 610 Advanced Consultation	Indirect Assessments: BASC-2 & CBCL	Nov 2 nd , 2011

SPSY 602 Supervised Field Experience	Second STEP: Social-Emotional Skills for Early Learning	Mar 30 th , 2011
School Psychology Professional Development Series	Becoming a Nationally Certified School Psychologist	Mar 3 rd , 2011
Center on Teaching and Learning Reading Clinic	Administering Academic Assessments: TOLD-P:4, TOLD-I:4, GORT-4, CTOPP, DIBELS, and Houghton Mifflin Phonics/Decoding Screening Test	Nov 12 th , 2010

B. List of Service on Graduate Student Committees

2020	Renee Mitchell, Dissertation Committee Institutional Rep (EMPL) Deanna Goodrich, Dissertation Committee Institutional Rep (EMPL) Ting-fen Lin, Dissertation Committee Member (CDS) Jillian Hamilton, Dissertation Committee Member (SPSY) Jessica Daily, Dissertation Committee Institutional Rep (EMPL)
2019	Sean Austin, Program Committee Member (SPED) Erin Beard, Dissertation Committee Institutional Rep (EMPL)
2018	Rod Salgado, Dissertation Committee Member (SPSY)

C. List of Advisees

2020 - present	Alexandra Newson, Special Education Ph.D. program, primary advisor Irin Mannan, Prevention Science Ph.D. program, capstone advisor
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SERVICE ACTIVITIES

A. National Service

2020 - present	Editorial Board Member, <i>Implementation Research and Practice</i>
2020 - present	Editorial Board Member, <i>Journal of Special Education</i>
2020 - present	Editorial Board Member, <i>School Psychology</i>
2019 - present	Editorial Board Member, <i>Behavioral Disorders</i>
2013 - present	Editorial Board Member, <i>Journal for Educational Research Online</i>
2020	Ad-Hoc Reviewer, <i>Journal of Community Psychology</i>
2020	Ad-Hoc Reviewer, <i>Psychology in the Schools</i>
2019	Ad-Hoc Reviewer, <i>Exceptional Children</i>
2019 - present	Ad-Hoc Reviewer, <i>Journal of Positive Behavior Interventions</i>
2018	Ad-Hoc Reviewer, <i>School Psychology Review</i>
2017 - present	Ad-Hoc Reviewer, <i>Children and Youth Services Review</i>
2017	Ad-Hoc Reviewer, <i>SAGE Open</i>
2019 - present	Grant Review Panel, Institute of Education Sciences, Social and Behavioral Context for Academic Learning
2014 - present	Member, National PBIS TA-Center Disproportionality Workgroup
2011 - 2014	Reviewer, National Multicultural Summit
2010 - 2011	Diversity Chair, APA Division 16 Student Affiliates of School Psychology

B. State Service

- 2018 Member, Deputy Superintendent's Advisory Committee on Safe and Effective Schools for ALL Students, Oregon Department of Education
- 2017 - present Member, Oregon Educator Equity Advisory Group
- 2010 - 2011 Student Representative, Oregon School Psychology Association

C. University Service

- 2018 - present Implicit Bias Workshop Series Presenter: Faculty/Staff Development, Division of Equity and Inclusion
- 2017 - present Implicit Bias Professional Development Working Group, Division of Equity and Inclusion

D. Department/Program Service

- 2019 - present Member, Special Education Doctoral Committee
- 2019 - present Member, Special Education Masters Committee
- 2019 Member, Research Track Faculty Task Force
- 2018 Member, Faculty and Staff Awards Committee
- 2017 - present Member, EMPL Equity Leadership Fellows Program Review Committee
- 2016 - present Member, ECS Climate, Culture, and Equity Committee
- 2009 - 2011 Cohort Representative, School Psychology Program Committee

AWARDS AND PROFESSIONAL ACTIVITIES

Awards and Honors

- 2020 Keynote Speaker, WellMama Perinatal Mental Health Summit
Keynote Speaker, Wisconsin PBIS Leadership Conference
Keynote Speaker, 18th Annual Northwest PBIS Conference
- 2019 New Junior Faculty Research Award, University of Oregon
- 2017 Article of the Year, Behavioral Disorders, Council for Exceptional Children
Faculty Professional Development Award, University of Oregon
Single-Case Research Institute Fellow, Institute of Education Sciences
Excellence in Early Career Research/Outreach Award, University of Oregon
- 2010 - 2013 Graduate Teaching Fellow, University of Oregon
- 2011 Hill M. Walker Legacy Award, University of Oregon
Helena DeGnath Wessela Memorial Award, University of Oregon
American Psychological Association Division 16 Student Travel Award
- 2010 Florence Wolfard Award, University of Oregon
- 2009 - 2010 Promising Scholars Fellowship, University of Oregon
- 2009 Minority Student Travel Award, University of Oregon
- 2007 University of Maryland School of Education Trustee Scholarship
- 2006 Howard University Educational Research Scholarship
- 2002 Office of Multi-Ethnic Student Education Academic Excellence Award
- 2001 ACT-NMCR Navy-Marine Corps Scholarship

Professional Organizations and Activities

- 2006 - present Member, American Psychological Association
- Member, National Association of School Psychologists
- 2010 - 2014 Member, American Educational Research Association
- 2011 - 2013 Member, Association for Behavior Analysis International
- 2009 - 2013 Member, University of Oregon Association of School Psychology Students
- 2006 - 2008 Member, Howard University Urban School Psychology Association

Clinical Certifications

School Psychologist/K-12

- Oregon, #10426272
- Washington DC, #TD2013

Certified Marte Meo Practitioner

- Video-based parent training using positive micro-social interactions between caregivers and children as models.