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CURRENT POSITION

2020-Present	Professor, School Psychology Department of Educational Psychology Neag School of Education, University of Connecticut
2009-2024	Steering Committee Member Institute for Collaboration on Health, Intervention, and Prevention (InCHIP) Collaboratory on School and Child Health, University of Connecticut
2007-Present	Research Scientist Center for Behavioral Education and Research, University of Connecticut

EDUCATION

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

CREDENTIALS

2020	ASCD Certificate: Fostering Educator Mental Health & Wellness
2018-Present	Licensed Board Certified Behavior Analyst (CT License # 669)
2012-Present	Board Certified Behavior Analyst (Certificant #:1-12-10557)

2009-Present Licensed Psychologist, Connecticut (License #: 002919)

PROFESSIONAL AWARDS, HONORS, & RECOGNITION

2023	Article of the Year, <i>Journal of Educational and Psychological Consultation</i> (Collier-Meek et al., 2023)
2022	Thomas Oakland Mid-Career Scholarship Award, <i>American Psychological Association, Division 16</i>
2021	Article of the Year, Finalist, <i>Journal of Educational and Psychological Consultation</i> (Collier-Meek et al., 2020)
2020	Article of the Year, Honorable Mention, <i>School Psychology Review</i> (Collier-Meek et al., 2019)
2018	Elected Member, Society for the Study of School Psychology
2018	Fellow, <i>American Psychological Association, Division 16</i>
2015	Article of the Year, finalist, <i>Journal of School Psychology</i>
2015-2016	University of Connecticut Teaching Fellow
2012	Lightner Witmer Award, <i>American Psychological Association, Division 16</i>
2012	Outstanding Early Career Scholar Award, <i>Neag School of Education, University of Connecticut</i>
2009	Early Career Scholar, <i>Society for the Study of School Psychology</i>
2007	Outstanding Dissertation of the Year Award, <i>Wisconsin School Psychology Association</i>
2005-2006	Avril S. Barr Graduate Fellow, <i>University of Wisconsin—Madison</i>

PEER-REFEREED JOURNAL ARTICLES (N = 81)

*Denotes graduate student at time of research or publication

* Denotes postdoctoral fellow at time of research or publication

2025 (n=2)

Cavallari, J., *Trudel, S., *Miskovsky, M., Gore, R., *Hiner, A., *Charamut, N., Dugan, A., **Sanetti, L. M. H.** (in press). Psychological well-being of U. S. educators remains a post-pandemic concern: Findings from a cross-sectional study. *American Journal of Industrial Medicine*.

*Boyle, A. M., Sanetti, L. M. H., & Collier-Meek, M. A. (in press). Supporting paraeducators' fidelity to behavior support plans through implementation planning. *Journal of School Psychology*.

2024 (n=5)

Pierce, A. M., **Sanetti, L. M.**, Collier-Meek, M. A., & Johnson, A. H. (2024). Evaluating the correspondence between expert visual analysis and quantitative methods. *School Psychology*, 39(6), 557–571.

Pierce, A. M., **Sanetti, L. M.**, Collier-Meek, M. A., & Johnson, A. H. (2024). Evaluating the impact of implementation planning: A preregistered meta-analysis. *School Psychology Review*, 1-16.

Cavallari, J. A., *Trudel, S. M., *Charamut, N. R., Suleiman, A. O., **Sanetti, L. M.H.**, Miskovsky, M. N., Brennan, M. E., & Dugan, A. G. (in press). Educator perspectives on stressors and health: A qualitative study of U.S. K-12 educators upon return to in-person learning in February 2022. *BMC Public Health*.

Trudel, S. M., Charamut, N. R., Perry, S. D., **Sanetti, L. M. H.**, & Cavallari, J. M. (2024). Amplifying our voice in educator well-being initiatives. *NASP Communique*, 53 (2), 25-28.

Sanetti, L. M. H., Yel, N., Long, A. C. J., Collier-Meek, M. A., & Kratochwill, T. R. (2024). Assessing teachers' intervention-related expectations and self-efficacy: An examination of the factor structure of the Implementation Beliefs Assessment. *School Psychology*. <https://doi.org/10.1037/spq0000624>

2023 (n = 3)

- Cavallari, J. M., *Garza, J. L., *Charmut, N. R., *Szarka, C., *Perry, S. D., *Laguerre, R. A., Sanetti, L. M. H., & Dugan, A. (2023). Impact of work schedule characteristics on teacher mental well-being while remote working. *American Journal of Industrial Medicine*, 66 (10), 884-896.
- Begeny, J., *Wang, J., Levy, R., **Sanetti, L. M. H.**, *Loehman, J., & *Rodriguez, K. (2023). Considering the implementation research-to-practice gap: An experimental evaluation of intervention-general methods for assessing and supporting implementation fidelity. *Journal of School Psychology*, 97, 152-170.
- Collier-Meek, M. A., Kratochwill, T. R., Luh, H., **Sanetti, L. M. H.**, & *Susilo, A. (2023). Reflections on applying consultation and equitable implementation for school psychologists to address and disrupt disparities. *Journal of Educational and Psychological Consultation*. 33, 10-44.
<https://doi-org.ezproxy.lib.uconn.edu/10.1080/10474412.2022.2131558>

2022 (n = 1)

- Sanetti, L. M. H.**, *Pierce, A. M., *Gammie, L., Dugan, A. G., & Cavallari, J. M. (2022). Scale-out of a Total Worker Health® approach for designing interventions to reduce teacher stress: Pilot implementation evaluation. *BMC Public Health*, 22. <https://rdcu.be/cLYV4>

2021 (n=5)

- *Iovino, E., 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*, <https://doi.org/10.1007/s10826-021-02047-6>
- Collier-Meek, M. A., **Sanetti, L. M. H.**, *Gould, K., & *Pereira, B. (2021). An exploratory comparison of three treatment fidelity assessment methods: Time sampling, event recording, and post-observation rating scale. *Journal of Educational and Psychological Consultation*, 31, 334-359. doi: 10.1080/10474412.2020.1777874
- Collier-Meek, M. A., **Sanetti, L. M. H.**, *Gould, K., & *Periera, B. (2021). Using the performance diagnostic checklist to evaluate and promote paraeducators' treatment fidelity. *Journal of School Psychology*, 86, 1-14. doi: 10.1016/j.jsp.2021.02.005
- Sanetti, L. M. H.**, Cook, B., & Cook, L. (2021). Treatment fidelity: What it is and why it matters. *Learning Disability Research and Practice*, 36, 5-11. <https://doi.org/10.1111/ldrp.12238>
- *Byron, J., **Sanetti, L. M. H.**, *Charbonneau, S. (2021). Increasing teacher treatment fidelity to cover, copy, compare through consultation and computer-guided implementation planning. *International Journal of School and Educational Psychology*, 9 (supp 1), S88-S102.

2020 (n=5)

- Sanetti, L. M. H.**, *Boyle, A., *Magrath, E., *Cascio, A., & *Moore, E. (2020). Intervening to decrease teacher stress: A review of current research and new directions. *Contemporary School Psychology*, 57, 1-10. doi: 10.1007/s40688-020-00285-x
- Sanetti, L. M. H.**, *Charbonneau, S., *Knight, A., Cochrane, W., *Kulcyk, M., & *Kraus, K. (2020). Treatment fidelity reporting in intervention outcome studies in the school psychology literature from 2009 to 2016. *Psychology in the Schools*, 57, 901-922. <https://doi.org/10.1002/pits.22364>
- Liu, Y., Cochrane, W. S., Fox, D., & **Sanetti, L. M. H.** (2020). Treatment integrity of intervention studies in the Professional School Counseling from 1997 to 2018: A systematic review. *Professional School Counseling*, 23 (1). <https://doi.org/10.1177/2156759X20907068>
- *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*, 45 (1), 14-26. doi: 10.1177/1534508419857228

Fallon, L. M., *Cathcart, S. C., & **Sanetti, L. M. H.** (2020). Assessing parents' treatment fidelity: A survey of practitioners in home settings. *Focus on Autism and Other Developmental Disabilities*, 35, 15-25.

2019 (n = 7)

*Collier-Meek, M. A., Johnson, A., **Sanetti, L. M. H.**, Minami, T. (2019). Identifying critical components of classroom management implementation. *School Psychology Review*, 48, 384-361.

Sanetti, L. M. H., & Collier-Meek, M. A. (2019). Increasing implementation science literacy to address the research-to-practice gap in school psychology. *Journal of School Psychology*, 76, 33-47.

Sanetti, L. M. H. & *Luh, H. (2019). Fidelity of implementation in the field of learning disabilities. *Learning Disability Quarterly*, 42, 204-216.

Cochrane, W. S., **Sanetti, L. M. H.**, & *Minster, M. C. (2019). School psychologists' beliefs and practices about treatment integrity in 2008 and 2017. *Psychology in the Schools*, 56, 295-306.

*Collier-Meek, M. A., & **Sanetti, L. M. H.** (2019). Treatment integrity of a homework intervention: Evaluating parent and student adherence, exposure, and program differentiation. *International Journal of School and Educational Psychology*, 7, 56-68.

*Collier-Meek, M. A., **Sanetti, L. M. H.**, Levin, J. R., Kratochwill, T. R., & *Boyle, A. M. (2019). Evaluating implementation supports delivered within problem-solving consultation. *Journal of School Psychology*, 72, 91-111.

*Collier-Meek, M. A., **Sanetti, L. M. H.**, & *Boyle, A. M. (2019). Barriers to implementing classroom management and behavior support plans: An exploratory investigation. *Psychology in the Schools*, 56, 5-17.

2018 (n = 6)

*D'Orio, R., Bray, M.A., Kehle, T.J., & **Sanetti, L.M. H.** (2018). Using video self-modeling to increase compliance to classroom request in students with autism spectrum disorders. *International Journal of School and Educational Psychology*. doi: 10.1080/21683603.2018.1443857

*Collier-Meek, M. A., Johnson, A. H., & **Sanetti, L. M. H.** (2018). Evaluating the fit of the ecological framework for implementation influences. *Assessment for Effective Intervention*, 45, 14-26.

*Fallon, L. M., **Sanetti, L. M. H.**, Chafouleas, S. M., Faggella-Luby, M. N., & Briesch, A. M. (2018). Direct training to increase agreement between teachers' and observers' treatment integrity ratings. *Assessment for Effective Intervention*, 43, 196-211.

*Morales, L. R., & **Sanetti, L. M. H.** (2018). Students with disabilities and postsecondary education: Service brief for school psychologists. *The School Psychologist*, 72, 19-30.

*Long, A. C. J., **Sanetti, L. M. H.**, Lark, C. R., & Connolly, J. J. G. (2018). Examining behavioral consultation plus computer-based implementation planning on teachers' intervention implementation in an alternative school. *Remedial and Special Education*, 39, 106-117.

Sanetti, L. M. H., *Williamson, K., *Long, A. C. J., & Kratochwill, T. R. (2018). Increasing teacher implementation of classroom management practices through consultation, implementation planning, and participant modeling. *Journal of Positive Behavior Interventions*, 20, 43-59.

2017 (n = 2)

Sanetti, L. M. H. (2017). Increasing equitable care for youth through coordinated school health. *Psychology in the Schools*. 54, 1312-1318.

Collier-Meek, M. A., **Sanetti, L. M. H.**, & Fallon, L. M. (2017). Incorporating applied behavior analysis to assess and support educators' treatment integrity. *Psychology in the Schools* 54, 446-460.

2016 (n = 6)

*Volk, D. T., **Sanetti, L. M. H.**, & Chafouleas, S. M. (2016). The whole school, whole community, whole child model: An opportunity for school psychologists' leadership. *Communique*, 44(8).

La Salle, T.P., & **Sanetti, L.** (2016). Implications of education-related health problems on student achievement and engagement. *International Journal of School and Educational Psychology*, 4, 10-15.

Sanetti, L. M. H., Chafouleas, S. M., *Berggren, M. L., Faggella-Luby, M., & *Byron, J. R. (2016). Implementing modeling and self-monitoring with DBRC in a tier 2 reading group: A pilot study of feasibility. *Journal of Evidence-Based Practices for Schools*, 15, 8-40.

*Long, A. C. J., **Sanetti, L. M. H.**, *Collier-Meek, M. A., *Gallucci, J., *Altschaeffl, M., & Kratochwill, T. R. (2016). An exploratory investigation of teachers' intervention planning and perceived implementation barriers. *Journal of School Psychology*, 55, 1-26.

*Collier-Meek, M. A., **Sanetti, L. M. H.**, & *Boyle, A. M. (2016). Providing feasible implementation support: Direct training and implementation planning in consultation. *School Psychology Forum*, 10, 106-119.

*Fallon, L. M., *Collier-Meek, M. A., **Sanetti, L. M. H.**, Feinberg, A., & Kratochwill, T. R. (2016). Implementation planning to promote parents' treatment integrity of behavioral interventions for children with autism. *Journal of Educational and Psychological Consultation*, 26, 87-109.

2015 (n = 3)

Sanetti, L. M. H., & *Collier-Meek, S. M. (2015). Data-driven delivery of implementation supports in a multi-tiered framework: A pilot study. *Psychology in the Schools*, 52, 815-828.

Sanetti, L. M. H., *Collier-Meek, M. A., *Long, A. C. J., *Byron, J. R., & Kratochwill, T. R. (2015). Increasing teacher treatment integrity of behavior support plans through consultation and implementation planning. *Journal of School Psychology*, 53, 209-229.

*Fallon, L. M., *Collier-Meek, M. A., *Maggin, D. M., **Sanetti, L. M. H.**, & *Johnson, A. H. (2015). Is performance feedback an evidence-based intervention? A systematic review and evaluation based on single-case research. *Exceptional Children*, 81, 227-246.

2014 (n = 6)

Sanetti, L. M. H., *Collier-Meek, M. A., *Long, A. C. J., *Kim, J., & Kratochwill, T. R. (2014) Using implementation planning to increase teachers' adherence and quality to behavior support plans. *Psychology in the Schools*, 51, 879-895.

*Collier-Meek, M. A., & **Sanetti, L. M. H.** (2014). Assessment of consultation and intervention implementation: A review of conjoint behavioral consultation studies. *Journal of Educational and Psychological Consultation*, 24, 55-73.

Sanetti, L. M. H., Chafouleas, S. M., *Fallon, L. M., & *Jaffrey, R. (2014). Increasing teachers' adherence to a class-wide intervention through performance feedback provided by a school-based consultant: A case study. *Journal of Educational and Psychological Consultation*, 24, 239-260.

*Fallon, L. M., *McCarthy, S. R., & **Sanetti, L. M. H.** (2014). School-wide positive behavioral support (SWPBIS) in the classroom: Assessing perceived challenges in consistent implementation in Connecticut schools. *Education and Treatment of Children*, 37, 1-24.

Sanetti, L. M. H., *Dobey, L. M., & *Gallucci, J. (2014). Treatment integrity of interventions with children in School Psychology International from 1995-2010. *School Psychology International*, 35, 370-383.

Sanetti, L. M. H., & *Collier-Meek, M. A. (2014). Increasing the rigor of procedural fidelity assessment: An empirical comparison of direct observation and permanent product review methods. *Journal of Behavioral Education, 23*, 60-88.

2013 (n = 7)

Sanetti, L. M. H., Chafouleas, S. M., *O'Keeffe, B. V., & *Kilgus, S. P. (2013). Treatment integrity assessment of a daily report card intervention: A preliminary evaluation of two methods and frequencies. *Canadian Journal of School Psychology, 28*, 261-276.

*Maggin, D. M., *Fallon, L. M., **Sanetti, L. M. H.,** & *Ruberto, L. M. (2013). Training paraeducators to implement a group contingency protocol: Direct and collateral effects. *Behavioral Disorders, 38*, 18-37.

Forman, S. G., Shapiro, E. S., Coddling, R. S., Gonzales, J. E., Reddy, L. A., Rosenfield, S. A., **Sanetti, L. M. H.,** & Stoiber, K. C. (2013). Implementation science and school psychology. *School Psychology Quarterly, 28*, 77-100.

*Collier-Meek, M. A., *Fallon, L. M., **Sanetti, L. M. H.,** & *Maggin, D. M. (2013). Focus on implementation: Assessing and promoting treatment fidelity. *TEACHING Exceptional Children, 45*, 52-59.

Sanetti, L. M. H., Kratochwill, T. R., & *Long, A. C. J. (2013). Applying adult behavior change theory to support mediator-based intervention implementation. *School Psychology Quarterly, 28*, 47-62.

Sanetti, L. M. H., *Fallon, L. M., & *Collier-Meek, M. A. (2013). Increasing teacher treatment integrity through performance feedback provided by school personnel. *Psychology in the Schools, 50*, 134-150.

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

2012 (n = 6)

Chafouleas, S. C., **Sanetti, L. M. H.,** *Kilgus, S. P., & *Maggin, D. M. (2012). Evaluating sensitivity to behavioral change using Direct Behavior Rating Single-Item Scales (DBR-SIS). *Exceptional Children, 78*, 491-505.

*McCarthy, S. R., *Fallon, L. M., & **Sanetti, L. M. H. (2012).** The link between obesity and academics: School psychologist's role in collaborative prevention. *School Psychology Forum, 6*, 29-38.

Sanetti, L. M. H., & DiGennaro Reed, F. D. (2012). Barriers to implementing treatment integrity procedures in school psychology research: Survey of treatment outcome researchers. *Assessment for Effective Intervention, 37*, 195-202.

Chafouleas, S. M., **Sanetti, L. M. H.,** *Jaffrey, R., & *Fallon, L. M. (2012). An evaluation of a classwide intervention package involving self-management and a group contingency on classroom behavior of middle school students. *Journal of Behavioral Education, 21*, 34-57.

*Collier-Meek, M. A., *Fallon, L. M., *Johnson, A. H., **Sanetti, L. M. H.,** & *DelCampo, M. (2012). Constructing self-modeling videos: Procedures and technology. *Psychology in the Schools, 49*, 3-14.

Sanetti, L. M. H., *Dobey, L., & *Gritter, K. L. (2012). Treatment integrity of interventions with children in the Journal of Positive Behavior Interventions from 1999 to 2009. *Journal of Positive Behavior Interventions, 14*, 29-46.

2011 (n = 4)

Sanetti, L. M. H., & Kratochwill, T. R. (2011). An evaluation of the treatment integrity planning protocol and two schedules of treatment integrity self-report: Impact on implementation and report accuracy. *Journal of Educational and Psychological Consultation, 21*, 284-308.

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

2010 (n = 1)

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

2009 (n = 4)

- Sanetti, L. M. H., Chafouleas, S. M., Christ, T. J., & *Gritter, K. L. (2009).** Extending use of Direct Behavior Rating beyond student assessment: Applications to treatment integrity assessment within a multi-tiered model of school-based intervention delivery. *Assessment for Effective Intervention*, 34, 251-258.
- Sanetti, L. M. H., & Kratochwill, T. R. (2009a).** Toward developing a science of treatment integrity: Introduction to the special series. *School Psychology Review*, 38, 445-459.
- Sanetti, L. M. H., & Kratochwill, T. R. (2009b).** Treatment integrity assessment in the schools: An evaluation of the *Treatment Integrity Planning Protocol*. *School Psychology Quarterly*, 24, 24-35.
- Sanetti, L. M. H., & Luiselli, J. K. (2009)** Evidence-based practices for selective mutism: Implementation by a school team. *School Psychology Forum*, 3, 27-42.

2008 (n = 1)

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

2007 (n = 1)

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

2005 (n = 1)

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

2004 (n = 1)

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

2003 (n = 1)

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

2002 (n = 1)

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

2001 (n = 2)

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

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

PEER-REFEREED JOURNAL ARTICLES, UNDER REVIEW (N = 1)

*Denotes graduate student at time of research or publication

* Denotes postdoctoral fellow at time of research or publication

Trudel, S., Sanetti, L. M. H., Dineen, J., Carey, M., & Arteaga, A. (under review). *Using cognitive interviewing to increase comprehension of implementation fidelity self-report measures: A pilot study*. Submitted to the Journal of School Psychology

PEER-REFEREED JOURNAL ARTICLES, IN PREPARATION (N = 4)

*Denotes graduate student at time of research or publication

* Denotes postdoctoral fellow at time of research or publication

Trudel, S. M., **Sanetti, L. M. H.**, & Dineen, J. (in prep). Understanding implementation determinants through evaluation of a social and emotional learning self-report measure.

Trudel, S. M., **Sanetti, L. M. H.**, Dineen, J., Arteaga, A., & Vollmer, M. (in prep). Using cognitive interviewing to increase comprehension of fidelity of self-report measures: A pilot study.

Trudel, S. M., Charamut, N. R., Perry, S. D., **Sanetti, L. M. H.**, Cavallari, J. M. (in prep). *Amplifying educator voice in well-being initiatives: School psychologists as program champions*.

*Koriakin, T. Chafouleas, S. M., **Sanetti, L. M. H.**, Dineen, J. N. (in prep). *Ready, willing, and able? Exploring education research engagement in dissemination*.

BOOKS (N = 4)

Sanetti, L. M. H., Collier-Meek, M. A., Kratochwill, T. R., & Bergan, J. (under contract). *Practical Guide to Problem-Solving Consultation, Second Edition*. New York, NY: Springer.

- Kratochwill, T. R., & Bergan, J., **Sanetti, L. M. H.**, & Collier-Meek, M. A. (under contract). *Problem Solving Consultation and Therapy, Second Edition*. New York, NY: Springer.
- Sanetti, L. M. H.**, & Collier-Meek, M. A. (2019). *Supporting successful interventions in schools: Tools to plan, evaluate, and sustain effective implementation*. New York, NY: Guilford Press.
- Sanetti, L. M. H.**, & Kratochwill, T. R. (Eds.). (2014). *Treatment integrity: A foundation of evidence-based practice in applied psychology*. Washington, DC: American Psychological Association.

INVITED BOOK CHAPTERS (N = 18)

*Denotes graduate student at time of research or publication

* Denotes postdoctoral fellow at time of research or publication

- Collier-Meek, M. A.**, Pierce, A. M., **Sanetti, L. M. H.** (in press). Implementation science and school psychology. In M. K. Burns (Ed.) *Introduction to school psychology: Controversies and current practice* (2nd ed.). New York, NY: Oxford University Press.
- Sanetti, L. M. H.**, & Pierce, A. M. (accepted, 2023). Treatment fidelity in school consultation research. In Garbacz, A., Newman, D., Erchul, W., & Sheridan, S., (Eds.), *Handbook of Research in School Consultation: Empirical Foundations for the Field* (3rd ed.). New York: Routledge.
- Sanetti, L. M. H.**, & Collier-Meek, M. A. (2023). Best practices in implementation science and practice for school interventions. In P. Harrison, A. Thomas, & S. Proctor, (Eds.), *Best practices in school psychology* (7th ed.). Bethesda, MD: The National Association of School Psychologists.
- DiGennaro Reed, F. D., **Sanetti, L. M. H.**, & Coddling, R. S. (2021). Teacher consultation in behavioral assessment and intervention. In W. Fisher, C. Piazza, & H. Roane (Eds.), *Handbook of applied behavior analysis*. New York: Guilford Press.
- Chafouleas, S. M., **Sanetti, L. M. H.**, & Russell, B. S. (2021). Making the most of collaborative research projects. In R. G. Floyd and T. L. Eckert (Eds.), *Handbook of University and Professional Careers in School Psychology*. New York, NY: Routledge.
- Sanetti, L. M. H.** & *Luh, H. (2020). Treatment fidelity in school-based intervention. In A. Reschly, S. Christenson, A. Pohl (Eds.), *Evidence-based practical student engagement interventions: Promoting Students' academic, behavioral, cognitive, and affective engagement at school*. New York, NY: Springer.
- VanDerHeyden, A. M., Briesch, A. M., Roach, A., Sullivan, A., Hoffman, J., Garbacz, S. A., **Sanetti, L. M. H.**, & Coddling, R. S. (2019). Future issues and controversies that will shape school psychology. In M. K. Burns (Ed.) *Introduction to school psychology: Controversies and current practice*. New York, NY: Oxford University Press.
- Sanetti, L. M. H.**, & Collier-Meek, M. (2017). Treatment integrity: Evidence-based interventions in applied settings. In L. Theodore (Ed.), *Handbook of evidence-based interventions for children and adolescents* (pp.3-16). New York: Springer Publishing.
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- Sanetti, L. M. H.**, & Kratochwill, T. R. (2014). Introduction: Treatment integrity in psychological research and practice. In L. M. H. Sanetti & T. R. Kratochwill (Eds.), *Treatment integrity: A foundation for evidence-based practice in applied psychology* (pp. 3-11). Washington, DC: American Psychological Association.
- Sanetti, L. M. H.**, & Kratochwill, T. R. (2013). Treatment integrity assessment within the problem-solving model. In R. Brown-Chidsey (Ed.), *Assessment for intervention: A problem-solving approach* (2nd ed.) (pp. 297-320). New York: Guilford Publications, Inc.

- Sanetti, L. M. H., & Simonsen, B.** (2011). Positive behavioral supports. In M. Bray & T. Kehle (Eds.), *Oxford handbook of school psychology* (pp. 647-665). New York: Oxford University Press.
- Sanetti, L. M. H., & *Gritter, K. L.** (2010). Evidence based interventions: Resources and guidance for educators. In A. Canter, L. Paige, & S. Shaw (Eds.), *Helping Children at Home and School* (3rd ed.). Bethesda, MD: National Association of School Psychologists.
- Sanetti, L. M. H., & Kratochwill, T. R.** (2005a). Progress monitoring: Conceptual, methodological, and practical applications. In M. Hersen (Ed.), *Encyclopedia of behavior modification in cognitive behavior therapy: Volume III* (pp. 1461-1468). Thousand Oaks, CA: Sage Publications.
- Sanetti, L. M. H., & Kratochwill, T. R.** (2005b). Treatment integrity assessment within the problem-solving model. In R. Brown-Chidsey (Ed.), *Assessment for intervention: A problem-solving approach* (pp. 304 -325). New York: Guilford Publications, Inc.
- Sladeczek, I. E., Kratochwill, T. R., Steinbach, C. L., Kumke, P., & **Hagermoser, L. M.** (2003). Problem solving consultation in the new millennium. In E. Cole & J. A. Siegel (Eds.), *Effective consultation in school psychology* (pp. 60-86). Munich, Germany: Hogrefe & Huber Publishers.
- Kratochwill, T. R., Cowell, E., Feeney, K., & **Hagermoser, L. M.** (2003). Behavioral approaches to intervention in educational settings. In R. T. Brown (Ed.), *Handbook of pediatric psychology in school settings* (pp. 521-554). Mahwah, NJ: Lawrence Erlbaum Associates.

PROFESSIONAL DEVELOPMENT RESOURCES (N = 5)

*Denotes graduate student at time of development

* Denotes postdoctoral fellow at time of development

- Sanetti, L. M. H., Kratochwill, T. R., *Collier-Meek, M. A., & *Long, A. C. J.** (2014). *PRIME: Planning Realistic Implementation and Maintenance by Educators*. Storrs, CT: University of Connecticut.
- Sanetti, L. M. H., *Fallon, L. M., & *Collier-Meek, M. A.** (2012). *Performance feedback protocol*. Storrs, CT: University of Connecticut.
- Dohrn, E., Volpiansky, P., Kratochwill, T. R., & **Sanetti, L. M. H.** (2007). *Progress monitoring toolkit*. Madison, WI: Wisconsin Department of Public Instruction.
- Sanetti, L. M. H., Kratochwill, T. R., Volpiansky, P., & Ring, M.** (2007). *Resource mapping: A toolkit for Education Communities*. Madison, WI: Wisconsin Department of Public Instruction.
- Elliott, S. N., Kratochwill, T. R., Roach, A., & **Hagermoser, L. M.** (2002, July). *The development and validation of the Wisconsin alternate assessment for students with disabilities*. Madison, WI: Wisconsin Department of Public Instruction.

TRANSLATION OF SCIENCE FOR THE PUBLIC (N = 16)

*Denotes graduate student at time of writing

- Trudel, S. M., Charamut, N. R., Perry, S. D., Sanetti, L. M. H., & Cavallari, J. M. (2024). *Amplifying our voice in educator well-being initiatives*. *Communique*, 53(2), 25-28.
- Pierce, A. M., Collier-Meek, M. A., *Drachslin, L., & **Sanetti, L. M. H.** (2024). Providing support for intervention implementation. *Communique*, 52(8), 19-21.
- Pierce, A. M., Collier-Meek, M. A., *Bucherbeam, T., & **Sanetti, L. M. H.** (in press). Monitoring intervention fidelity for data-based decision making. *Communique*, 52(7), 22-24.
- Collier-Meek, M. A., Pierce, A. M., *Flash, S., *Perry, S., & **Sanetti, L. M. H.** (2024). Focus on intervention fidelity to improve student outcomes. *Communique*, 52, 24-26.
- Sanetti, L. M. H. & Collier-Meek, M. A.** (2022). Sustaining practice 101: Adoption. Sustain Collaborative. www.sustaincollaborative.org
- Sanetti, L. M. H. & Collier-Meek, M. A.** (2022). Sustaining practice 101: Resource mapping. Authors. www.sustaincollaborative.org
- Collier-Meek, M. A. & **Sanetti, L. M. H.** (2022). Sustained Practice 101: Evaluating fidelity. Sustain Collaborative. www.sustaincollaborative.org

- Collier-Meek, M. A. & **Sanetti, L. M. H.** (2022). Sustaining practice 101: What is fidelity. Sustain Collaborative. www.sustaincollaborative.org
- Sanetti, L. M. H.** (2022). Sustain Collaborative Brief - Implementation and Student Outcomes: What They are and Why They Matter. www.sustaincollaborative.org
- Sanetti, L. M. H.** & Collier-Meek, M. A.. (2022). Sustained Practice 101: Plan-do-study-act . Authors. www.sustaincollaborative.org
- Sanetti, L. M. H.** & Collier-Meek, M. A. (2022). Sustaining practice 101: Reach. Sustain collaborative. www.sustaincollaborative.org
- Collier-Meek, M. A. & **Sanetti, L. M. H.** (2021). Sustaining practice 101: Equity, anti-racism, & schools. Sustain Collaborative. www.sustaincollaborative.org
- Collier-Meek, M. A. & **Sanetti, L. M. H.** (2021). Sustaining practice 101: What is fidelity. Sustain Collaborative. www.sustaincollaborative.org
- Sanetti, L. M. H.** (2018). Team science principles in school and health research. Available from <https://csch.uconn.edu/wp-content/uploads/sites/2206/2018/10/CSCH-Team-Science-Report-Final-October-2018.pdf>
- Sanetti, L. M. H.** (2010). Opportunities to learn by using new media. *All Children Considered*, 19 (1), 2.
- *Berggren, M. L., *Fallon, L. M., & **Sanetti, L. M. H.** (2010). There's an app for that! Creating opportunities to learn using new media: Advances in assistive technology. *School Psychology from Science to Practice*, 2 (4), 21-24.

CONFERENCE PRESENTATIONS and INVITED TALKS (N = 173)

*Denotes graduate student at time of presentation

* Denotes postdoctoral fellow at time of presentation

2025 (n = 7)

- *Brandes, J., Pierce, A.M., *Scarcelli, L., *Drachslin, L., *Landow, B., Collier-Meek, M. A., & **Sanetti, L. M. H.** (2025, February 18-21). *Critical consultation skills for school psychologists to promote equitable outcomes* [Miniskills presentation]. NASP 2025 Convention, Seattle, WA, United States.
- *Flash, S., *Bucherbeam, T., *Drachslin, L., Pierce, A. M., Collier-Meek, M. A., & **Sanetti, L. M. H.** (2025, February 18–21). Implementing is not easy: Common barriers faced by teachers [Paper presentation]. NASP 2025 Convention, Seattle, WA, United States.
- *Flash, S., *Drachslin, L., *Landow, B., *Alavi, S., Pierce, A. M., Collier-Meek, M. A., & **Sanetti, L. M. H.** (2025, February 18–21). Enhance fidelity: The role of teacher beliefs on implementation [Paper presentation]. NASP 2025 Convention, Seattle, WA, United States.
- Pierce, A. M., *Flash, S., *Brandes, J., *Bucherbeam, T., Collier-Meek, M. A., & **Sanetti, L. M. H.** (2025, February 18–21). *Initiative overload? How to de-implement ineffective practices at your school* [Miniskills presentation]. NASP 2025 Convention, Seattle, WA, United States.
- Pierce, A. M., *Flash, S., *Drachslin, L., Collier-Meek, M. A., **Sanetti, L. M. H.**, *Alavi, S., & *Scarcelli, L. (2025, February 18-21). *Enhancing contextual fit to promote positive behavioral intervention outcomes* [Miniskills presentation]. NASP 2025 Convention, Seattle, WA, United States.
- Trudel, S. M., *Charamut, N. R., *Perry, S. D., Sanetti, L. M. H., & Cavallari, J. M. (2025, February 18-21). *Amplifying Educator Voice in Well-being Initiatives: School Psychologists as Leaders*. [Presentation]. National Association of School Psychologists 2025 Annual Convention, Seattle, Washington.
- *Charamut, N.R., Trudel, S., **Sanetti, L. M. H.**, Cavallari, J.M., & Dugan, A. (2025, February) *Educator Perspectives on Resources to Support Educator Well-being*. Poster presented at the National Association of School Psychologists Annual Convention in Seattle, WA.

2024 (n = 8)

- Cavallari, J.C., Brennan, M., *Trudel, S. M., *Charamut, N. R., *Miskovsky, M., *Perry, S. D., **Sanetti, L. M. H.**, Dugan, A. G. (2024, June). *Using the Healthy Workplace Participatory Program to Improve Elementary Educators' Well-Being in the United States*. Paper presented at the 16th European Academy of Occupational Health Psychology Conference, Granada, Spain.
- Sanetti, L. M. H.**, Pierce, A. M., & Collier-Meek, M. A. (2024, March). *Actualizing school transformation through implementation science*. Invited presentation for the Connecticut Association of Public School Superintendents 2024 Spring Conference, Bristol, CT, United States.
- Collier-Meek, M. A., Pierce, A. M., & **Sanetti, L. M. H.** (2024, March). *Making change happen: Supporting teachers to adopt new practices*. Connecticut Association of Schools 2024 Conference, Mystic, CT.
- Pierce, A., Collier-Meek, M. A., **Sanetti, L. M. H.**, *Brandes, J., *Bucherbeam, T., *Perry, S., *Draschlin, L., & *Flash, S. (2024, February). *Fidelity assessment and supports*. Paper presented at the Annual Convention of the National Association of School Psychologists, New Orleans, LA.
- Pierce, A. M., *Brandes, J., *Bucherbeam, T., *Perry, S., Collier-Meek, M. A., & **Sanetti, L. M. H.** (2024, February 14). *Implementation matters: Measuring fidelity to support data-based decision making* [Miniskills presentation]. Annual Convention of the National Association of School Psychologists, New Orleans, LA, United States.
- *Charamut, N.R., **Sanetti, L. M.**, *Trudel, S., Cavallari, J. & Dugan, A. (2024, February) *Teacher Perspectives on Work and Non-work Demands Impacting Stress*. Poster presented at the annual National Association of School Psychology conference.
- *Charamut, N.R., *Perry, S., *Trudel, S. M., **Sanetti, L. M.**, Brennan, M., & Cavallari, J.M. (2024, February 14-17) *The HWPP-E: Engaging Educators in the Design of Well-Being Interventions*. [Presentation] National Association of School Psychologists Annual Convention, New Orleans, LA.
- *Charamut, N. R., *Trudel, S. M., Cavallari, J. C., & **Sanetti, L. M. H.** (2024, July). *Educator Perspectives on Resources and Workplace Changes to Support Educator Well-being*. Poster accepted to the 8th annual Journal of Clinical Child and Adolescent Psychology (JCCAP) Future Directions Forum in Columbus, Ohio.

2023 (n = 14)

- Pierce, A. M., Collier-Meek, M. A., **Sanetti, L. M. H.**, & *Draschlin, L. (2023). *Practical strategies for promoting intervention fidelity*. Paper presented at the New York Association of School Psychologists, Saratoga Springs, NY.
- Pierce, A. M., Collier-Meek, M. A., **Sanetti, L. M. H.**, & *Bucherbeam, T. (2023). *Efficient and effective behavior support plan development*. Poster presented at the New York Association of School Psychologists, Saratoga Springs, NY.
- Collier-Meek, M. A., & **Sanetti, L. M. H.** (2023). *Supporting student outcomes by improving treatment fidelity*. Invited webinar for American Psychological Association, Division 16.
- Collier-Meek, M. A., Pierce, A., & **Sanetti, L. M. H.**, (2023). *Making MTSS happen: Realistic implementation at the secondary level*. Invited presentation for the Connecticut Association of Schools.
- Collier-Meek, M. A., Pierce, A., & **Sanetti, L. M. H.**, (2023). *Integrating behavior supports into MTSS for student success*. Invited presentation for the Connecticut Association of Schools.
- Cavallari, J.M., Charamut, N. R., Morocho, C., Trudel, S., **Sanetti, L. M. H.**, & Dugan, A. (2023) *Teacher perspectives on work and non-work demands impacting stress*. Paper presented at the Work, Stress, and Health. Virtual Meeting.
- Sanetti, L. M. H.** (2023). *Bringing a whole child approach to supporting students with reading disabilities*. Invited panelist for the Boston University Wheelock Forum. Boston, MA.

- Sanetti, L. M. H.** (2023). *Well-being in schools: Systems and individual approaches*. Invited session for the Connecticut Association of Schools Annual Retreat. Norwich, CT.
- Sanetti, L. M. H.** (2023). *Top 10 strategies to reduce your stress*. Invited session for the Connecticut Association of Schools Annual Retreat. Norwich, CT.
- Sanetti, L. M. H.** (2023). *Help you help you*. Invited Keynote for the Simsbury Public Schools.
- Collier-Meek, M. A., & **Sanetti, L. M. H.** (2023). *Supporting learner outcomes by improving treatment fidelity*. Invited Keynote for the Texas Association of Behavior Analysts Association.
- Boyle, A. M., Ruggeri, K., Day, L., Pierce, A. M., **Sanetti, L. M. H.**, & Collier-Meek, M. A. (2023, February). *Focusing on efficiency: Standardizing the behavior support plan development process* [Practitioner conversation]. Practitioner conversation at the Annual Convention of the National Association of School Psychologists, Denver, CO.
- Pierce, A. M., Tomkunas, A., Drachslin, L., Boyle, A. M., **Sanetti, L. M. H.**, Collier-Meek, M. A. (2023, February). *Implementation planning: A practical strategy for supporting educator intervention fidelity*. Paper presented at the Annual Convention of the National Association of School Psychologists, Denver, CO.
- Collier-Meek, M. A., Gould, K., DeFouw, E. R., & **Sanetti, L. M. H.** (2023, February). *Consultation to improve class-wide outcomes: Opportunities & challenges*. Paper presented at the Annual Convention of the National Association of School Psychologists, Denver, CO.

2022 (n = 6)

- Sanetti, L. M. H.** (2022). *Top 10 strategies to reduce your stress*. Invited webinar for the Connecticut Association of Schools.
- Collier-Meek, M. A., **Sanetti, L. M. H.**, Luh, H., & *Susilo, A. (2022). *Bringing an equitable implementation lens into consultation to disrupt disparities*. Paper presented at the Annual Convention of the National Association of School Psychologists, Boston, MA.
- Sanetti, L. M. H.**, Collier-Meek, M. A., & *Boyle, A. (2022). *Supporting implementation of function-based BIPs*. Practitioner conversation presented at the Annual Convention of the National Association of School Psychologists, Boston, MA.
- *Pierce, A., **Sanetti, L. M. H.**, & Collier-Meek, M. A. (2022). *Implementation planning and teacher treatment integrity: A meta-analytic study*. Paper presented at the Annual Convention of the National Association of School Psychologists, Boston, MA.
- Sanetti, L. M. H.**, *Trudel, S., *Arteaga, A., & Dineen, J. (2022.) *Cognitive interviewing to increase comprehension of fidelity of self-report measures*. Paper presented at the Annual Convention of the National Association of School Psychologists, Boston, MA.
- Sanetti, L. M. H.**, Collier-Meek, M. A., & *Boyle, A. (2022). *Strategies to increase MTSS implementation: Funding to feedback*. Poster presented at the Annual Convention of the National Association of School Psychologists, Boston, MA.
- Collier-Meek, M. A., **Sanetti, L. M. H.**, & *Boyle, A. *How to maximize school psychology research by applying dissemination scholarship*. Paper presented at the Annual Convention of the National Association of School Psychologists, Boston, MA.

2021 (n = 2)

- Sanetti, L. M. H.** (2021, October). *Supporting successful intervention implementation in schools: A problem-solving process*. Invited keynote for North Carolina School Psychology Association Conference.
- *Luh, H.J., *Perry, H., & **Sanetti, L. M. H.** (2021, May). *Using preprogrammed emailed prompts to support teachers' verbal prompt delivery about classroom expectations*. Poster presented at Northeast Positive Behavior Intervention and Supports (NEPBIS) Leadership Forum, CT.

2020 (n = 17)

- *Luh, H. J., & **Sanetti, L.** (2020, August). *Prompting the prompts: Effects of emailed prompts on teachers' verbal prompt delivery*. Poster presented at the American Psychological Association, Atlanta, DC.
- Sanetti, L. M. H.** (2020, March). *Using implementation to improve practice in schools*. Invited keynote for ServeMinnesota Annual Meeting, Minneapolis, MN.
- Sanetti, L. M. H.,** & Collier-Meek, M.A. (2020, February). *Facilitating tier 2 supports: From adoption to implementation*. Invited keynote for the Positive Environments, Network of Trainers (PENT) Forum, San Bernadino, CA.
- Sanetti, L. M. H.,** & Collier-Meek, M.A. (2020, February). *Building upon CICO to meet more students' needs*. Invited keynote for the Positive Environments, Network of Trainers (PENT) Forum, San Bernadino, CA.
- Sanetti, L. M. H.,** & Collier-Meek, M.A. (2020, February). *Evaluating implementation to support students and schools*. Invited keynote for the Positive Environments, Network of Trainers (PENT) Forum, San Bernadino, CA.
- Collier-Meek, M.A., & **Sanetti, L. M. H.** (2020, March). *Using multi-tiered implementation supports to improve treatment fidelity of behavioral interventions*. Symposium paper presented at the Connecticut Association for Behavior Analysis Conference, Uncaseville, CT.
- Collier-Meek, M.A., & **Sanetti, L. M. H.** (2020, February). *How to document, collect, and analyze implementation fidelity data*. Miniskills presented at the National Association of School Psychologists, Baltimore, MD.
- *Auerbach, E., Chafouleas, S. M., **Sanetti, L. M. H.,** & Gelbar, N. (2020, February). *A self-care intervention for caregivers of children with developmental disabilities*. Paper presented at the National Association of School Psychologists, Baltimore, MD.
- Collier-Meek, M.A., Johnson, A., **Sanetti, L. M. H.,** & Minami, T. (2020, February). *Critical components of classroom management: What improves academic engagement*. Paper presented at the National Association of School Psychologists, Baltimore, MD.
- Sanetti, L. M. H.,** Collier-Meek, M.A., Chafouleas, S., & Fallon, F. (2020, February). *Fidelity estimates: The influence of method and data collection procedures*. Paper presented at the National Association of School Psychologists, Baltimore, MD.
- *Gould, K. M., **Sanetti, L. M. H.,** Collier-Meek, M.A., *Pereira, B., & *Charbonneau, S. (2020, February). *Using the performance diagnostic checklist to increase intervention implementation*. Paper presented at the National Association of School Psychologists, Baltimore, MD.
- *Pierce, A., **Sanetti, L. M. H.,** & *Gammie, L. (2020, February). *Total worker health – A promising approach to addressing educator wellbeing*. Paper presented at the National Association of School Psychologists, Baltimore, MD.
- Sanetti, L. M. H.,** *Gammie, L., *Pierce, A. (2020, February). *Healthy workplace participatory process: Teacher well-being*. Miniskills presented at the National Association of School Psychologists, Baltimore, MD.
- Boyle, A. M., & **Sanetti, L. M. H.** (2020, February). *Supporting paraeducator treatment integrity to behavior support plans*. Paper presented at the National Association of School Psychologists, Baltimore, MD.
- *Koriakin, T., *Auerbach, E., **Sanetti, L. M. H.,** & Chafouleas, S.M. (2020, February). *Supporting staff as they support students: Strategies for employee wellness*. Poster presented at the National Association of School Psychologists, Baltimore, MD.
- *Koriakin, T., Chafouleas, S.M., & **Sanetti, L. M. H.** (2020, February). *Exploring education researcher engagement in dissemination*. Poster presented at the National Association of School Psychologists, Baltimore, MD.
- *Charbonneau, S., *Cascio, A., *Tiarks, J., & **Sanetti, L. M. H.** (2020, February). *Questioning the evidence base of grief interventions in schools*. Poster presented at the National Association of School Psychologists, Baltimore, MD.

2019 (n = 6)

- Sanetti, L. M. H.** (2019, August). *Promoting teacher well-being using a participatory process*. Paper presented at the Caribbean Well-being Conference, St. Marteen.
- *Gould, K., Collier-Meek, M.A., & **Sanetti, L. M. H.** (2019, May). *Using the performance diagnostic checklist to increase treatment fidelity on behavior intervention plans*. Poster to be presented at the Association for Behavioral Analysis International 44th Annual Convention, Chicago, IL.
- Sanetti, L. M. H.**, & Collier-Meek, M. A. (2019, February). *Supporting successful intervention implementation in schools: A problem-solving process*. Miniskills presented at the National Association of School Psychologists, Atlanta, GA.
- Sanetti, L. M. H.**, *Volk, D., *Pierce, A., *Mulé, M. (2019, February). *A participatory approach to addressing educator health and wellbeing*. Poster presented at the National Association of School Psychologists, Atlanta, GA.
- Garbacz, S. A., Albers, C. A., Benson, N. F., Demaray, M. K., Hawkins, R. O., Jenkins, L. N., Kilgus, S. P., Pendergast, L. L., **Sanetti, L. M. H.**, & von der Embse, N. (2019, February). *Demystifying publishing: Insight from Journal of School Psychology editors*. A symposium presented at the National Association of School Psychologists, Atlanta, GA.
- Collier-Meek, M. A., **Sanetti, L. M. H.**, *Gould, K., & *Periera, B. (2019, February). *A checklist and supports to help paraeducators implement student interventions*. Poster presented at the National Association of School Psychologists, Atlanta, GA.

2018 (n = 4)

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

2017 (n = 10)

- Fallon, L. M., *Carthcart, S., **Sanetti, L. M. H.** (2017, October). *Parents' treatment integrity of home-based behavioral interventions: Surveying behavior analysts' current practices*. Paper to be presented at the Annual Conference of the Berkshire Association for Behavior Analysis and Therapy.
- Collier-Meek, M. A., Fallon, L. M., & **Sanetti, L. M. H.** (2017, October). *Considering treatment integrity a behavior influenced by antecedents and consequences: Implications for evaluation and support*. Paper to be presented at the Annual Conference of the Berkshire Association for Behavior Analysis and Therapy.
- Sanetti, L. M. H.**, Collier-Meek, M. A., & *Luh, H. (2017, September). *Evaluation of data-driven delivery of implementation supports in education*. Poster to be presented at the 4th Biennial Conference of the Society for Implementation Research Collaboration. Seattle, WA.
- *Luh, H., **Sanetti, L. M. H.**, & Collier-Meek, M. A. (2017, September). *Using ecological momentary assessment (EMA) to collect data on the fidelity of implementation of school-wide behavioral*

- supports*. Poster to be presented at the 4th Biennial Conference of the Society for Implementation Research Collaboration. Seattle, WA.
- *Collier-Meek, M. A., Johnson, A. H., & **Sanetti, L. M. H.** (2017, September). *Evaluating the fit of the ecological frameworks for implementation influences in school settings*. Poster to be presented at the 4th Biennial Conference of the Society for Implementation Research Collaboration. Seattle, WA.
- Collier-Meek, M. A., & **Sanetti, L. M. H.** (2017, September). Teachers' reported barriers to delivering interventions in schools. Poster to be presented at the 4th Biennial Conference of Society for Implementation Research Collaboration. Seattle, WA.
- Sanetti, L. M. H.** (2017, August). *Secondary traumatic stress in educators: What we know and where we need to go*. Poster presented at the Annual Convention of American Psychological Association, Washington, DC.
- Sanetti, L. M. H.**, Collier-Meek, M., *Clark, D., & *Fitchelberg, A. (2017, August). *Ecological momentary assessment: A new method to assess treatment fidelity in schools?* Poster presented at the Annual Convention of American Psychological Association, Washington, DC.
- Collier-Meek, M., **Sanetti, L. M. H.**, Fallon, L. M., Chafouleas, S. M. (2017, August). *Influence of time of day on direct observation treatment integrity estimates*. Poster presented at the Annual Convention of American Psychological Association, Washington, DC.
- *Volk, D., Chafouleas, S. M., & **Sanetti, L. M. H.** (2017, February). *The WSCC model: Success through integrated health and education*. Poster presented at the Annual Convention of the National Association of School Psychologists, San Antonio, TX.

2016 (n = 15)

- Chafouleas, S. M., **Sanetti, L. M. H.**, & *Volk, D. (2016, September). *Advancing school mental health through the whole school, whole community, whole child model*. Paper presented at the Annual Conference on Advancing School Mental Health.
- Sanetti, L. M. H.** (2016, May). *Assessing implementation: A comparison of direct observation and permanent product review*. Paper presented at the Annual Convention of the Association for Behavior Analysis International.
- Sanetti, L. M. H.** (2016, May). *Increasing teachers' behavior support plan implementation adherence and quality through implementation planning*. Paper presented at the Annual Convention of the Association for Behavior Analysis International.
- *Williamson, K. & **Sanetti, L. M. H.** (2016, May). *Comparing class-wide levels of student behavior under two systematically manipulated rates of specific praise*. Poster presented at the New England Positive Behavioral Supports and Interventions Forum.
- *Williamson, K. & **Sanetti, L. M. H.** (2016, May). *Comparing class-wide levels of student behavior under two systematically manipulated rates of specific praise*. Poster presented at the Center for Behavior and Education Research Student Symposium.
- *Fallon, L. M. & **Sanetti, L. M. H.** (2016, March). *Consulting with families to implement behavioral interventions at home with fidelity*. Paper presented at the International Conference on Positive Behavior Support.
- Sanetti, L. M. H.** (2016, March). *Increasing behavior support plan implementation through implementation planning: efficient and effective support*. Paper presented at the International Conference on Positive Behavior Support.
- *Williamson, K. M., *Byrne, D. C., *Wisniewski, A., *Collier-Meek, M. A., **Sanetti, L. M. H.**, & Kratochwill, T. R. (2016, February). *Implementing classroom management strategies and assessing class-wide behavior outcomes*. Paper presented at the Annual Convention of National Association of School Psychologists, New Orleans, LA.
- *DiOrio, R., Bray, M. A., Kehle, T. J., **Sanetti, L.**, & Gallucci, J. (February, 2016). *Video self modeling for autism*. Poster accepted for presentation at the Annual Convention of the National Association of School Psychologists, New Orleans, LA.

- Collier-Meek, M. A., **Sanetti, L. M. H.**, & *Boyle, A. (2016, February). *Barriers to implementation: Implications for intervention development and support*. Paper presented at the Annual Convention of National Association of School Psychologists, New Orleans, LA.
- Sanetti, L. M. H.**, Collier-Meek, M. A., & Fallon, L. M (2016, February). *Fidelity with flexibility: Individualized adaptations of evidence-based interventions*. Poster presented at the Annual Convention of National Association of School Psychologists, New Orleans, LA.
- Collier-Meek, M. A., Johnson, A. H., *Brodsky, L., *Gould, K. *DeFouw, E., *Silva, M., & **Sanetti, L. M. H.** (2016, February). *Evaluating system-wide influences to intervention implementation*. Paper presented at the Annual Convention of National Association of School Psychologists, New Orleans, LA.
- *Boyle, A., Collier-Meek, M. A., & **Sanetti, L. M. H.** (2016, February). *Assessing classroom management implementation through direct observation and teacher surveys*. Paper presented at the Annual Convention of National Association of School Psychologists, New Orleans, LA.
- *Boyle, A., *Dobey, L., *Williamson, K. M., Collier-Meek, M. A., & **Sanetti, L. M. H.** (2016, February). *Supporting classroom management in physical education classrooms*. Paper presented at the Annual Convention of National Association of School Psychologists, New Orleans, LA.
- Fallon, L. M., & **Sanetti, L. M. H.** (2016, February). *Direct training to increase teacher adherence to an instructional intervention*. Poster presented at the Annual Convention of National Association of School Psychologists, Washington, DC.

2015 (n = 10)

- *Long, A. C. J., **Sanetti, L. M. H.**, & *Collier-Meek, M. A. (2015, May). *Teachers' intervention planning and perceived implementation barriers: A statewide exploratory study*. Poster presented at the Global Implementation Conference, Dublin, Ireland.
- *Fallon, L. M., *Collier-Meek, M. A., & **Sanetti, L. M. H.** (accepted, 2015, October). *The impact of performance feedback on teachers' treatment fidelity of classroom-based interventions*. Paper presented at the Annual Conference of the Berkshire Association for Behavior Analysis and Therapy, Amherst, MA.
- Sassu, K., Bray, M. A., La Salle, T. S., & **Sanetti, L. M. H.** (2015, August). *Evaluating professional dispositions within graduate training programs*. Poster presented at the 123rd Annual Convention of American Psychological Association, Toronto, Ontario.
- Collier-Meek, M. A., **Sanetti, L. M. H.**, & Fallon, L. M. (2015, August). *Conceptualizing treatment integrity within the antecedent-behavior-consequence sequence*. Poster presented at the 123rd Annual Convention of American Psychological Association, Toronto, Ontario.
- Collier-Meek, M. A., Johnson, A. H., **Sanetti, L. M. H.**, & *Gould, K. M. (2015, August). *A measure to assess systemic barriers to implementation in schools*. Poster presented at the 123rd Annual Convention of American Psychological Association, Toronto, Ontario.
- Sanetti, L. M. H.** (March, 2015). *Providing implementation support: Frameworks for working smarter, not harder*. Invited presentation at the International Conference on Positive Behavior Support, Boston, MA.
- *Collier-Meek, M. A., **Sanetti, L. M. H.**, *Williamson, K. M., & *Wisniewski, A. (February, 2015). *Evaluating and supporting the implementation of classroom management strategies*. Paper presented at the Annual Convention of National Association of School Psychologists, Orlando, FL.
- Sanetti, L. M. H.**, & *Collier-Meek, M. A. (2015, February). *Using PRIME to make data-based decisions and provide implementation support*. Paper presented at the Annual Convention of National Association of School Psychologists, Orlando, FL.
- *Wisniewski, A., *Collier-Meek, M. A., & **Sanetti, L. M. H.** (2015, February). *Using tier 1 treatment integrity supports to increase intervention implementation*. Poster presented at the Annual Convention of National Association of School Psychologists, Orlando, FL.

- *McNamara-Brazolovich, K., Bray, M. A., **Sanetti, L. M.**, Faggella-Luby, M., Pugh, K. R., & Kehle, T. J. (2015, February). *Conducting classroom observations that consider teaching and learners*. Presentation for the National Association of School Psychologists.

2014 (n = 9)

- *Williamson, K., *Mills, J., *Byrne, D. C., *Long, A. C. J., **Sanetti, L. M. H.**, & Kratochwill, T. R. (2014, February). *Analyzing treatment integrity at the component level*. Poster presented at the Annual Convention of National Association of School Psychologists, Washington, DC.
- *Williamson, K., *Mills, J., *Long, A. C. J., & **Sanetti, L. M. H.** (2014, February). *Investigating treatment integrity: Classroom management and student outcomes*. Poster presented at the Annual Convention of National Association of School Psychologists, Washington, DC.
- *McNamara, K., Bray, M. A., Kehle, T. J., **Sanetti, L. M. H.**, & Fagella-Luby, M. (2014, February). *Assessing quality instruction during English / language arts classroom observations*. Poster presented at the Annual Convention of National Association of School Psychologists, Washington, DC.
- *Long, A. C. J., **Sanetti, L. M. H.**, & *Byrne, D. C. (2014, February). *Investigating teachers planning for intervention implementation: A survey study*. Poster presented at the Annual Convention of National Association of School Psychologists, Washington, DC.
- *Long, A. C. J., **Sanetti, L. M. H.**, *Gallucci, J. G., & *Byrne, D. C. (2014, February). *Examining the promise of computer-based implementation planning: A pilot study*. Poster presented at the Annual Convention of National Association of School Psychologists, Washington, DC.
- Sanetti, L. M. H.**, *Williamson, K., *Byron, J., *Long, A. C. J., *Kim, J. S., Kratochwill, T. R. (2014, February). *Defining and quantifying treatment integrity: Conceptual and methodological barriers to assessment and interpretation*. Paper presented at the Annual Convention of National Association of School Psychologists, Washington, DC.
- *Collier-Meek, M. A., **Sanetti, L. M. H.**, *Byron, J. R., *Altschaeffl, M., *Kim, J. S., *Mills, J., & Kratochwill, T. R. (2014, February). *Providing implementation support to teachers in a multi-tiered framework*. Paper presented at the Annual Convention of National Association of School Psychologists, Washington, DC.
- Sanetti, L. M. H.**, *Collier-Meek, M. A., *Byrne, D., & *Byron, J. R. (2014, February). *Research-based strategies to assess and promote educators' intervention implementation*. Mini-skills presented at the Annual Convention of National Association of School Psychologists, Washington, DC.
- *Collier-Meek, M. A., **Sanetti, L. M. H.**, Fallon, L. M., Feinberg, A. B., & Kratochwill, T. R. (2014, February). *Supporting parents to implement student interventions*. Poster presented at the Annual Convention of National Association of School Psychologists, Washington, DC.

2013 (n = 9)

- Sanetti, L. M. H.**, *Collier-Meek, M. A., & Kratochwill, T. K. (2013, August). *Proposing multi-tiered implementation support for teachers*. Poster presented at the Global Implementation Conference, Washington, DC.
- Sanetti, L. M. H.** (2013, August). *Feasibly promoting treatment integrity of school-based interventions*. Paper presented at the Annual Convention of the American Psychological Association, Honolulu, HI.
- Sanetti, L. M. H.** (2013, June). *Supporting evidence-based implementation of evidence-based interventions*. Invited presentation for the Consultation Division at the May Institute, Randolph, MA.
- *Collier-Meek, M. A., *Gallucci, J. J., *Long, A. C. J., & **Sanetti, L. M. H.** (2013, February). *Teachers' perceived barriers to intervention implementation: Implications for treatment integrity*. Paper presented at the Annual Convention of National Association of School Psychologists, Seattle, WA.

- *Collier-Meek, M. A., & **Sanetti, L. M. H.** (2013, February). *Assessing and promoting parents' treatment integrity: Implications and lessons learned*. Poster presented at the Annual Convention of National Association of School Psychologists, Seattle, WA.
- Sanetti, L. M. H.**, 'Long, A. C. J., *Collier-Meek, M. A., *Byron, J. R. & *Byrne, D. (2013, February). *Promoting treatment integrity through effective implementation planning*. Paper presented at the Annual Convention of National Association of School Psychologists, Seattle, WA.
- Sanetti, L. M. H.**, 'Long, A. C. J., *Collier-Meek, M. A., & *Byron, J. R. (2013, February). *Assessing treatment integrity: Direct observation versus permanent product review*. Paper presented at the Annual Convention of National Association of School Psychologists, Seattle, WA.
- 'Long, A. C. J., **Sanetti, L. M. H.**, *Collier-Meek, M. A., & *Kim, J. S. (2013, February). *Applying adult behavior change theory to support intervention implementation*. Paper presented at the Annual Convention of National Association of School Psychologists, Seattle, WA.
- *Fallon, L. M., & **Sanetti, L. M. H.** (2013, February). *Improving inter-rater agreement between observers' and teachers' treatment integrity ratings*. Poster presented at the Annual Convention of National Association of School Psychologists, Seattle, WA.

2012 (n = 22)

- Sanetti, L. M. H.**, 'Long, A. C. J., & *Byron, J. R. (2012, August). *Validating an educator intervention implementation intention and sustainability self-efficacy measure*. Poster presented at the Annual Convention of the American Psychological Association, Orlando, FL.
- 'Long, A. C. J., *Collier-Meek, M. A., *Kim, J. S., & **Sanetti, L. M. H.** (2012, August). *Promoting treatment integrity: A review of adult behavior change models*. Poster presented at the Annual Convention of the American Psychological Association, Orlando, FL.
- *Byron, J. R., **Sanetti, L. M. H.**, & 'Long, A. C. J. (2012, August). *An evaluation of action and coping planning as a strategy to increase treatment integrity*. Poster presented at the Annual Convention of the American Psychological Association, Orlando, FL.
- *Byron, J. R., *Collier-Meek, M., **Sanetti, L. M. H.**, & 'Long, A. C. J. (2012, August). *Barriers to implementation: Teachers' perspectives from a statewide survey*. Poster presented at the Annual Convention of the American Psychological Association, Orlando, FL.
- Sanetti, L. M. H.**, & 'Long, A. C. J. (2012, May). *Understanding and promoting treatment integrity*. Paper presented at Northeast Positive Behavior Intervention and Supports (PBIS) Network Leadership Forum, Cromwell, CT.
- *Gallucci, J. J., *Onuegbulem, C., *Altschaeffl, M., 'Long, A. C. J., & **Sanetti, L. M. H.** (2012, May). *Introduction to implementation planning and an example of its use in a class-wide behavior intervention*. Poster presented at the Center for Behavioral Education and Research (CBER) Symposium, Storrs, CT.
- *Collier-Meek, M. A., *Gallucci, J. J., *Kim, J. S., *Byron, J. R., 'Long, A. C. J., & **Sanetti, L. M. H.** (2012, May). *Teachers' perspectives on barriers to implementation*. Poster presented at the Center for Behavioral Education and Research (CBER) Symposium, Storrs, CT.
- *Byron, J. R., *Byrne, D. C., *Collier-Meek, M. A., 'Long, A. C. J., & **Sanetti, L. M. H.** (2012, May). *Implementation planning as a strategy for increasing treatment integrity*. Poster presented at the Center for Behavioral Education and Research (CBER) Symposium, Storrs, CT.
- Chafouleas, S. M., & **Sanetti, L. M. H.** (2012, April). *Evidence-based intervention: A discussion around the "what is it" and "how to pick and do it well"*. Invited presentation for the Center for Behavioral Education and Research (CBER) Research Collaborative Meeting, Storrs, CT.
- Sanetti, L. M. H.**, *Fallon, L. M., *Collier-Meek, M. A., & 'Maggin, D. M. (2012, April). *The effect of performance feedback on treatment integrity: A systematic review*. Poster presented at the Council for Exceptional Children Convention, Denver, CO.

- Sanetti, L. M. H.,** *Collier-Meek, M. A., & *Fallon, L. M. (2012, April). *Implementation of treatment integrity assessment and performance feedback by a special educator*. Poster presented at the Council for Exceptional Children Convention, Denver, CO.
- Sanetti, L. M. H.** (2012, April). *Assessing and ensuring implementation of school-based interventions*. Paper presented at the Council for Exceptional Children Convention, Denver, CO.
- Sanetti, L. M. H.,** *Fallon, L. M., *Collier-Meek, M. A. (2012, March). *School social workers in consultation: Performance feedback to improve classroom teachers' treatment fidelity of behavioral interventions*. Paper presented at the National School Social Work Conference, Boston, MA.
- *Berggren, M. L., *Byron, J. R., *Jaffery, R., *Ruberto, L., Chafouleas, S. M., & **Sanetti, L. M. H.** (2012, February). *The impact of instruction plus behavior intervention on student outcomes*. Poster presented at the Annual Convention of the National Association of School Psychologists, Philadelphia, PA.
- *Collier-Meek, M. A. & **Sanetti, L. M. H.** (2012, February). *Conjoint behavioral consultation: A review of treatment integrity*. Poster presented at the Annual Convention of the National Association of School Psychologists, Philadelphia, PA.
- *Collier-Meek, M. A., *Fallon, L. M., *Johnson, A. H., & **Sanetti, L. M. H.** (2012, February). *Video self-modeling: Procedures and technology*. Poster presented at the Annual Convention of the National Association of School Psychologists, Philadelphia, PA.
- *Long, A. C. J., & **Sanetti, L. M. H.** (2012, February). *Treatment integrity as adult behavior change: A review of models*. Paper presented at the Annual Convention of the National Association of School Psychologists, Philadelphia, PA.
- *Long, A. C. J., & **Sanetti, L. M. H.** (2012, February). *Validating the implementation intention and sustainability self-efficacy assessments*. Poster presented at the Annual Convention of the National Association of School Psychologists, Philadelphia, PA.
- *Maggin, D. M., & **Sanetti, L. M. H.** (2012, February). *Training paraeducators to manage student behavior: Direct and collateral effects*. Poster presented at the Annual Convention of the National Association of School Psychologists, Philadelphia, PA.
- *McCarthy, S. R., & **Sanetti, L. M. H.** (2012, February). *Evaluation of a school-based health promotion intervention for adolescents*. Poster presented at the Annual Convention of the National Association of School Psychologists, Philadelphia, PA.
- Sanetti, L. M. H.,** & *Long, A. C. J. (2012, February). *Applying a theory of adult behavior change to treatment integrity*. Paper presented at the Annual Convention of the National Association of School Psychologists, Philadelphia, PA.
- Sanetti, L. M. H.,** & *Collier-Meek, M. A. (2012, February). *Treatment integrity assessment evaluation and promotion: Suggestions for school psychologists*. Miniskills workshop presented at the Annual Convention of the National Association of School Psychologists, Philadelphia, PA.

2011 (n = 16)

- Sanetti, L. M. H.,** *Fallon, L. M., & *Collier-Meek, M. A. (2011, October). *The effects of performance feedback delivered by school-based personnel to increase teachers' implementation integrity*. Symposium conducted at the Annual Conference of Berkshire Association for Behavior Analysis and Therapy, Amherst, MA.
- Sanetti, L. M. H.** (2011, October). *Assessing and promoting high levels of treatment integrity of school-based interventions*. Invited paper presented at the New England Forum on Positive Behavior Support, Norwood, MA.
- *Sax, D. M., Yakimowski, M. E., & **Sanetti, L. M. H.** (2011, October). *Perspectives of in-service school psychology students on NASP standards and needs of ELL and disabilities*. Poster presentation at the Annual Conference of the Northeastern Educational Research Association, Rocky Hill, CT.

- Sanetti, L. M. H.,** Long, A. C. J., & Kratochwill, T. R. (2011, August). *Not recreating the wheel: Adaptation of a theory of behavior change for use in education*. Poster presented at the Global Implementation Conference, Washington, DC.
- *Fallon, L. M., *Collier-Meek, M. A., *Jaffery, R., **Sanetti, L. M. H.,** & Chafouleas, S. M. (2011, August). *Treatment integrity assessment and intervention with school-based personnel: Lessons learned from preliminary studies*. Poster presented at the Annual Convention of the American Psychological Association, Washington, DC.
- *Fallon, L. M., *McCarthy, S. R., & **Sanetti, L. M. H.,** (2011, August). *Classroom-based practices in school-wide positive behavior support (SWPBS): Preliminary indications of implementation and challenges faced*. Poster presented at the Annual Convention of the American Psychological Association, Washington, DC.
- Sanetti, L. M. H.,** Long, A. C. J., & Kratochwill, T. R. (2011, August). *Survey of educators' planning of intervention implementation*. Poster presented at the Annual Convention of the American Psychological Association, Washington, DC.
- Sanetti, L. M. H.,** Long, A. C. J., & Kratochwill, T. R. (2011, August). *Adult behavior change: A prerequisite for high levels of treatment integrity in schools*. Poster presented at the Annual Convention of the American Psychological Association, Washington, DC.
- *Collier-Meek, M. A., *Fallon, L. M., & **Sanetti, L. M. H.,** (2011, August). *A systematic review of treatment integrity in homework interventions studies*. Poster presented at the Annual Convention of the American Psychological Association, Washington, DC.
- *McCarthy, S. R., *Fallon, L. M., Bray, M. A., **Sanetti, L. M. H.,** & Kehle, T. K. (2011, August). *Toward school-wide obesity prevention: Evaluation of body mass index screening policies in US schools*. Poster presented at the Annual Convention of the American Psychological Association, Washington, DC.
- Sanetti, L. M. H.,** & DiGennaro-Reed, F. (2011, May). *Barriers to implementing treatment integrity procedures: Survey of treatment outcome researchers*. Paper presented at the Annual Convention of the Association for Behavior Analysis, Denver, CO.
- *Maggin, D. M., *Fallon, L. M., **Sanetti, L. M. H.,** & *Ruberto, L. M. (2011, May). *Training paraeducators to implement a positive classroom management protocol: Direct and collateral effects*. Poster presented at the Center for Behavioral Education Research (CBER) Symposium, Storrs, CT.
- *Collier-Meek, M. A., *Fallon, L. M., Long, A. C. J., & **Sanetti, L. M. H.** (2011, May). *Integrating a model of adult behavior change into school-based treatment integrity: An introduction to Project PRIME*. Poster presented at the Center for Behavioral Education Research (CBER) Symposium, Storrs, CT.
- *Jaffery, R., *Fallon, L. M., **Sanetti, L. M. H.,** & Chafouleas, S. M. (2011, February). *Using DBR in self-monitoring to improve middle school behavior*. Paper presented at the Annual Convention of the National Association of School Psychologists, San Francisco, CA.
- *Fallon, L. M., *Jaffery, R., **Sanetti, L. M. H.,** & Chafouleas, S. M. (2011, February). *Performance feedback by school-based personnel to increase teachers' treatment integrity*. Poster presented at the presented at the Annual Convention of the National Association of School Psychologists, San Francisco, CA.
- *Fallon, L. M., *Collier Meek, M. A., & **Sanetti, L. M. H.,** (2011, February). *Building capacity: Treatment integrity assessment and intervention by school-based consultants*. Poster presented at the Annual Convention of the National Association of School Psychologists, San Francisco, CA.

2010 (n = 4)

- Sanetti, L. M. H.,** & *Fallon, L. M. (2010, November). *Promotion of treatment integrity of school-based interventions: Applications in class-wide behavioral interventions*. Invited paper presented at the New England Forum on Positive Behavior Support, Norwood, MA.

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

2009 (n = 4)

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

2008 (n = 7)

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

2007 (n = 1)

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

2005 (n = 1)

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

2004 (n = 2)

Sanetti, L. M. H. (2004, April). *Treatment integrity assessment: Past, present, and future*. Paper presented at the Annual Convention of the National Association of School Psychologists, Dallas, TX.

Johnston, H., Cowell, E., Hurwitz, J., Kohler, K., & **Sanetti, L. M. H.** (2004, February). *Medication-related challenges in children in school settings*. Invited presentation for the Wisconsin School Psychologists Association Conference, Wisconsin Rapids, WI.

WORKSHOPS (N = 8)

Sanetti, L. M. H. (2013, April). *Supporting intervention implementation activities in schools*. Invited webinar presentation for the Evidence-Based Education and Services Team-Professional Learning Community on Mental Health Literacy, Ontario, Canada.

Sanetti, L. M. H. (2012, April). *The first "big" grant*. Invited workshop for Department of Educational Psychology Graduate Students, Storrs, CT.

Faggella-Luby, M., & **Sanetti, L. M. H.** (2008, January). *Preparation for applying to jobs in academia*. Invited workshop for the Department of Educational Psychology Doctoral Candidates, Storrs, CT.

Rey, J., & **Sanetti, L. M. H.** (2006, September). *Effective classroom behavior support*. Invited presentation for special educators and administrators in Meriden, CT.

Bush, K., & **Sanetti, L. M. H.** (2004, February). *Goal attainment scaling: An overview*. Invited presentation for the Madison Metropolitan School District School Psychologists Professional Development Series, Madison, WI.

McGivern, J., Niebling, B., Feeney, K., Herrera, G., Kohler, K., **Sanetti, L. M. H.** (2003, January). *Supporting children with anxiety disorders and selective mutism*. Invited presentation for pupil services professionals, teachers, and parents of the Stevens Point Area Public School District, Stevens Point, WI.

Kratochwill, T. R., & **Hagermoser, L. M.** (2002, September). *The new Wisconsin Alternate Assessment for students with disabilities: Implementation guidelines and procedures*. Invited presentation for special educators and assessment leaders in the Rice Lake, WI area.

Kratochwill, T. R., & **Hagermoser, L. M.** (2002, September). *The new Wisconsin Alternate Assessment for students with disabilities: Implementation guidelines and procedures*. Invited presentation for special educators and assessment leaders in the Milton, WI area.

INTERVIEWS (N = 5)

Sanetti, L. M. H. (2024, March). 2024's most and least stressed states. https://wallethub.com/edu/most-stressful-states/32218#expert=Lisa_M._Hagermoser_Sanetti

Sanetti, L. M. H. (2022, March). 2022's most and least stressed states. https://wallethub.com/edu/most-stressful-states/32218#expert=Lisa_M._Hagermoser_Sanetti

- Sanetti, L. M. H.** (2021, December). Why teacher shortages are growing in New England. And Another Thing, New England Public Media. <https://www.nepm.org/interviews-talk/2021-12-08/why-teacher-shortages-are-growing-in-new-england>
- Sanetti, L. M. H.** (2021, April). “We need to be nurtured, too”: Many teachers say they’re reaching a breaking point. National Public Radio. <https://www.npr.org/transcripts/988211478>
- Sanetti, L. M. H.** (2021, April). *Parents fighting, teachers crying: Grownup stress is hitting kids hard.* Hechinger Report <https://hechingerreport.org/parents-fighting-teachers-crying-grownup-stress-is-hitting-kids-hard/>

MULTIMEDIA (N = 6)

- Sanetti, L. M. H.** (2021). *Passion to Progress*. Podcast recorded on teacher stress.
- Sanetti, L. M. H.** (2019). *Using a team science approach to advance pain research*. Podcast for the Collaboratory on School and Child Health. <https://csch.uconn.edu/2019/05/15/using-a-team-science-approach-to-advance-pain-research/>
- Sanetti, L. M. H.** (2018). Teacher stress and wellbeing. Twitter chat for the Collaboratory on School and Child Health. <https://csch.uconn.edu/2018/04/26/csch-twitter-chat-teacher-stress-and-teacher-well-being/>
- Sanetti, L. M. H.** (2018). *TEDx: Teacher stress: A crisis ignored*. https://www.youtube.com/watch?v=tBhQy12ANrc&index=11&t=0s&list=PLsRNoUx8w3rN_QnqUq862K3KX2MLPA0hw
- Sanetti, L. M. H.** (2011). *NASP Dialogues: Treatment integrity assessment and intervention by school-based personnel: Practical applications based on a preliminary study*. Podcast available at: <http://nasponline.org/resources/podcasts/index.aspx>
- Sanetti, L. M. H.** (2010). *NASP Dialogues: Treatment integrity*. Podcast available at: <http://www.nasponline.org/resources/podcasts/treatmentintegrity.aspx>

GRANTS AND CONTRACTS

Grant Mentor (n = 2)

- Grant mentor. *Early Career Research Initiative*. Principal Investigator: Jacqueline Anderson. Funding Source: Society for the Study of School Psychology. Status: Under review.
- Grant mentor. *Shapiro Mid-Career Research Initiative*. Principal Investigator: Elizabeth McKenney. Funding Source: Society for the Study of School Psychology. Status: Funded.

Expert Consultant/Faculty on Extramural Grant (n = 8)

- Expert Faculty. *Research Institute for Implementation Science in Education (RIISE) to Address the “Last Mile” in Educational Research*. Principal Investigator: Aaron Lyon, University of Washington. Funding Source: US Department of Education, Institute of Education Sciences. Status: Under Review.
- Expert Faculty. *A Research Institute for Implementation Science in Education (RIISE) to Address the “Last Mile” in Educational Research*. Principal Investigator: Aaron Lyon, University of Washington. Funding Source: US Department of Education, Institute of Education Sciences. Status: Awarded.
- Consultant. *Keeping Teachers Teaching Through Wellness Promotion and Stress Reduction*. Principal Investigators: Nate von der Embse and Shannon Suldo, University of Southern Florida. Funding Source: Spencer Foundation. Status: Under Review.
- Expert Faculty. *A Research Institute for Implementation Science in Education (RIISE) to Address the “Last Mile” in Educational Research*. Principal Investigator: Aaron Lyon, University of Washington. Funding Source: US Department of Education, Institute of Education Sciences. Status: Awarded.

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

Grants (Applications = 45; Funded = 22, Under Review = 1)

- Co-Principal Investigator. *Iterative Development and Testing of Behavior FITS (Function-based Indicated Tier 2 Strategies) to Streamline Systems and Improve Learner Outcomes*. Funding source: Institute of Education Sciences (Development & Innovation). Total funded: requested \$2,000,000. Status: Under review.
- Principal Investigator. *Reach Every Reader: Screener Implementation*. Funding source: Chan Zuckerberg Initiative. Status: Pending. Duration of funding: July 2023 – December 2027. UConn subaward total amount requested: \$496,055.
- Co- Investigator. Project PSYCHS: Preparing School Psychologists in Equitable and Effective Service Coordination. Funding Source: United States Department of Education, Office of Postsecondary Education. Duration of Funding: October, 2023-September 2025. Total Amount Funded: \$760,950
- Co-Principal Investigator. *Teachers and Leaders Turnover and Supply*. Funding source: CT State Department of Education. Status: Funded. Duration of funding: January 2023 – December 2024. Amount requested: \$250,000.
- Co-Principal Investigator. *Innovation, Diversity, Equity, and Accessibility (IDEA) Learning Disabilities Research Center (LDRC)* Funding source: Status: Unfunded. Duration of funding: National Science Foundation. July 1, 2023 – June 2028. UConn subaward total amount requested: \$521,439.
- Co-Principal Investigator. *Total Teacher Health*. Funding source: CDC/National Institute of Occupational Safety and Health. Status: Awarded. Duration of funding: July, 2021 to June, 2026. Total amount requested: \$1,547,151.
- Co-Principal Investigator. PRIME²: Planning Realistic Intervention Implementation and Maintenance by Educators. Funding source: Institute of Education Sciences. Status: Awarded. Duration of funding: July, 2021 to June, 2026. Total amount requested: \$1,645,009.
- Co-Principal Investigator. *Project C³: Critical Components of Coaching*. Funding source: Institute of Education Sciences. Status: Unfunded. Duration of funding: July, 2021 to June, 2025.

- Co-Principal Investigator. *Project SUPPORTS: Supporting Paraeducator Practices by means Of Research and Theory-informed Strategies*. Funding source: Institute of Education Sciences. Status: Unfunded. Duration of funding: July, 2021 to June, 2025.
- Co-Principal Investigator. Project I³-PREP: *Interdisciplinary Preparation in Integrated and Intensive Practices*. Funding source: Office of Special Education Programs. Requested duration: October, 2020 to September, 2025. Status: Funded. Total amount requested: \$1,002,929.
- Principal Investigator. *Cognitive Interviewing to Increase Comprehension of Fidelity Self-Report Measures: A Pilot Study*. Duration of funding: September, 2020 to December, 2021. Status: Funded. Total amount requested: \$49,990.40.
- Principal Investigator (supervisor of Student Investigator Hao-Jan Luh). *Effects of Emailed Prompts on Teachers' Verbal Prompt Delivery*. Requested duration: January, 2020 to December, 2021. Status: Funded. Total amount requested: \$3,322.00
- Co-Principal Investigator. Project LEAD: *School psychologists Leading Implementation of Integrated Multi-tiered Services*. Funding source: Office of Special Education Programs. Requested duration: January, 2020 to December, 2024. Status: Unfunded. Total amount requested: \$1,229,231.
- Principal Investigator. *Changes in the Way we Work: Non-standard Workdays and Worker and Family Health*. Funding source: Robert Wood Johnson Foundation. Requested duration: January, 2020 to December, 2020. Status: Unfunded. Total amount requested: \$165,152 (subaward).
- Co-Principal Investigator & Project Director. *Project SUPPORTS: Supporting Paraeducator Practices by means Of Research and Theory-informed Strategies*. Funding source: Institute of Education Sciences. Status: Unfunded. Duration of funding: July, 2019 to June, 2022. Total amount requested: \$1,399,045.
- Principal Investigator. *An Integrated Approach to Hearing Preservation Among Construction Workers*. Subaward: National Institutes of Health. Status: Funded. Duration of Funding: June 2018-August 2018. Total amount requested: \$11,049.
- Co-Principal Investigator. *Applying the Healthy Workplace Participatory Program to Address Teacher Wellbeing: A Mixed-Methods Pilot Study*. Funding source: Windsor Public School District. Status: Funded. Duration of Funding: July, 2018-June, 2019. Total amount requested: \$6,582.
- Co-Principal Investigator. *What's stress got to do with it: Applying the healthy workplace participatory program to address teacher wellbeing*. Funding source: Neag School of Education Dean's Research Incentive Award. Status: Funded. Duration of funding: May, 2018-August, 2019. Total amount requested: \$9,993.
- Co-Principal Investigator. *Applying the healthy workplace participatory program to address teacher wellbeing: A mixed-methods pilot study*. Funding source: Collaboratory on School and Child Health. Status: Funded. Duration of funding: January, 2018-December, 2018. Total amount requested: \$4,998.
- Principal Investigator. *Concept mapping approach to identify the core implementation competencies to inform training in implementation of psychological science*. Funding source: Association for Psychological Science. Status: Not funded. Duration of funding: March, 2018-February, 2019. Total amount requested: \$5,000.
- Principal Investigator. *Concept mapping approach to identifying core implementation competencies and inform development of an on-line implementation course*. Funding source: Provosts Academic Mini Grant. Status: Not funded. Duration of funding: January, 2018-August, 2018. Total amount requested: \$5,000.
- Co-Principal Investigator & Project Director. *Project SUPPORTS: Supporting Paraeducator Practices by means Of Research and Theory-informed Strategies*. Funding source: Institute of Education Sciences. Status: Not funded. Duration of funding: July, 2018- June, 2021. Total amount requested: \$1,399,99.
- Principal Investigator. *Effectiveness of Tiered Consultation to Support Implementation of Evidence-Based Interventions for Autism Spectrum Disorder in Public Schools*. Funding Source: Subaward from Southern Illinois University from United States Department of Defense. Status: Not funded.

- Duration of funding: July, 2018–June, 2021. Total amount requested: \$341,675 (Subaward: \$38,436)
- Principal Investigator. *Agreement between Ecological Momentary Assessment and Observation of Paraprofessionals' Implementation of Behavior Support Plans in a Public Elementary School*. Funding Source: UConn Office of the Vice President for Research: Research Excellence Program. Status: Not funded. Duration of funding: July, 2017-June, 2018. Total amount requested: \$24,989.
- Co-Principal Investigator. *Project PSYCHS²: Psychologists serving youth through coordinated health services in schools*. Funding source: Office of Special Education Programs. Status: Not funded. Duration of funding: July, 2017- June, 2022. Total amount requested: \$1,248,488.
- Co-Investigator. *Effectiveness of Tiered Consultation to Support Implementation of Evidence-Based Interventions for Autism Spectrum Disorder in Public Schools*. Funding Source: Department of Defense—Autism Idea Development Award. Status: Not funded. Duration of funding: July, 2017-June, 2020. Total amount requested: \$341,675
- Co-Principal Investigator. *Project M-ADAPTS: Development and Evaluation of a Modular Approach to Decreasing and Preventing Teacher Stress*. Funding source: UConn Institute for Collaboration on Health, Intervention, and Policy. Status: Not Funded. Duration of funding: September, 2016-August, 2018. Total amount requested: \$15,000.
- Principal Investigator. *Agreement between ecological momentary assessment, observation, and permanent product review of teachers' implementation of school-wide behavioral supports in a clinical day treatment program*. Funding source: Neag School of Education Dean's Research Incentive Award. Status: Funded. Duration of funding: May, 2015-May, 2016. Total amount funded: \$4,995.
- Principal Investigator. *Initial evaluation of a direct measure of classroom management implementation*. Funding source: University of Connecticut Research Foundation. Status: Funded. Duration of funding: November, 2013- October, 2014. Total amount funded: \$1,500.
- Principal Investigator. *Research training program on implementation of educational interventions in research: Issues in conceptualization, measurement, and analysis*. Funding Source: Subaward from University of Chicago from US Department of Education, Institute of Education Sciences. Status: Not funded. Duration of funding: July, 2015-June, 2018. Total amount requested (Subaward only): \$144,915.
- Principal Investigator. *Planning Realistic Intervention Implementation and Maintenance by Educators and Parents (PRIME-P)*. Funding Source: National Institute of Mental Health. Status: Not funded. Duration of funding: July, 2015-June, 2017. Total amount requested: \$422,745.
- Principal Investigator. *Evaluation of a planning protocol on teachers' implementation of a classroom management system in an alternative school setting: A pilot study*. Funding source: University of Connecticut Research Foundation. Status: Funded. Duration of funding: January, 2012-July, 2013. Total amount funded: \$24,996.
- Co-Investigator. *Project ATTACK (Analyzing Text Type to Advance Comprehension and Knowledge): Developing a Tier 2 Reading Comprehension Intervention for Secondary Students*. Funding Source: US Department of Education, Institute of Education Sciences. Status: Unfunded. Duration of Funding: July, 2012-June, 2015. Total amount requested: \$1,499,090.
- Co-Investigator. *CT Leadership Education in Neurodevelopmental and Related Disabilities (LEND) Program*. Funding Source: U. S. Health Resources and Services Administration, Maternal and Child Health Bureau. Status: Funded. Duration of Funding: July, 2010-June, 2013. Total amount funded: \$1,650,000.
- Co-Principal Investigator and Project Director. *Project PRIME: Planning Realistic Intervention implementation and Maintenance by Educators*. Funding source: US Department of Education, Institute of Education Sciences. Status: Funded. Duration of Funding: July, 2010-June, 2014. Total amount requested: \$1,436,300.
- Co- Investigator. *Project STORY: Strategic Teaching Of Reading to Youth through the development of a reading comprehension intervention for secondary English classes*. Funding source: US

- Department of Education. Status: Unfunded. Duration: July, 2008-June, 2011. Total amount requested: \$1,249,925.
- Co-Principal Investigator and Project Director. *Project EVALUATE: Empirically Validated, Longitudinal, Universal Assessment of Treatment Integrity of Educators*. Funding source: US Department of Education, Institute of Education Sciences. Status: Unfunded. Duration of Funding: July, 2009-June, 2012. Total amount requested: \$1,598,358.
- Co-Investigator. *Data Driven Secondary Supports DDSS*. Funding source: US Department of Education, Institute of Education Sciences. Status: Unfunded. Duration of Funding: July, 2009-June, 2012. Total amount requested: \$1,498,358.
- Co-Investigator. *Postdoctorate in Behavioral Education and Research PBER*. Funding Source: US Department of Education, Institute of Education Sciences. Status: Funded. Duration: August, 2008-August, 2012. Total amount funded: \$732,134.
- Principal Investigator. *Identification of variables that predict the level of treatment integrity with which an evidence-based intervention is implemented in elementary school classrooms*. Funding source: US Department of Education. Status: Unfunded. Duration: July, 2008-June, 2011. Total amount requested: \$584,360.
- Principal Investigator. *Review of treatment integrity data in the school psychology literature: 1995-2005*. Funding source: University of Connecticut Research Foundation. Status: Funded. Duration: January, 2008-July, 2009. Total amount funded: \$980.
- Principal Investigator. *New faculty research award*. Funding source: Neag School of Education. Status: Funded. Duration: June, 2008-August, 2008. Total amount requested: \$10,000.
- Principal Investigator. *Departmental research dissemination award*. Funding source: Department of Educational Psychology. Status: Funded. Duration: August, 2008-August, 2009. Total amount requested: \$2,500.
- Principal Investigator. *Accuracy of teacher self-report as a treatment integrity assessment for behavioral interventions: A comparison of daily self-recording and weekly self-reporting*. Funding source: University of Connecticut Research Foundation. Status: Funded. Duration: January, 2008-July, 2009. Total amount requested: \$15,069.
- Co-Principal Investigator. *The effects of the Treatment Integrity Planning Protocol (TIPP) on treatment integrity and treatment outcomes in school-based consultation*. Funding source: US Department of Education. Status: Funded. Duration: July, 2004-December, 2006. Total amount requested: \$20,000.

District Contracts (n = 12)

- Co-Principal Investigator. University of Connecticut, School Psychology Program and participating school districts and agencies in the State of Connecticut. Funding sources: Glastonbury Public Schools, Glastonbury, CT, Waterford, CT, CREC and EASTCONN. Duration of funding: September 2019 to June, 2020. Total amount funded: \$60,084.19.
- Co-Principal Investigator. University of Connecticut, School Psychology Program and participating school districts and agencies in the State of Connecticut. Funding sources: Glastonbury Public Schools, Glastonbury, CT. Duration of funding: September, 2018 to June, 2019. Total amount funded: \$11,799.
- Co-Principal Investigator. University of Connecticut, School Psychology Program and participating school districts and agencies in the State of Connecticut. Funding sources: Glastonbury Public Schools, Glastonbury, CT; Waterford Public Schools, Waterford, CT, Connecticut Behavioral Health, and Simsbury Public Schools, Simsbury, CT. Duration of funding: September, 2017 to June, 2018. Total amount funded: \$93,078.
- Co-Principal Investigator. University of Connecticut, School Psychology Program and participating school districts and agencies in the State of Connecticut. Funding sources: Glastonbury Public Schools, Glastonbury, CT; Waterford Public Schools, Waterford, CT, and Simsbury Public

- Schools, Simsbury, CT. Duration of funding: September, 2016 to June, 2017. Total amount funded: \$51,022.
- Co-Principal Investigator. *University of Connecticut, School Psychology Program and participating school districts and agencies in the State of Connecticut.* Funding sources: Willington Public Schools, Willington, CT; Glastonbury Public Schools, Glastonbury, CT; Waterford Public Schools, Waterford, CT; Eastconn, Columbia, CT; Wallingford Public Schools, Wallingford, CT; Futures, Inc.; Middletown, CT; Shelton Public Schools, Shelton, CT; Duration of funding: September, 2015 to June, 2016. Total amount funded: \$173,488.00.
- Co-Principal Investigator. *University of Connecticut, School Psychology Program and participating school districts and agencies in the State of Connecticut.* Funding sources: Tolland Public Schools, Tolland, CT; Willington Public Schools, Willington, CT; Glastonbury Public Schools, Glastonbury, CT; Waterford Public Schools, Waterford, CT; Eastconn, Columbia, CT; Wethersfield Public Schools, Wethersfield, CT; Futures, Inc.; Middletown, CT; Wediko Children's Services, Boston, MA; Duration of funding: September, 2014 to June, 2015. Total amount funded: \$178,432.00.
- Co-Principal Investigator. *University of Connecticut, School Psychology Program and participating school districts and agencies in the State of Connecticut.* Funding sources: Plainfield Public Schools, Plainfield, CT; CREC, Tolland Public Schools, Tolland, CT; Willington Public Schools, Willington, CT; Glastonbury Public Schools, Glastonbury, CT; Waterford Public Schools, Waterford, CT.; Eastconn, Columbia, CT; Bridgeport Public Schools; Futures, Inc.; Middletown, CT. Duration of funding: September, 2013 to June, 2014. Total amount funded: \$173,799.00.
- Co-Principal Investigator. *University of Connecticut, School Psychology Program and participating school districts and agencies in the State of Connecticut.* Funding sources: CREC River Street School, Tolland Public Schools, Tolland, CT; Willington Public Schools, Willington, CT; Glastonbury Public Schools, Glastonbury, CT; Waterford Public Schools, Waterford, CT.; Bridgeport Public Schools, Bridgeport, CT; Meriden Public Schools, Meriden, CT; Eastconn, Columbia, CT; Futures, Inc. Middletown, CT. Duration of funding: September, 2012 to June, 2013. Total amount funded: \$178,821.00.
- Co-Principal Investigator. *University of Connecticut, School Psychology Program and participating school districts and agencies in the State of Connecticut.* Funding sources: Family & Children's Aid, Inc. Danbury, CT.; Tolland Public Schools, Tolland, CT; Willington Public Schools, Willington, CT; Glastonbury Public Schools, Glastonbury, CT; Waterford Public Schools, Waterford, CT.; Futures, Inc. Middletown, CT. Duration of funding: September, 2011 to June, 2012. Total amount funded: \$167,661.
- Co-Principal Investigator. *University of Connecticut, School Psychology Program and participating school districts and agencies in the State of Connecticut.* Funding sources: Family & Children's Aid, Inc. Danbury, CT.; Tolland Public Schools, Tolland, CT; Willington Public Schools, Willington, CT; Glastonbury Public Schools, Glastonbury, CT; Waterford Public Schools, Waterford, CT.; Futures, Inc. Middletown, CT. Duration of funding: September, 2010 to June, 2011. Total amount funded: \$132,790.
- Co-Principal Investigator. *University of Connecticut, School Psychology Program and participating school districts and agencies in the State of Connecticut.* Funding sources: Tolland Public Schools, Tolland, CT; Willington Public Schools, Willington, CT; Futures, Inc. Middletown, CT. Duration of funding: September, 2009 to June, 2010. Total amount funded: \$82,973.00.
- Co-Principal Investigator. *University of Connecticut, School Psychology Program and participating school districts and agencies in the State of Connecticut.* Funding sources: Glastonbury Public Schools, Glastonbury, CT; Sterling Memorial School, Oneco, CT; Waterford Public Schools, Waterford, CT; and Tolland Public Schools, Tolland, CT. Duration of funding: September, 2008 to June, 2009. Total amount funded: \$64,872.00.

TEACHING EXPERIENCE

2007-Present *University of Connecticut*
 Courses Taught (* indicates developed course):

- Graduate:
 - Internship—Doctoral (EPSY 6491)
 - Internship—MS/6th year (EPSY 5491)
 - *Seminar: Technical Writing (EPSY 5194)
 - *Seminar: Behavior Interventions (EPSY 5440)
 - *Applied Behavior Analysis (EPSY 5405)
 - Seminar: Single Subject Research in Education (EPSY 6469)
 - Ethics in Educational and Professional Psychology (EPSY 5408)
 - *Seminar: Child Psychopathology (EPSY 5340)
 - *Seminar: Systems and Organizational Interventions (EPSY 5194)
 - *Seminar: Crisis Prevention and Intervention (EPSY 5194)

2006-2007 *Northeastern University, Adjunct*

- Graduate:
 - Learning Problems

2004-2005 *University of Wisconsin—Madison, Teaching Assistant*

- Graduate:
 - Applied Behavior Analysis
 - Cognitive Assessment
 - Introduction to School Psychology

Guest Lectures

Spring 2020 Prevention Science Leadership Training Grant Seminar, *University of Wisconsin—Madison*
 Fall 2008, 2009 Prevention, *University of Connecticut*
 Fall 2004 Child Development, *University of Wisconsin—Madison*

PROFESSIONAL EXPERIENCE

2013-2020 **Associate Professor with tenure**, Department of Educational Psychology
Neag School of Education, University of Connecticut

2007-2013 **Assistant Professor**, Department of Educational Psychology
Neag School of Education, University of Connecticut

2006-2007 **Postdoctoral Fellow**

2005-2006 **Predoctoral Intern (APPIC, APA-accredited)**
May Institute, Inc., Randolph, MA

Project Assistantships

2004-2005 Language Development in Fragile X Syndrome Project
Waisman Center, University of Wisconsin-Madison
 Supervisor: Len Abbeduto, PhD

2001-2004 Treatment Utility in Instructional Consultation
Wisconsin Center for Educational Research, University of Wisconsin-Madison
 Supervisors: Drs. Jeffrey Braden, Stephen Elliott, Thomas Kratochwill

Consultant Positions

2020-present	Well-being Consultant <i>Connecticut Association of Schools</i>
2014-2016	Psychological and Behavioral Consultation Services <i>EASTCONN</i>
2003-2007	Early and Ongoing Collaboration and Assistance Project <i>Wisconsin Department of Public Instruction</i>
2003-2005	Laboratory for Brain Imaging and Behavior <i>Waisman Center, University of Wisconsin-Madison</i>
2002-2003	Wisconsin Alternate Assessment Leadership Team <i>Wisconsin Department of Public Instruction</i>

Grant Coordinator

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

Notable University Service**Chair**

2019-2020	Department of Educational Psychology Scholarship Committee
2019	Search Committee, School Psychology Program
2017	Search Committee, School Psychology Program
2014-2015	Department of Educational Psychology Syllabus Committee
2013-2014	Department of Educational Psychology Scholarship Committee

Advisor

2012-2018	Student Affiliates of School Psychology
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Member

2022-present	Internal Competitions Advisory Board, UConn Office of the Vice Provost for Research
2022-present	Human Subjects Institutional Review Board, Alternate Member
2019-2020	Mission, Vision, Values, Principles Taskforce, Neag School of Education
2017-2022	Human Subjects Institutional Review Board, Member
2016-present	Review Panel, UConn IDEA Grant Program, Office of Undergraduate Research
2016-2017	Neag School of Education Assessment Subcommittee on Advanced Programs
2016-2020	Promotion, Tenure, and Reappointment Committee, Departmental
2016-present	Center for Excellence in Teaching and Learning—Award Committee
2015-present	Collaboratory on School and Child Health—Steering Committee
2015-2021	Neag School of Education Research Awards Committee
2016-2017	Search Committee, School Counseling Program
2014-present	UConn Research Excellence Program, Grant Review Panel
2013-2017	Human Subjects Institutional Review Board, Alternate Member
2013-2014	Search Committee, Dean of the Neag School of Education
2013-2014	Search Committee, Special Education Program

2012-2013 Search Committee, School of Social Work
 2012-2013 Search Committee, School Psychology Program
 2009-2014 Neag School of Education Assessment Subcommittee on Teacher Education
 2008-2013 Department of Educational Psychology Scholarship Committee

Notable Regional Service

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

Notable National Service

Founding Co-Chair

2021-2024 Dissemination and Implementation Practice & Science Interest Group, National Association of School Psychologists

Clinical Advisory Board Member

2021-present LEARN Behavioral

Steering Committee Member

2013-2019 American Psychological Association, Division of Implementation Science in Psychology

Accreditation Site Visitor

2013-present American Psychological Association

Invited Reviewer

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

Chair

2015 Lightner Witmer Award Committee, American Psychological Association, Division 16
 2025 Thomas Oakland Mid-Career Award Committee, American Psychological Association, Division 16

Member

2022-2024 Thomas Oakland Mid-Career Award Committee, American Psychological Association, Division 16
 2021-present Society for the Study of School Psychology Grant Review Committee
 2012-2014 Lightner Witmer Award Committee, American Psychological Association, Division 16
 2011-2015 American Psychological Association Division 16 Working Group on the Translation of Science to Practice and Policy

Notable International Service

Invited Grant Reviewer

2024 Swiss National Science Foundation

Invited Grant Reviewer

2020 University of Sharjah - Research Institute of Medical and Health Sciences - Grant Competition

Invited Implementation Science Expert Reviewer

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

Editorial Positions

Associate Editor

2014-2020 *Journal of School Psychology*
2011-2014 *Assessment for Effective Intervention*

Editorial Board Member

2019-present *Implementation Research and Practice*
2014-present *Assessment for Effective Intervention*
2009-present *School Psychology Review*
2013-2019 *School Psychology Forum*
2012-2014 *Journal of School Psychology*
2011-2014 *Journal of Educational and Psychological Consultation*
2009-2014 *Psychology in the Schools*

Guest Editor

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

Ad Hoc Reviewer

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

Invited Review Committee Member

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

ADVISING

Post-doctoral Advising

Alexandra Pierce Post-doctoral fellow and project manager for Project PRIME-2 (2021-2023)

Melissa Collier-Meek Post-doctoral fellow and project manager for Project PRIME (2013-2014)
Assistant /Associate Professor, University of Massachusetts—Boston (2014-2022)
Associate Professor, Teachers College, Columbia University (2022-Present)
Anna C. J. Long Post-doctoral fellow and project manager for Project PRIME (2010-2013)

Associate Professor, Louisiana State University (2013-Present)

Doctoral Advisees (graduated)

Sarah Charbonneau (2024)—School psychologist, Nashua, NH
 Alexandra Cascio (2023)—School psychologist, Glastonbury, CT
 Alexandra Pierce (2022)—postdoctoral fellow, University of Connecticut
 Sophie Rodenbush (2022)—School psychologist
 Hao-Jan Luh (2020)—Assistant Professor, Eastern Illinois University
 Lisa Dobey (2019)—postdoctoral fellow, Institute for Professional Practice
 Ashley Boyle (2019)—postdoctoral fellow, Kennedy Krieger Institute
 Daniel Clark (2019)—postdoctoral fellow, May Institute, Randolph, MA
 Kathleen Williamson (2017)—School psychologist, Darien High School, Darien, CT
 Justin Byron (2016)—School psychologist, Shelton Public Schools
 Deirdre Byrne (2015)—School psychologist, Boston Public Schools
 Jennifer Connolly (2014)—Educational and Behavioral Consultant, EASTCONN
 Scott McCarthy (2014)—Director of Special Education and Student Services; Darien, CT
 Melissa Collier-Meek (2013)—Associate Professor, University of Massachusetts—Boston
 Lindsay Fallon (2013)—Assistant Professor, University of Massachusetts—Boston

PROFESSIONAL AFFILIATIONS

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