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University of Connecticut
Neag School of Education
Department of Educational Psychology
Storrs, Connecticut 06269-3064

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CURRENT POSITION

- 2020-Present **Professor, School Psychology**
Department of Educational Psychology
Neag School of Education, University of Connecticut
- 2009-Present **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
Departments of Educational Psychology and Human Development; Schools of Nursing and Social Work
- 2003-2004 Interdisciplinary Training
Waisman Center
University of Wisconsin—Madison
*Maternal and Child Health Interdisciplinary Leadership Education
In Neurodevelopmental and Related Disabilities (MCH LEND)*
- 2001-2004 M.S. in Educational Psychology
Subspecialty: School Psychology
University of Wisconsin—Madison
Advisor: Thomas R. Kratochwill, PhD
- 1995-1999 B. A. in Psychology
Boston College

CREDENTIALS

- 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

2022 Thomas Oakland Mid-Career Scholarship Award, *American Psychological Association, Division 16*

2021 Article of the Year, Nomination (under review), *Journal of Educational and Psychological Consultation*

2020 Article of the Year, Honorable Mention, *School Psychology Review*

2018 Elected Member, Society for the Study of School Psychology

2018 Fellow, *American Psychological Association, Division 16*

2015 Article of the Year, finalist, *Journal of School Psychology*

2015-2016 University of Connecticut Teaching Fellow

2012 Lightner Witmer Award, *American Psychological Association, Division 16*

2012 Outstanding Early Career Scholar Award, *Neag School of Education, University of Connecticut*

2009 Early Career Scholar, *Society for the Study of School Psychology*

2007 Outstanding Dissertation of the Year Award, *Wisconsin School Psychology Association*

2005-2006 Avril S. Barr Graduate Fellow, *University of Wisconsin—Madison*

PEER-REFEREED JOURNAL ARTICLES (N = 73)

*Denotes graduate student at time of research or publication

• Denotes postdoctoral fellow at time of research or publication

2024 (n=1)

Sanetti, L. M. H., Yel, N., *Long, A. C. J., Collier-Meek, M. A., & Kratochwill, T. R. (in press). Assessing teachers' intervention-related expectations and self-efficacy: An examination of the factor structure of the implementation beliefs assessment. *School Psychology*.

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=4)

- *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>

2020 (n=6)

- *Byron, J., **Sanetti, L. M. H.**, *Charbonneau, S. (2020). Increasing teacher treatment fidelity to cover, copy, compare through consultation and computer-guided implementation planning. *International Journal of School and Educational Psychology*, 1-15.
- 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., Bellorde, C.A., Kim, G.S., **Hagermoser, L. M.**, ... Coffey, B. J. (2001). Disentangling chronological age from age of onset in children and adolescents with obsessive compulsive disorder. *International Journal of Neuropsychopharmacology*, 4, 169-178.

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

- *Denotes graduate student at time of research or publication
 • Denotes postdoctoral fellow at time of research or publication

Cavallari, J. A., *Trudel, S. M., *Charamut, N. R., Dugan, A. G., & Sanetti, L. M.H. (under review)
Educator perspectives on stressors and health: A qualitative study of U.S. K-12 educators upon return to in-person learning in February 2021. Submitted to BMC Public Health.

PEER-REFEREED JOURNAL ARTICLES, IN PREPARATION (N = 1)

- *Denotes graduate student at time of research or publication
 • Denotes postdoctoral fellow at time of research or publication

*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 = 17)

- *Denotes graduate student at time of research or publication
 • Denotes postdoctoral fellow at time of research or publication

- 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. (accepted, 2022). 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.**, & Codding, 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.
- Sanetti, L. M. H.**, Collier-Meek, M., & Fallon, L. (2016). Fidelity with flexibility: Treatment acceptability and individualized adaptations of evidence-supported treatments. In S. Maltzman (Ed.), *Oxford handbook of treatment processes and outcomes in psychology: A multidisciplinary, biopsychosocial approach* (pp.289-308). New York: Oxford University Press.
- Coddling, R., **Sanetti, L. M. H.**, & DiGennaro Reed, F. M. (2014). Best practices in facilitating consultation and collaboration with teachers and administrators. In P. Harrison & A. Thomas (Eds.), *Best practices in school psychology: Data-based and collaborative decision making* (6th ed., pp. 525-540). Bethesda, MD: The National Association of School Psychologists.
- Sanetti, L. M. H.**, & Kratochwill, T. R. (2014). Introduction: Treatment integrity in psychological research and practice. In L. M. H. Sanetti & T. R. Kratochwill (Eds.), *Treatment integrity: A foundation for evidence-based practice in applied psychology* (pp. 3-11). Washington, DC: American Psychological Association.
- Sanetti, L. M. H.**, & Kratochwill, T. R. (2013). Treatment integrity assessment within the problem-solving model. In R. Brown-Chidsey (Ed.), *Assessment for intervention: A problem-solving approach* (2nd ed.) (pp. 297-320). New York: Guilford Publications, Inc.
- Sanetti, L. M. H.**, & Simonsen, B. (2011). Positive behavioral supports. In M. Bray & T. Kehle (Eds.), *Oxford handbook of school psychology* (pp. 647-665). New York: Oxford University Press.
- Sanetti, L. M. H.**, & *Gritter, K. L. (2010). Evidence based interventions: Resources and guidance for educators. In A. Canter, L. Paige, & S. Shaw (Eds.), *Helping Children at Home and School* (3rd ed.). Bethesda, MD: National Association of School Psychologists.
- Sanetti, L. M. H.**, & Kratochwill, T. R. (2005a). Progress monitoring: Conceptual, methodological, and practical applications. In M. Hersen (Ed.), *Encyclopedia of behavior modification in cognitive behavior therapy: Volume III* (pp. 1461-1468). Thousand Oaks, CA: Sage Publications.
- Sanetti, L. M. H.**, & Kratochwill, T. R. (2005b). Treatment integrity assessment within the problem-solving model. In R. Brown-Chidsey (Ed.), *Assessment for intervention: A problem-solving approach* (pp. 304 -325). New York: Guilford Publications, Inc.
- Sladeczek, I. E., Kratochwill, T. R., Steinbach, C. L., Kumke, P., & **Hagermoser, L. M.** (2003). Problem solving consultation in the new millennium. In E. Cole & J. A. Siegel (Eds.), *Effective consultation in school psychology* (pp. 60-86). Munich, Germany: Hogrefe & Huber Publishers.
- Kratochwill, T. R., Cowell, E., Feeney, K., & **Hagermoser, L. M.** (2003). Behavioral approaches to intervention in educational settings. In R. T. Brown (Ed.), *Handbook of pediatric psychology in school settings* (pp. 521-554). Mahwah, NJ: Lawrence Erlbaum Associates.

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 = 12)

*Denotes graduate student at time of writing

- 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 = 152)

*Denotes graduate student at time of presentation

• Denotes postdoctoral fellow at time of presentation

2023 (n = 7)

- 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., Tomkunus, 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.

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., & Petrucelli, 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 = 4)

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)

- 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 = 44; Funded = 21, Under Review = 1)

- 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.
- Principal Investigator. *Reach Every Reader: Screener Implementation*. Funding source: Chan Zuckerberg Initiative. Status: Under review. Duration of funding: July 2023 – December 2027. UConn subaward total amount requested: \$496,055.
- 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 (EPSY5440)
 - *Applied Behavior Analysis (EPSY 5405)
 - Seminar: Single Subject Research in Education (EPSY 6469)
 - Ethics in Educational and Professional Psychology (EPSY 5408)
 - *Seminar: Child Psychopathology (EPSY 5340)
 - *Seminar: Systems and Organizational Interventions (EPSY 5194)
 - *Seminar: Crisis Prevention and Intervention (EPSY 5194)
- 2006-2007 *Northeastern University, Adjunct*

- Graduate:
 - Learning Problems

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

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

Guest Lectures

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
Connecticut Association of Schools

2014-2016 Psychological and Behavioral Consultation Services
EASTCONN

2003-2007 Early and Ongoing Collaboration and Assistance Project
Wisconsin Department of Public Instruction

2003-2005 Laboratory for Brain Imaging and Behavior
Waisman Center, University of Wisconsin-Madison

2002-2003 Wisconsin Alternate Assessment Leadership Team
Wisconsin Department of Public Instruction

Grant Coordinator

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

SERVICE

Notable University Service**Chair**

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

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-present 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

Member

2022-present 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**

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-Present)
- 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)

- 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