

Sandra Monachino Chafouleas

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Current Position

University of Connecticut

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

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

Education

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

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

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

Bachelor of Arts, May 1993
Binghamton University

Professional Honors & Recognition:

Senior Scientist Award, Division 16 of the American Psychological Association (2026)
Provost's Award for Excellence in Community-Engaged Scholarship (Faculty Team - Community Impact), University of Connecticut (2026)
Distinguished Researcher Award, Neag School of Education (2025)
Telly Award, 1 Silver (2024)
Telly Award, 1 Gold and 3 Silver (2023)
Kidscreen Award, Digital Kids Programming: Best Web/App Series – Original (2023)
Reed Fellow, UConn Waterbury (2023)
American Psychological Association Presidential Citation (2022)
Edward C. Marth Mentorship Award, University of Connecticut AAUP (2019)
Faculty Excellence in Research and Creativity Award in the Humanities, Arts and Social Sciences, University of Connecticut Alumni Foundation (2018)
President, Society for the Study of School Psychology (Elect 2017, President 2018, Past 2019)
Board of Trustees Distinguished Professor, University of Connecticut (2017)
NASP Possibilities in Action Partner Award, Presented by the New York Association of School Psychologists (2016)
Thomas Oakland Mid-Career Scholarship Award, Division 16 of the American Psychological Association (2016)
Fellow, American Psychological Association (2010)
Fellow, Association for Psychological Science (2010)
Invited Member, Society for the Study of School Psychology (2009)
Faculty Excellence in Graduate Teaching, University of Connecticut Alumni Association (2009)
Honorable Mention, Lightner Witmer Award, Division 16 of the American Psychological Association (2003)
Nominee, Outstanding Faculty Advisor Award, University of Connecticut (2003, 2004)
Outstanding Young Investigator Award, Neag School of Education (2003)
Early Career Scholar, School Psychology Research Collaboration Conference (2003)
Professional Psychologist Licensure, State of Connecticut (issued 2001)

PUBLICATIONS

Peer Reviewed

- Lane, K. L., Buckman, M. M., Brunsting, N., Oakes, W. P., Adams, R. L. S., Fleming, K., Lane, N. A., Allen, G. E., Royer, D. **Chafouleas, S.**, Briesch, A., Aschliman, M. B., Bernard, A. & Williams, S. (2026). Elementary teachers' well-being in Ci3T: Longitudinal analyses of experienced implementers. [Manuscript submitted for publication]. University of Kansas.
- Caemmerer, J.M., Koslouski, J.B., Briesch, A., **Chafouleas, S.M.**, & Melo, B. (in press). Consequential-validity centered measure development: An illustration using the ESSY Whole Child Screener. *Journal of Psychoeducational Assessment*. <https://doi.org/10.1177/07342829261438273>.
- Briesch, A. M., Xiong, S.S., Gertz, D., Koslouski, J. B., Caemmerer, J. M., Melo, B., & **Chafouleas, S. M.** (2026). Influence of teacher and student characteristics on teacher ratings of students' social, emotional, and behavioral functioning: A scoping review. *Psychology in the Schools*. <https://doi.org/10.1002/pits.70154>.
- Santiago, R. T., Garbacz, S. A., **Chafouleas, S. M.**, & Reinke, W. M. (2026). Teacher Coaching to Support Trauma-Informed Classroom Management. *Journal of Educational and Psychological Consultation*, 1–34. <https://doi.org/10.1080/10474412.2026.2626911>.
- Mercier, A., Koslouski, J., **Chafouleas, S.**, Sophie Hall, & Richter, C. G. (2025). Defining and measuring emotional well-being in intellectual and developmental disabilities: A scoping review. *Research in Developmental Disabilities*, 166, <https://doi.org/10.1016/j.ridd.2025.105115>.
- Chafouleas, S. M.**, Weiner, M. A., & Koslouski, J. B. (2025). Effects of Feel Your Best Self Mini-Lessons During Morning Meetings on Kindergarten Class-Wide Behaviors. *School Psychology*, 41(2), 173-184. <https://doi.org/10.1037/spq0000707>.
- Lyon, K., Koslouski, J. B., **Chafouleas, S. M.**, Briesch, A., & Caemmerer, J. M. (2025). Student perceptions of a whole child school screening instrument: An initial step in attending to consequential validity. *School Mental Health*. <https://doi.org/10.1007/s12310-025-09782-x>.
- Ewald, J.R., Caemmerer, J.M., Koslouski, J.B., & **Chafouleas, S.M.** (2025). Should we ask the kids: Teachers' perceptions of sociometric procedures to understand students' peer relationships. *Journal of Psychoeducational Assessment*. <https://doi.org/10.1177/07342829251362345>.
- Bennett, B.L., McKee, S.L., Burkholder, K., **Chafouleas, S.M.**, Schwartz, M.B. (2024). USDA's Summer Meals during the pandemic: A mixed-methods examination of participants and non-participants in 2021. *Journal of the Academy of Nutrition and Dietetics*. <https://doi.org/10.1016/j.jand.2023.07.015>.
- Hall, S., Koslouski, J. B., Richter, C. G., & **Chafouleas, S. M.** (2025). Measures of emotional well-being for individuals with intellectual disabilities: A scoping review of reviews. *Research in Developmental Disabilities*, 158, <https://doi.org/10.1016/j.ridd.2025.104940>.
- Buckman, M. M., Lane, K. L., Royer, D. J., Common, E. A., Oakes, W. P., Briesch, A., **Chafouleas, S. M.**, Sherod, R. L., Pérez, P., Iovino, E., Allen, G. E., Artola Bonanno, A., Lane, N. A. (2024). Enhancing Ci3T professional learning: Initial lessons learned from Ci3T implementers. *Education and Treatment of Children*. <https://doi.org/10.1007/s43494-024-00127-y>.
- Iovino, E. A., **Chafouleas, S. M.**, Torres, R. C. & Weiner, M. A. (2024). A mixed methods evaluation of the usability of Feel Your Best Self. *Frontiers in Education*, 9. <https://doi.org/10.3389/feduc.2024.1400002>.
- Koslouski, J. B., Iovino, E. A., & **Chafouleas, S. M.** (2024). Feel Your Best Self: Insights from elementary teachers' use in teaching emotion-focused coping strategies. *Social and Emotional Learning: Research, Practice, and Policy*, 3. <https://doi.org/10.1016/j.sel.2024.100037>.
- Chafouleas, S. M.**, Cintron, D. W., Koslouski, J. B., Briesch, A. M., McCoach, D. B., & Dineen, J. N., (2024). District administrator perspectives of current and ideal approaches to identifying and supporting student social, emotional, and behavioral needs. *Frontiers in Education*. <https://doi.org/10.3389/feduc.2024.1291898>.

- Chafouleas, S. M.**, Cintron, D. W., McCoach, D. B., Briesch, A. M., Dineen, J. N., & Koriakin, T. A. (2024) Exploring factors associated with district approaches to identifying and supporting student social, emotional, and behavioral needs, *Leadership and Policy in Schools*, 23:1, 78-96, DOI: 10.1080/15700763.2022.2099904.
- Schwartz, M. B., **Chafouleas, S. M.**, & Koslouski, J. B. (2023). Expanding school wellness policies to encompass the Whole School, Whole Community, Whole Child model. *Frontiers in Public Health*, 11. <https://doi.org/10.3389/fpubh.2023.1143474>.
- Bennett, B.L., Cohen, J.F.W., Andreyeva, A., Esposito, J., Burkholder, K., **Chafouleas, S.M.**, Schwartz, M.B. (2023). Predictors of Increased Participation Levels in the U.S. Department of Agriculture Summer Meal Programs. *American Journal of Preventative Medicine Focus*. doi:10.1016/j.focus.2023.100124
- Koslouski, J. B., **Chafouleas, S. M.**, Briesch, A. M., Caemmerer, J. M., Perry, H. Y., Oas, J., Xiong, S. S., & Charamut, N. R. (2023, Online first). School-based screening of social determinants of health: A scoping review. *School Mental Health*. <https://doi.org/10.1007/s12310-023-09622-w>.
- Connolly, K., Koslouski, J. B., **Chafouleas, S. M.**, Schwartz, M. B., Edmondson, B., & Briesch, A. M. (2023). Evaluating the usability of the Wellness School Assessment Tool Whole School, Whole Community, Whole Child (WellSAT WSCC): A school wellness policy assessment tool. *Journal of School Health*. <https://doi.org/10.1111/josh.13410>.
- Koslouski, J. B., Stark, K., **Chafouleas, S. M.**, & Tillman, C. R. (2023). Considering equity of evidence: Examining teachers' justifications for Direct Behavior Ratings scale scores. *School Mental Health*. Advance online publication. <https://doi.org/10.1007/s12310-023-09570-5>.
- Park, C., Kubzansky, L., **Chafouleas, S. M.**, Davidson, R., Keltner, D., Parsafar, P., Conwell, Y., Martin, M., Hanmer, J., & Wang, K. (2023). A Perfect Storm to Set the Stage for Ontological Exploration: Response to Commentaries on "Emotional Well-Being: What It Is and Why It Matters". *Affective Science*, 4, 52–58. <https://doi.org/10.1007/s42761-022-00169-8>.
- Park, C., Kubzansky, L., **Chafouleas, S. M.**, Davidson, R., Keltner, D., Parsafar, P., Conwell, Y., Martin, M., Hanmer, J., & Wang, K. (2023). Emotional Well-Being: What It Is and Why It Matters. *Affective Science*, 4, 10–20. <https://doi.org/10.1007/s42761-022-00163-0>.
- Yu, H., Lupas, K. K., **Chafouleas, S. M.**, McCoach, D. B., Fabiano, G. A., Riley-Tillman, T. C., Welsh, M. E., & Volk, D. T. (2022). Timing and frequency of screening in schools: A latent variable analysis of behavioral stability over time. *Psychological Assessment*, 34(10), 952–965. <https://doi.org/10.1037/pas0001157>.
- Koslouski, J. B., Wilson-Mendenhall, C. D., Parsafar, P., Goldberg, S., Martin, M. Y., & **Chafouleas, S. M.** (2022). Measuring emotional well-being through subjective report: a scoping review of reviews. *BMJ Open*, 12:e062120. doi: 10.1136/bmjopen-2022-062120.
- Volpe, R. J., **Chafouleas, S. M.**, Gonzalez, J., Ardoin, S., & Jimerson, S. (2022). The science of school psychologists: Developing a standard definition. *Journal of School Psychology*, 94, A1-A12. <https://doi.org/10.1016/j.jsp.2022.06.006>
- McKee, S. L., Thorne, T., Koslouski, J. B., **Chafouleas, S. M.**, & Schwartz, M. B. (2022). Assessing District Policy Alignment with the Whole School, Whole Community, Whole Child Model in Connecticut, 2019 to 2020. *Journal of School Health*. <https://doi.org/10.1111/josh.13183>.
- Chafouleas, S. M.**, & Iovino, E. A. (2021). Engaging a whole child, school, and community lens in positive education to advance equity in schools. *Frontiers in Psychology*. <https://doi.org/10.3389/fpsyg.2021.758788>.
- Iovino, E. A., Koslouski, J. B., & **Chafouleas, S. M.**, (2021). Teaching simple strategies to foster emotional well-being. *Frontiers in Psychology*. <https://doi.org/10.3389/fpsyg.2021.772260>.
- deLeyer-Tiarks, J. M., Bray, M. A., **Chafouleas, S. M.**, Kaufman, J. C., & Li, M. G. (2021). Investigating virtual reality for the delivery of self-modeling interventions: Virtual reality self-modeling as an intervention for stuttering. *Translational Issues in Psychological Science*, 7(3), 271–283. <https://doi.org/10.1037/tps0000294>.

- Briesch, A. M., **Chafouleas, S. M.**, Iovino, E. A., Abdulkarim, N., Sherod, R. L., Oakes, W. P., Lane, K. L., Common, E. A., Royer, D. J., & Buckman, M. (2021). Exploring directions for professional learning to enhance behavior screening within a comprehensive, integrated three-tiered model of prevention. *Journal of Positive Behavior Interventions*. <https://doi.org/10.1177/10983007211050424>.
- Iovino, E.A., **Chafouleas, S.M.**, Sanetti, L.M.H., & Gelbar, N. (2021). Pilot evaluation of a Facebook group self-care intervention for primary caregivers of children with developmental disabilities. *Journal of Child and Family Studies*, 30, 2468–2480. <https://doi.org/10.1007/s10826-021-02047-6>.
- Iovino, E. A., Caemmerer, J., & **Chafouleas, S. M.** (2021). Psychological distress and burden among family caregivers of children with and without developmental disabilities six months into the COVID-19 pandemic. *Research in Developmental Disabilities*, 114. <https://doi.org/10.1016/j.ridd.2021.103983>.
- Chafouleas, S.M.**, & Iovino, E.A. (2021). Comparing the initial impact of COVID-19 on burden and psychological distress among family caregivers of children with and without developmental disabilities. *School Psychology*. doi: 10.1037/spq0000426.
- Iovino, E.A., Perry, H.Y., **Chafouleas, S.M.**, & Bunyea, A. (2021). Caregiver voices: Initial impact of COVID-19 on family caregivers of children with and without developmental disabilities. *Global Journal of Intellectual & Developmental Disabilities*, 8(5), <https://juniperpublishers.com/gjidd/pdf/GJIDD.MS.ID.555748.pdf>
- Kim, E. K., Anthony, C. J., & **Chafouleas, S. M.** (2021). Social, emotional, and behavioral assessment within tiered decision-making frameworks: Advancing research through reflections on the past decade. *School Psychology Review*. <https://doi.org/10.1080/2372966X.2021.1907221>.
- Briesch, A. M., **Chafouleas, S. M.**, Dineen, J. N., McCoach, D. B., & Donaldson, A. (2021). Reported screening practices across academic, behavioral, and physical health domains. *Journal of Positive Behavior Interventions*. doi/10.1177/10983007211003335.
- Dineen, J. N., **Chafouleas, S. M.**, Briesch, A. M., McCoach, D. B., Newton, S. D., & Cintron, D. W. (2021). Exploring Social, Emotional, and Behavioral Screening Approaches in U.S. Public School Districts. *American Education Research Journal*. DOI: 10.3102/00028312211000043.
- Chafouleas, S. M.**, Pickens, I., & Gherardi, S. A. (2021). Adverse Childhood Experiences (ACEs): Translation into Action in K12 Education Settings. *School Mental Health*. doi: 10.1007/s12310-021-09427-9.
- Connolly, K., Babbin, M.I., McKee, S.L., McGinn, K., Cohen, J.F.W., **Chafouleas, S.M.**, Schwartz, M.B. (2021) Dedication, Innovation, and Collaboration: A Mixed-Methods Analysis of School Meals in Connecticut During COVID-19. *Journal of Agriculture, Food Systems, and Community Development*. doi: 10.5304/jafscd.2021.102.020.
- Brann, K. L, Daniels, B., **Chafouleas, S. M.**, & DiOrio, C. A. (2022). Usability of Social, Emotional, and Behavioral Assessments in Schools: A Systematic Review From 2009 to 2019. *School Psychology Review*, 51, 6-24. DOI: 10.1080/2372966X.2020.1836518.
- Koriakin, T. A., McKee, S., Schwartz, M., & **Chafouleas, S. M.** (2020). Development of a Comprehensive Tool for School Health Policy Evaluation: The WellSAT WSCC. *Journal of School Health*, 90 (12), 923-939. DOI:10.1111/josh.1295.
- Chafouleas, S.M.**, Iovino, E.A., & Koriakin, T.A. (2020). Caregivers of children with developmental disabilities: Exploring perceptions of health-promoting self-care. *Journal of Developmental and Physical Disabilities*, 32, 893–913. <https://doi.org/10.1007/s10882-019-09724-x>.
- Briesch, A. M., Cintron, D. W., Dineen, J. N., **Chafouleas, S. M.**, McCoach, D. B., & Auerbach, E. (2020). Comparing stakeholders' knowledge and beliefs about supporting students' social, emotional, and behavioral health in schools. *School Mental Health*, 12, 222–238. <https://doi.org/10.1007/s12310-019-09355-9>.

- Auerbach, E. R., **Chafouleas, S. M.**, Briesch, A. M., & Long, S. J. (2020). Exploring the Alignment of Behavior Screening Policies and Practices in U.S. Public School Districts. *Journal of School Health, 90* (4), 264-270. doi: 10.1111/josh.12872.
- Koriakin, T. A., Connolly, K., Auerbach, E., & **Chafouleas, S. M.** (2019). Summary of state policies related to school readiness assessment practices. *Perspectives on Early Childhood Psychology and Education 4*(2), 39-66.
- Briesch, A. M., **Chafouleas, S. M.**, Nissen, K., & Long, S. (2020). A review of state-level procedural guidance for implementing Multitiered Systems of Support for Behavior (MTSS-B). *Journal of Positive Behavior Interventions, 22*(3), 131-144. <https://doi.org/10.1177/1098300719884707>.
- Collier-Meek, M. A., Sanetti, L. M. H., Fallon, L. M., & **Chafouleas, S. M.** (2020). Exploring the influences of assessment method, intervention steps, intervention sessions, and observation timing on treatment fidelity estimates. *Assessment for Effective Intervention, 46*, 1-13. doi: 10.1177/1534508419857228.
- Briesch, A. M., **Chafouleas, S. M.**, Cintron, D. W., & McCoach, D. B. (2020). Factorial invariance of the Usage Rating Profile for Supporting Students' Behavioral Needs (URP-NEEDS). *School Psychology, 35*(1), 51–60. <https://doi.org/10.1037/spq0000309>.
- Miller, F. G., **Chafouleas, S. M.**, Welsh, M. E., Riley-Tillman, T. C., & Fabiano, G. A. (2019). Examining the stability of social, emotional, and behavioral risk status: Implications for screening frequency. *School Psychology Quarterly, 34*, 43-53. <http://dx.doi.org/10.1037/spq0000252>.
- Chafouleas, S. M.**, Koriakin, T. A., Roundfield, K. D., & Overstreet, S. (2019). Addressing Childhood Trauma in School Settings: A Framework for Evidence-Based Practice. *School Mental Health, 11*, 40-53. <https://doi.org/10.1007/s12310-018-9256-5>.
- Miller, F. G., Johnson, A. H., Yu, H., **Chafouleas, S. M.**, McCoach, D. B., Riley-Tillman, T. C., Fabiano, G. A., & Welsh, M. E. (2018). Methods matter: A multitrait-multimethod analysis of student behavior. *Journal of School Psychology, 68*, 53-72. doi: 10.1016/j.jsp.2018.01.002
- Auerbach, A., **Chafouleas, S. M.**, & Briesch, A. M. (2019). State-level guidance on school-based screening for social, emotional, and behavioral risk: A follow-up study. *School Mental Health, 11*, 141-149. doi: 10.1007/s12310-018-9278-z.
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- Briesch, A. M., **Chafouleas, S. M.**, & Chaffee, R. K. (2018). Analysis of state-level guidance regarding school-based, universal screening for social, emotional, and behavioral risk. *School Mental Health, 10*, 147–162. <https://doi.org/10.1007/s12310-017-9232-5>.
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- Minkos, M. L., **Chafouleas, S. M.**, Bray, M. A., & LaSalle, T. P. (2017). Brief report: A preliminary investigation of a mindful breathing intervention to increase academic engagement in an alternative educational setting. *Behavioral Disorders, 42*(3), 201-210. <https://doi.org/10.1177/0198742917740870>.

- Fallon, L. M., Sanetti, L. M. H., **Chafouleas, S. M.**, Faggella-Luby, M. N., & Briesch, A. M. (2018). Direct training to increase agreement between teachers' and observers' treatment integrity ratings. *Assessment for Effective Intervention, 43*, 196–211. <https://doi.org/10.1177/15345084177387>
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- Miller, F. G., Crovello, N. J., & **Chafouleas, S. M.** (2017). Progress monitoring the effects of Daily Report Cards across elementary and secondary settings using Direct Behavior Rating. *Assessment for Effective Intervention*. DOI: 10.1177/1534508417691019.
- Johnson, A. H., Miller, F. G., **Chafouleas, S. M.**, Riley-Tillman, T. C., Fabiano, G. A., & Welsh, M. E. (2016). Evaluating the technical adequacy of DBR-SIS in tri-annual behavioral screening: A multisite investigation. *Journal of School Psychology, 54*, 39-57.
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- Chafouleas, S. M.**, Riley-Tillman, T. C., Jaffery, R., Miller, F. G., & Harrison, S. E. (2015). Preliminary Investigation of the Impact of a Web-Based Module on Direct Behavior Rating Accuracy. *School Mental Health, 7*, 92-104. DOI: 10.1007/s12310-014-9130-z.
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Other Publications

- Chafouleas, S. M.** & Koslouski, J. B. (2026, January). *Feel Your Best Self: A Connecticut Exemplar for Moving Beyond Emotion Knowledge to Regulation Across Ages and Contexts*. Storrs, CT: UConn Collaboratory on School and Child Health. Available from: <http://csch.uconn.edu/>.
- Chafouleas, S. M.,** Koslouski, J.B., Marcy, H.M., Stein, R., & Bracey, J. (2025, November). *A Simple Refresh: Simple*

Strategies Anyone Can Use to Foster an Emotionally Safe School Environment. Storrs, Connecticut: University of Connecticut. Available from csch.uconn.edu.

- Lopez, L., **Chafouleas, S. M.**, Koslouski, J. B., & Weiner, M. (2025). *Feel Your Best Self: A Review of Evidence Supporting the Catch Your Feelings Strategies*. Storrs, CT: University of Connecticut. Available from feelyourbestself.org.
- Weiner, M., **Chafouleas, S. M.**, Lopez, L. & Koslouski, J. B. (2025). *Feel Your Best Self: A Review of Evidence Supporting the Connect with Others Strategies*. Storrs, CT: University of Connecticut. Available from feelyourbestself.org.
- Weiner, M., **Chafouleas, S. M.**, Koslouski, J. B., & Lopez, L. (2025). *Feel Your Best Self: A Review of Evidence Supporting the Calm Your Self Strategies*. Storrs, CT: University of Connecticut. Available from feelyourbestself.org.
- Chafouleas, S. M.**, Koslouski, J. B., & Iovino, E. A. (2024). *Feel Your Best Self: Diving in to How it Works*. Storrs, CT: University of Connecticut. Available at <https://www.feelyourbestself.org/s/FYBS-Theory-of-Change-Apr-2024.pdf>.
- Chafouleas, S. M.**, Briesch, A. M., Dineen, J. N. & Marcy, H. M. (2020, October). *Mapping Promising Alternative Approaches to Exclusionary Practices in U.S. Schools*. Storrs, CT: UConn Collaboratory on School and Child Health. Available from: <http://csch.uconn.edu/>.
- Iovino, E.A., **Chafouleas, S.M.**, Bunyea, A., & Perry, H.Y. (2020, August). *Caregiver Voices: The initial impact of COVID-19 on caregivers of children with and without disabilities*. Storrs, CT: UConn Collaboratory on School and Child Health. Available from: <http://csch.uconn.edu/>.
- Iovino, E. A., & **Chafouleas, S. M.** (2020, August). *Back to School Resources: Aligning Re-Opening Guidance with the WSCC Model*. Available from <http://csch.uconn.edu/>.
- Chafouleas, S. M.** & Iovino, E. A. (2020, July). *Initial Impact of COVID-19 on the Well-being of Caregivers of Children with and without Disabilities*. Storrs, CT: UConn Collaboratory on School and Child Health. Available from: <http://csch.uconn.edu/>.
- Chafouleas, S. M.**, Koriakin, T. A., Iovino, E. A., Bracey, J., & Marcy, H. M. (2020, July). *Responding to Covid-19: Simple Strategies Anyone Can Use to Foster an Emotionally Safe School Environment*. Storrs, Connecticut: University of Connecticut Collaboratory on School and Child Health. Available from <http://csch.uconn.edu/>.
- Chafouleas, S. M.** & Marcy, H. M. (2020, June). *Engaging a Whole School Approach in Re-Opening Schools*. Storrs, Connecticut: University of Connecticut Collaboratory on School and Child Health. Available from <http://csch.uconn.edu/>.
- Chafouleas, S. M.**, & Marcy, H. M. (2020, June). *Responding to Covid-19: Planning for Trauma-Informed Assessment in Schools*. Storrs, Connecticut: University of Connecticut Collaboratory on School and Child Health. Available from <http://csch.uconn.edu/>.
- Iovino, E.A. & **Chafouleas, S.M.** (2020). *Family engagement strategies: Aligning the CT SDE framework and CSCH evidence-informed strategies*. UConn Collaboratory on School and Child Health. Storrs, Connecticut: University of Connecticut. University of Connecticut Collaboratory on School and Child Health. Available from <http://csch.uconn.edu/>.
- Concannon, J. R., Connolly, K., **Chafouleas, S. M.**, & Briesch, A. M. (2020). Student support staff reports of approaches to identifying and supporting student social, emotional, and behavioral needs. *Communique*.
- Auerbach, E., Perry, H., & Chafouleas, S.M. (2019, November). *Stress: Family caregivers of children with disabilities*. Storrs, CT: UConn Collaboratory on School and Child Health. Available from: <http://csch.uconn.edu/>.
- Connolly, K., Marcy, H.M., **Chafouleas, S.M.**, Briesch, A.M., McCoach, B., Dineen, J.N. (2019, January). *School building administrator reports of screening practices across academic, health, and behavioral domains* (Issue Brief No. 2018-5). Available from needs2.education.uconn.edu.

- Cascio, A. Marcy, H.M., **Chafouleas, S.M.**, Briesch, A.M., McCoach, B., Dineen, J.N. (2018, December). *District administrator reports of academic and social, emotional, and behavioral standards in U.S. public school districts* (Issue Brief No. 2018-3). Available from needs2.education.uconn.edu.
- Marcy, H.M., **Chafouleas, S.M.**, Briesch, A.M., McCoach, B., Dineen, J.N. (2018, December). *Social, Emotional, and Behavioral Health Screening Practices in U.S. Public School Districts* (Issue Brief No. 2018-2). Available from needs2.education.uconn.edu.
- Marcy, H.M., Dineen, J. N., McCoach, D. B., **Chafouleas, S.M.**, & Briesch, A.M. (2018, December) *The NEEDs2 Project: Project Methodology*. Available from needs2.education.uconn.edu.
- Marcy, H.M., **Chafouleas, S.M.**, Briesch, A.M., McCoach, B., Dineen, J.N. (2018, January). *School-Based Universal Behavior Screening: an analysis of state and district-level guidance regarding school-based, universal screening for social, emotional, and behavioral risk* (Issue Brief No. 2018-1). Available from needs2.education.uconn.edu
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- Johnson, A. H., Jaffery, R., & **Chafouleas, S. M.** (2011). Enhancing knowledge for parents and educators about research-based educational interventions. *Connecticut School Psychologist, 17*, 7-8.
- LeBel, T.J., & **Chafouleas, S.M.** (2010). Promoting prosocial behavior in preschool: A review of effective intervention supports. *School Psychology Forum, 4 (2)*, 25-38.
- Dobey, L. & **Chafouleas, S.M.** (2009). Identification of specific learning disabilities: What does “lack of appropriate instruction” mean and why does it matter?, *The Connecticut School Psychologist, 15*, 6-11.
- Miller, D.N., Blom-Hoffman, J., **Chafouleas, S.M.**, Riley-Tillman, T.C. & Volpe, R.J. (2007). Navigating a successful academic career in psychology: Tips and recommendations for graduate students. *Graduate Student Journal of Psychology, 9*, 49-55.
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- Riley-Tillman, T.C., **Chafouleas, S.M.**, & McGrath, M.C. (2004). Brief experimental analysis: An assessment strategy for selecting successful interventions. *Communique, 32 (6)*, 10-12.
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- Dumont, R. & **Chafouleas, S.M.** (1999, May). Conducting behavior observations: Some technical support? *Communique, 32-33*. Washington, D.C.: National Association of School Psychologists.

PRESENTATIONS

Invited Talks

- Chafouleas, S. M.** & Wicks, E. (2024, November). *Feel Your Best Self: Bringing Joyful Exploration to Learning Emotion-Coping Strategies*. Keynote address as the University of Connecticut Secondary School Counselors’ Day Conference. Storrs, CT.

- Chafouleas, S. M.** (2023, September). *Simple and Joyful: Keys to Expanding Intergenerational Wellness*. University of Connecticut President Maric Inauguration Research Talk. Storrs, CT.
- Chafouleas, S. M.** (2023, January 31). *Feel Your Best Self: A Toolkit to Strengthen Emotional Well-Being*. CT School Safety Center- Western Regional Crisis Team Mtg
- Chafouleas, S. M.** & Koslouski, J. B. (2022, October 18). *Coordinating Science, Practice, and Policy to Advance Emotional Well-Being for Children and Their Caregivers*. Presentation for the Yale Center on Emotional Intelligence Research Rounds.
- Chafouleas, S. M.** & Koslouski, J. B. (2022, September 9). *Whole School, Whole Community, Whole Child model: What is it and how can it be used to strengthen practices?* Presentation for the Arizona Department of Education.
- Chafouleas, S. M.** & Schwartz, M. (2022, September 1). *Supporting Whole Child Success Through School Policy Evaluation Aligned with the WSCC Model*. Webinar for the American School Health Association.
- Chafouleas, S. M.** (2021, December). *Feeling Your Best Self: Simple Strategies for Promoting Emotional Well-Being*. PaTANN Presentation for the Secondary MTSS Series: Enhancing Middle-High Partnerships, Practices, and Outcomes. [Virtual]
- Chafouleas, S. M.** (2021, November). *Integration is key to doing less, better: Engaging a whole child approach in schools*. Keynote presentation at the Maine PBIS Conference. [Virtual]
- Chafouleas, S. M.** (2021, February). *Puppetry in Therapy*. Panelist with the Ballard Institute of Puppetry Spring Puppet Forum. <https://www.youtube.com/channel/UC3VSthEDnYS6ZjOwzT1DnTg>. [Virtual]
- Chafouleas, S. M.** (2020, December). *Fostering an Emotionally Safe Environment for Students, Families, & School Staff: Simple Strategies that Anyone Can Use*. PaTANN. [Virtual]
- Chafouleas, S. M.** (2020, December). *Well-Being in School, Child, & Community: Advancing the Whole, Not the Sum of Its Parts*. UConn Provost Distinguished Professor Series. [Virtual]
- Chafouleas, S. M.** (2020, December). *Got Trauma-Informed in Your School?: Integrating Trauma-Informed Care within Social, Emotional, and Behavioral Tiered Services*. Hartford Public Schools School Counselors Professional Learning. [Virtual]
- Chafouleas, S. M.** (2020, October) *Focus on Teacher Well-Being: Simple Strategies Anyone Can Use to Foster an Emotionally Safe School Environment*. LearnTech Asia. [Virtual]
- Chafouleas, S. M.** (2020, October). *Making Good Choices: How Health Behaviors Affect the Human Condition*. Invited panelist at the UConn Office for Undergraduate Research Expanding Horizons Research Connections Virtual Panel.
- Chafouleas, S. M.** (2020, October). *Schools as a Hub to Integrated Supports that Advance Whole Child Well-Being*. Presentation at the New Jersey Healthy Kids Initiative Virtual Symposium on Systems Approaches to Child Health and Well-Being. [Virtual]
- Chafouleas, S. M.** (2020, June). *Responding to COVID-19: Planning for Trauma-Informed Assessment in Schools*. Panel presentation on COVID-19 Related Traumatic Stress Screening, and Managing Traumatic Stress Response Behaviors in the Classroom at the TREP Project Virtual Conference on Evidence-Based Guidance for How Schools Can Respond to A National Mental Health Crisis in the Wake of COVID-19. Available at <https://www.trepeducator.org/covid-19-ed-conference>. [Virtual]
- Chafouleas, S. M.** (2020, March). *Got Trauma-Informed in Your School?: Integrating Trauma-Informed Care within Social, Emotional, and Behavioral Tiered Services*. Midwest Symposium for Leadership in Behavior Disorders. Kansas City, Missouri.
- Chafouleas, S. M.** (2020, March). *Direct Behavior Rating (DBR): Viable Progress Monitoring in MTSS Decision Making*. PaTANN. Harrisburg, PA.

- Chafouleas, S. M.** (2019, October). *Integrated Multi-Tiered Systems of Support (I-MTSS) in Schools: Aligning Our Work to Strengthen Systems of Care for the Whole Child*. The Commission on Women, Children, Seniors, Equity & Opportunity (CWCSEO) Student Well-Being Forum. Hartford, CT.
- Chafouleas, S. M.** (2019, October). *Integrated MTSS for the whole child: It's not just about academics and/or behavior*. TBAISD Regional Staff Development Day. Traverse Bay Area Intermediate School District: Traverse City, MI.
- Chafouleas, S., M.** (2019, August). *Translation to Action Summit: Education Settings & Special Populations*. American Psychological Association Committee on Children, Youth and Families: Chicago, IL.
- Chafouleas, S. M.,** Briesch, A. M., Lane, K. L., & Oakes, W. P. (2019, June). *Improving Educators' Use of Data-Driven Problem-Solving to Reduce Disciplinary Infractions for Students with Emotional Disturbance*. Paper presentation at the Spencer Foundation Conference on Reducing Suspensions and Expulsions of Students with Disabilities: Linking Research, Law, Policy and Practice. Loyola University: Chicago, IL.
- Chafouleas, S. M.** (2019, February). *Challenges and recommendations regarding diversity and equity in school psychology*. Panel discussion at the School Psychology Research Collaboration Conference, Atlanta, GA.
- Chafouleas, S. M.,** & Briesch, A. M. (2019, January). The NEEDs2 Project: Exploring the Landscape of Social, Emotional, and Behavioral Screening in U.S. Public Schools. In E. Doolittle (Chair) *When Worlds Collide: The Science and the Reality of Behavior and Mental Health Screening in Schools*. Invited session given to the Institute of Education Sciences Annual Principal Investigators Meeting, Washington, DC.
- Chafouleas, S. M.** (2018, September). *Thinking about the link between learning and health: A blueprint to build capacity for whole child success*. Invited presentation at the Connecticut Association of Schools Leadership Conference, Southington, CT.
- Chafouleas, S. M.** (2018, January). *Defining and Measuring Risk in Special Education and Early Intervention Research: Considerations for Social, Emotional, & Behavioral Domains*. Invited presentation given to the Institute of Education Sciences Annual Principal Investigators Meeting, Arlington, Virginia.
- Chafouleas, S. M.** (2016, November). *DBR Connect: Using Technology to Facilitate Behavior Screening and Progress Monitoring*. Invited presentation at the New York Association of School Psychologists Conference, Rochester, New York.
- Chafouleas, S. M.** (2016, October). *Direct Behavior Rating (DBR): Facilitating Efficient, Flexible, Defensible, and Repeatable Assessment for Screening and Progress Monitoring of Student Behavior*. Invited speaker at fall colloquium sponsored by special education at Boston University.
- Chafouleas, S. M.,** DuPaul, G., & Connors, E. (2015, November). *Hot Topics in School Mental Health: Measurement in Schools Panel Discussion*. Invited panelist at the School Mental Health Research Summit, New Orleans, LA.
- Chafouleas, S. M.** (2015, August). An Introduction to the Specific Aims of a Grant Proposal. In P. Arora & N. Gelbar (Chairs) *Developing Your Grant Proposal: Tips for Early Career Professionals*. Symposium presented at the 123rd Annual Convention of the American Psychological Association, Toronto, Ontario.
- Chafouleas, S. M.** (2015, June). *Screening and progress monitoring in the context of RTI/MTSS*. Invited presentation for the NICHD/IES/OSEP Technical Work Group Meeting on Evidence-based and Emerging Practices: State of Science and Practice for Children with Disabilities, Washington, DC.
- Chafouleas, S. M.** (2015, May). *Discussion of mixed methods measurement work*. Invited presentation for the Institute for Education Sciences Technical Work Group Meeting on Mixed Methods Research, Washington, DC.
- Chafouleas, S.M.** (2015, March). *Direct Behavior Rating: Assessing Student Behavior Within Multi-tiered Models of Service Delivery*. Invited presentation at the Association for Positive Behavior Support International Conference, Boston, MA.
- Chafouleas, S. M.** (2014, June). *Assessing Core Behavioral Competencies within Multi-Tiered Systems of Support*. Invited presentation for the annual meeting of the National Board of Education Sciences, US Department of Education.

- Chafouleas, S. M.** (2013, November). *Direct Behavior Rating: Overview of use in assessing student behavior within multi-tiered models of service delivery*. Presentation for the Rhode Island School Psychologists Association, Providence, RI.
- Chafouleas, S. M.** (2013, October). *Assessing Usability of Planned Innovations: Re-visiting Social Validity Assessments within an Implementation Science Context*. Invited presentation at the 2013 School Mental Health Research Summit, Washington, DC.
- Chafouleas, S. M.**, (2013, April). *Effective School Discipline Policies and Practices*. Expert testimony provided at a United States Congressional briefing sponsored by the National Association of School Psychologists.
- Chafouleas, S. M.**, & Fabiano, G. A. (2012, October). *Direct Behavior Rating (DBR)*. Invited presentation at the 2012 School Mental Health Research Summit, Salt Lake City, UT.
- Chafouleas, S. M.** (2012, March). *Single case design in education research– Where does it fit in your research? (Part 1)*. Invited presentation at the 2012 IES Principal Investigator’s Meeting, Washington, DC.
- Chafouleas, S.M.** (2012, March). *Direct Behavior Rating: Challenges and directions in establishing behavior assessments with utility*. Invited presentation at the 9th International Conference on Positive Behavior Support, Atlanta, GA.
- Chafouleas, S. M.** (2012, March). *Challenges and directions in establishing contemporary behavior assessments: Development and evaluation of Direct Behavior Rating* . Invited presentation at the Connecticut Association of Applied Behavior Analysis, Cromwell, CT.
- Chafouleas, S.M.** (2011, Oct). *Direct Behavior Rating (DBR): Defining features and assessment applications within a tiered service delivery model*. Invited presentation at the 7th Annual Forum on Positive Behavior Support, Randolph, MA.

Conference Presentations

- Melo, B., Scudder, A., Caemmerer, J.M., Briesch, A.M., Koslouski, J., & **Chafouleas, S.** (2026, February). Measurement Invariance of a Whole Child Screener Across Disability Status. Poster presentation at the annual National Association of School Psychologists Annual Convention, Chicago, IL.
- Caemmerer, J.M., Briesch, A., Melo, B.A., Scudder, A. M., **Chafouleas, S.M.**, Koslouski, J.B., Melecio, K., & Xiong, S. (2026, February). ESSY Whole Child Screener Evolution. Paper presentation at the annual National Association of School Psychologists Annual Convention, Chicago, IL.
- Chafouleas, S. M.** (2026, Nov). Feel Your Best Self: Joyful Exploration to Expand Emotion-Coping Skills Across Ages and Contexts. New York Association of School Psychologists Conference, Ithaca, New York.
- Caemmerer, J. M., **Chafouleas, S. M.**, Briesch, A. M., Koslouski, J. B., & Melo, B. (2025, July). The ESSY Whole Child Screener: Engaging a Consequential Validity-Centered Measure Development Framework. Paper presented at the Annual Conference of the International School Psychology Association, Coimbra, Portugal.
- Briesch, A. M., Koslouski, J., Caemmerer, J., **Chafouleas, S. M.**, & Melo, B. (2025, July). Using mixed methods inquiry to design a more usable whole-child screening report. Poster presented at the Annual Conference of the International School Psychology Association, Coimbra, Portugal.
- Scudder, A., Melecio, K., Caemmerer, J., Koslouski, J., **Chafouleas, S.**, Briesch, A., Melo, B. (2025, May). Factor Structure of the ESSY Whole-Child Screener. Poster presented at the Northeast Positive Behavioral Interventions and Support Conference, Mystic, Connecticut.
- Melecio, K., Scudder, A., Caemmerer, J., Melo, B., Koslouski, J., **Chafouleas, S.**, & Briesch, A. (2025, May). Correspondence Analysis within the Development of the ESSY Whole-Child Screener. Poster presented at the Northeast Positive Behavioral Interventions and Support Conference, Mystic, CT.
- Lyon, K. L., Williamson, K. M., **Chafouleas, S. M.**, Lane, K. L., Buckman, M. M., & Sherod, R. L. (Accepted; March

2025). *Cost analysis of tiered supports: Lessons from Ci3T to inform future research* [Poster presentation]. Council for Exceptional Children [CEC] Convention & Expo, Baltimore, MD.

- Williamson, K. M., Lyon, K., **Chafouleas, S. M.**, Buckman, M. M., Sherod, R. L., & Lane, K. L. (Accepted; 2025, February 18-21). *Leverage cost analysis to make better decisions about intervention implementation* [Paper presentation]. National Association of School Psychologists [NASP] Annual Convention, Seattle, WA.
- Lyon, K., Williamson, K. M., **Chafouleas, S. M.**, Buckman, M. M., Sherod, R. L., & Lane, K. L. (Accepted; 2025, February 18-21). *Cost analysis of tiered supports: Lessons learned and paths forward* [Poster presentation]. National Association of School Psychologists [NASP] Annual Convention, Seattle, WA.
- Weiner, M., Koslouski, J. B., & **Chafouleas, S. M.** (2024, December). *Using alternating treatment design to evaluate Feel Your Best Self during morning meetings*. Poster to be presented at the Annual Conference on Advancing School Mental Health, Orlando, FL.
- Lyon, K., Koslouski, J. B., **Chafouleas, S. M.**, Briesch, A. M., Caemmerer, J., & Melo, B. (2024). *Children's perspectives on content to include in a whole child screener*. Poster presented at the Annual Conference on Advancing School Mental Health, Orlando, FL.
- Williamson, K., Koslouski, J. B., **Chafouleas, S. M.**, & Schwartz, M. (2024, December). *Putting the Whole School, Whole Community, Whole Child (WSCC) model into action to strengthen intervention integration*. On-demand session presented at the Annual Conference on Advancing School Mental Health, Orlando, FL.
- Koslouski, J. B., Williamson, K., **Chafouleas, S. M.**, & Schwartz, M. (2024, December). *Lessons learned from facilitating the adoption of a whole child lens for wellness work*. Poster presented at the Annual Conference on Advancing School Mental Health, Orlando, FL.
- Koslouski, J. B., Lyon, K., **Chafouleas, S. M.**, Briesch, A. M., Caemmerer, J., & Melo, B. (2024, December). *Using cognitive pre-testing to strengthen development of a comprehensive and contextual school-based screener*. Poster presented at the Annual Conference on Advancing School Mental Health, Orlando, FL.
- Chafouleas, S. M.** & Wicks, E. (2024, November). *Feel Your Best Self: Bringing Joyful Exploration to Learning Emotion-Coping Strategies*. Presentation at the National Association for the Education of Young Children Conference. Anaheim, CT.
- Chafouleas, S. M.** & Lyon, K. (2024, October). *Feel Your Best Self: Bringing joyful exploration to learning emotion coping strategies*. Presentation at the New York Association of School Psychologists Conference, Syracuse, NY.
- Williamson, K., **Chafouleas, S. M.**, & Lyon, K. (2024, October). *School psychologists as whole child champions: Leveraging the Whole School, Whole Community, Whole Child (WSCC) model to strengthen your systems*. Presentation at the New York Association of School Psychologists Conference, Syracuse, NY.
- Koslouski, J. B., & **Chafouleas, S. M.** (2023, December). *Leading with equity: Engaging a transformativist methodology to develop a comprehensive and contextual school-based screener*. Paper presented at the Annual Conference on Advancing School Mental Health Conference, New Orleans, LA.
- Koslouski, J. B., & **Chafouleas, S. M.** (2023, December). *Do schools screen for social determinants of health?: Results of a scoping review*. On-demand session presented at the Annual Conference on Advancing School Mental Health Conference, New Orleans, LA.
- Chafouleas, S. M.** (2023, October). *SEL Should Be Simple for All to Experience ... and Lots of Fun*. Petchakuka Presentation at the SEL Exchange, Atlanta, GA.
- Iovino, E. A. & **Chafouleas, S. M.** (2023, October). *Evaluating Current User Perceptions of Usability and Adaptations of Feel Your Best Self: A New Educational Toolkit*. Poster presentation at the SEL Exchange, Atlanta, GA.
- Chafouleas, S. M.**, Hall, S., Wicks, E., & Iovino, E. A. (2023, March). *Feel Your Best Self An Educational Toolkit to Support Emotional Well-Being*. Poster presentation at the Association of Positive Behavior Supports Conference, Jacksonville, FL.

- Chafouleas, S. M.** (2023, March). *Feel Your Best Self: A Toolkit to Strengthen Emotional Well-Being*. Presentation at the Consortium of State School Boards Association Conference, Tampa, FL.
- Chafouleas, S. M.** & Williamson, K. (2023, March). *We believe in the what... but how exactly do we put the Whole School, Whole Community, Whole Child (WSCC) model into action?* Presentation at the Consortium of State School Boards Association Conference, Tampa, FL.
- Iovino, E.A., Hall, S.V., **Chafouleas, S.M.**, & Koslouski, J.B. (2023, February). *Evaluating Usability of the Feel Your Best Self Toolkit*. Poster presented at the National Association of School Psychologists Annual Convention, Denver, CO.
- Iovino, E.A., **Chafouleas, S.M.**, Koslouski, J.B., & Hall, S.V. (2023, February). *Feel Your Best Self: A Toolkit to Strengthen Emotional Well-Being*. Mini-skills session presented at the National Association of School Psychologists Annual Convention, Denver, CO.
- Chafouleas, S. M.**, Iovino, E. A., & Hall, S. (2022, Oct 13). *Feel Your Best Self: A New Toolkit to Promote Child Emotional Well-Being*. Presentation at the Advancing School Mental Health Conference.
- Koslouski, J. B. & **Chafouleas, S. M.** (2022, July 25). *Sign Us Up But How Do We Put WSCC Into Action?: Blueprints for Strengthening School Policies and Practices*. *ASHA Summer Institute*. [Virtual]
- Chafouleas, S. M.** & Iovino, E. A. (2022, Feb). *Simple Strategies to Foster an Emotionally Safe School Environment*. Mini-skills presentation at the National Association of School Psychologists Conference: Boston, MA.
- Koslouski, J. B., Hall, S. V., Anderson, E. A., & **Chafouleas, S. M.** (2022, Feb). *Tools for Measuring Students' Emotional Well-Being*. Poster presentation at the National Association of School Psychologists Conference: Boston, MA.
- Chafouleas, S. M.** & Briesch, A. B. (2022, Feb). *Improving Educators' Use of Data-Driven Problem-Solving to Reduce Disciplinary Infractions for Students with Emotional Disturbance*. Symposium presentation at the National Association of School Psychologists Conference: Boston, MA.
- Iovino, E. A., Koslouski, J. B., Hall, S., & **Chafouleas, S.M.** (2022, Feb) *Emotional Well-Being: Simple Tools for Feeling Your Best Self*. Poster presentation at the National Association of School Psychologists Conference: Boston, MA.
- Oakes, W. P., Royer, D. J., Briesch, A., **Chafouleas, S.**, Lane, K. L., Common, E. A. (2021, March 12). *Leadership skills to support high-fidelity Ci3T implementations: Project ENHANCE year 1 findings*. A paper presented at the Council for Exceptional Children Learning Interactive Virtual Event (LIVE) 2021.
- Eklund, K. & **Chafouleas, S. M.** (2020, February). *Trauma-Informed Assessment in Schools: Considerations, Challenges, and Conundrums*. Documented session at the National Association of School Psychologists conference. [Virtual]
- Chafouleas, S. M., Cintron, D. W., Mccoach, D., Briesch, A., Dineen, J. & Volk, D. (2020, Apr 17 - 21) *A Mediation Model of Social, Emotional, and Behavioral Approaches and Outcomes in U.S. Public Schools* [Poster Session]. AERA Annual Meeting San Francisco, CA <http://tinyurl.com/wnlukcc> (Conference Canceled).
- Concannon, J.R., Koriakin, T.A., Connolly, K., **Chafouleas, S. M.**, McKee, S. L., & Schwartz, M. B. (2020, February). *Got policy: Supporting whole child success through strong school policies*. Paper presented at the National Association of School Psychologists conference, Baltimore, MD.
- McKee, S.L., Koriakin, T., **Chafouleas, S.**, Schwartz, M.B. (2019). *Pilot testing the Wellness School Assessment Tool for the Whole School, Whole Community, Whole Child model*. American Public Health Association Annual Meeting. Philadelphia, PA. November 5, 2019.

- Lane, K. L., Oakes, W. P., **Chafouleas, S.**, Briesch, A., Royer, D. J., Common, E. A., Buckman, M. M., & Sherod, R. (2019, October). *Enhancing Ci3T: Building professional capacity for high fidelity implementation to support students' educational outcomes*. Paper presentation at the Teacher Educators for Children with Behavioral Disorders Annual Conference on Behavior Disorders of Children and Youth. Tempe, AZ.
- Chafouleas, S. M.** (2019, August). *The Social Justice Implications of Trauma-Sensitive Schools---A Critical Dialogue* (Chair, Discussant). Symposium presented at the American Psychological Association Annual Convention, Chicago, IL.
- Briesch, A. M., Beneville, M., & **Chafouleas, S. M.** (2019, August). *School-based mental health screening: Understanding current practices, attitudes, and beliefs*. Paper presentation at the National Principals Conference, Boston, MA.
- Newton, S. D., McCoach, D. B., Dineen, J. N., Chafouleas, S. M., & Briesch, A. M. (2019, May). *Using Multinomial Logistic Regression Models to Distinguish Districts by Social, Emotional, and Behavioral Screening Practices*. Poster presentation at the Association for Psychological Science Annual Convention, Washington, DC.
- Auerbach, E. R., Briesch, A. M., & **Chafouleas, S. M.** (2019, February). Comparing stakeholder beliefs regarding social, emotional, and behavioral screening practices. Poster presentation at the National Association of School Psychologists conference, Atlanta, GA.
- Chafouleas, S. M.**, Briesch, A. M., Auerbach, E. R., Koriakin, T. A., Volk, D. T., Connolly, K., & Blanton, R. (2019, February). *Exploring the national landscape of behavioral screening in US schools*. Symposium at the National Association of School Psychologists conference, Atlanta, GA.
- Koriakin, T.A., Auerbach, E., **Chafouleas S. M.**, Connolly, K., Concannon, J., & Cascio, A. (2019, February). *Meeting the needs of the whole child: WSCC in action*. Session at the National Association of School Psychologists conference, Atlanta, GA.
- McCoach, D. B., Dineen, J. N., **Chafouleas, S. M.**, & Briesch, A. M. (2018, October). Reproducibility in the era of big data: Lessons for developing robust data management and data analysis procedures. In R. Powell (Chair), Ethical Considerations for Using Big Data II: Exploring the Relationship between Ethical Considerations, Reproducibility, and Participation. Symposium presented at BigSurv18: Big Data Meets Survey Science, Barcelona, Spain.
- Chafouleas, S., M.**, Femc-Bagwell, M., Brooks, A. M., Edmondson, B. (2018, March). *The Whole Child: A Blueprint for Success*. Presentation at the ASCD Empower 18 Conference (Boston, MA).
- Volk, D. T., Koriakin, T. A., & Auerbach, E., **Chafouleas, S. M.**, & Riley-Tillman, C. (2018, February). *DBR Connect: Using Technology to Enhance Screening and Progress Monitoring*. Presented at the National Association of School Psychology (NASP) Annual Conference, Chicago, IL.
- Koriakin, T.A., Roundfield, K., & **Chafouleas, S.C.** (2018, February). *Best practices in school-based services for addressing trauma*. Paper presented at the National Association of School Psychologists conference, Chicago, IL.
- Eklund, K., Koriakin, T. A., Rossen, E., & **Chafouleas, S. C.** (2018, February). *A systematic review of trauma screening measures for children and adolescents*. Paper presented at the National Association of School Psychologists conference, Chicago, IL.
- Koriakin, T.A., Auerbach, E.R., Briesch, A.M. & **Chafouleas, S.M.** (2018, February). *Summary of state policies related to school readiness assessment practices*. Poster presented at the National Association of School Psychologists Annual Convention, Chicago, IL.
- Auerbach, E.R., Long, S.J., Koriakin, T.A., Briesch, A.M., & **Chafouleas, S.M.** (2018, February). *Exploring the alignment of behavior screening policies and practices in U.S. schools*. Poster presented at the National Association of School Psychologists Annual Convention, Chicago, IL.
- Chafouleas, S. M.**, Volk, D. T., Koriakin, T. A., & Auerbach, E. (2017, October). *Whole School, Whole Community, Whole Child: A Discussion on Challenges and Opportunities in Putting the Model in Action for School Mental Health*. Presentation at the 22nd Annual Conference on Advancing School Mental Health, Washington, D.C.

- Collier-Meek, M. A., Sanetti, L. M. H., Fallon, L. M., & **Chafouleas, S. M.** (2017, August). *Influence of time of day on direct observation treatment integrity estimates*. Poster to be presented at the 125th Annual Convention of American Psychological Association, Washington, DC.
- Auerbach, E. & **Chafouleas, S. M.** (2017, February). *Understanding Successes and Challenges in Caregiver Health-Promoting Self-Care*. Poster presentation at the National Association of School Psychologists Annual Convention, San Antonio, TX.
- Chafouleas, S. M.** & Volk, D. (2017, February). *The WSCC Model: Success Through Integrated Health and Education*. Poster presentation at the National Association of School Psychologists Annual Convention, San Antonio, TX.
- Miller, F. G., **Chafouleas, S. M.**, Riley-Tillman, T. C., Fabiano, G. A., & Welsh, M. E., (2017, February). *Examining the convergent validity of behavioral assessment methods*. Poster presentation at the National Association of School Psychologists Annual Convention, San Antonio, TX.
- Briesch, A. M. & **Chafouleas, S. M.** (2016, September). *State-level Priorities in School-based Behavior Assessment: Challenges in Meaningful Summary and Interpretation*. Presentation at the School Mental Health Research Summit, San Diego, CA.
- Chafouleas, S. M.**, Sanetti, L. M. H., & Volk, D. (2016, September). *Advancing School Mental Health through the Whole School, Whole Community, Whole Child Model*. Presentation at the 21st Annual Conference on Advancing School Mental Health, San Diego, CA.
- Chafouleas, S. M.**, O'Brennan, L. M., Koriakin, T. A., & Auerbach, E. (September, 2016). *Technology in School Mental Health Assessment: Using DBR Connect™ in Screening and Progress Monitoring*. Presentation at the 21st Annual Conference on Advancing School Mental Health, San Diego, CA.
- Chafouleas, S. M.**, & Briesch, A. M. (2016, August). State-level priorities in school-based policies and initiatives in assessment of behavior. In J. Splett (Chair) *Assessing Behavioral Health Services: School-Based Examples of Research, Policy and Implementation*. Symposium presented at the 124th Annual Convention of the American Psychological Association, Denver, CO.
- Welsh, M.E., **Chafouleas, S.M.**, Fabiano, G.A., & Riley-Tillman, T.C. (2016, August). *Behavioral adjustment: Unidimensional or multidimensional?* Poster presentation at the American Psychological Association Annual Convention, Denver, CO.
- Welsh, M.E., **Chafouleas, S.M.**, Fabiano, G.A., & Riley-Tillman, T.C. (2016, April). *Using verbal protocol analysis to detect test bias*. Poster presentation at the Annual Meeting of the American Educational Research Association, Washington, DC.
- Chafouleas, S. M.**, & Briesch, A. M. (2016, April). *National exploration of state-level priorities in school-based behavior policies and initiatives*. Paper presented the annual conference for the Council for Exceptional Children, St. Louis, MO.
- O'Brennan, L., Riley-Tillman, T.C., & **Chafouleas, S.M.** (2016, February). *DBR Connect: Using Technology to Facilitate Assessment and Intervention*. Mini-skills presented at the Annual Convention of National Association of School Psychologists, New Orleans, LA.
- Johnson, A. H., Miller, F. G., **Chafouleas, S. M.**, Riley-Tillman, T. C., Fabiano, G. A., & Welsh, M. E. (2016, February). *Evaluating the technical adequacy of DBR-SIS in tri-annual behavioral screening*. Paper presented at the Annual Convention of National Association of School Psychologists, New Orleans, LA.
- Miller, F. G., Welsh, M. E., **Chafouleas, S. M.**, Riley-Tillman, T. C., & Fabiano, G. A. (2016, February). *Examining the stability of social, emotional, and behavioral screening scores*. Poster presentation at the National Association of School Psychologists Annual Convention, New Orleans, LA.
- Crovello, N. J., **Chafouleas, S. M.**, Johnson, A. H. (2016, February). *Examination of the Usability of the DBR Training*

Module. Poster presentation at the National Association of School Psychologists Annual Convention, New Orleans, LA.

- Miller, F. G., **Chafouleas, S. M.**, Riley-Tillman, T. C., & Fabiano, G. A. (2016, February). *Using direct behavior rating methods within a behavioral consultation framework*. Symposium at the National Association of School Psychologists Annual Convention, New Orleans, LA.
- Miller, F. G. & **Chafouleas, S. M.** (2015, November). *Assessment in Action: Screening Considerations in School Mental Health*. 20th Annual Conference on Advancing School Mental Health, New Orleans, LA.
- Chafouleas, S. M.**, Johnson, A. J., Overstreet, S., & Santos, N. (2015, August). Toward a Blueprint for Trauma-Informed Service Delivery in Schools. In S. Overstreet (Chair) *Translating Research on Trauma into Evidence-Based Practices: Creating Trauma Informed Schools*. Symposium presented at the 123rd Annual Convention of the American Psychological Association, Toronto, Ontario.
- Johnson, A. H., Chaffee, R., **Chafouleas, S. M.**, Briesch, A. M., Dineen, J., & McCoach, D. B. (2015, August). *Review of national trends in school mental health policy*. Poster presented at the 123rd Annual Convention of the American Psychological Association, Toronto, Ontario.
- Miller, F. G., **Chafouleas, S. M.**, Riley-Tillman, T. C., & Fabiano, G. A. (2015, August). *Factors influencing teacher behavioral assessment preferences*. Poster presented at the 123rd Annual Convention of the American Psychological Association, Toronto, Ontario.
- Kooken, J., McCoach, D. B., **Chafouleas, S. M.**, Miller, F. G., Welsh, M. E., Riley-Tillman, T. C., & Card, N. (2015, May). *Exploring Non-invariance in Classroom Behavior Trajectories using Growth Mixture Modeling*. Presentation at the Modern Modeling Methods (M3) conference, Storrs, CT.
- Chafouleas, S.M.**, & Miller, F. G. (2015, February). *Direct Behavior Rating: Use in Targeted Screening of Student Behavior*. Mini-skills presentation at the National Association of School Annual Convention, Orlando, FL.
- Crovello, N.J., Johnson, A. H., **Chafouleas, S.M.**, & Riley-Tillman, T.C. (2015, February). *Examination of usage patterns in an online DBR training module*. Poster presentation at the National Association of School Psychologists Annual Convention, Orlando, FL.
- Cohen, D. R., Sims, W. A., Riley-Tillman, T. C., **Chafouleas, S. M.**, & Fabiano, G. A. (2015, February). *A Latent Profile Analysis of Direct Behavior Ratings*. Poster presentation at the National Association of School Psychologists Annual Convention. Orlando, FL.
- Miller, F. G., Briesch, A. M., & **Chafouleas, S. M.** (2014, September). *Toward Sustainable Evidence-based Practice: Considering Social Validity in the Context of School Mental Health*. Presentation at the 19th Annual Conference on Advancing School Mental Health, Pittsburgh, PA.
- Chafouleas, S.M.**, Miller, F. G., & Briesch, A. M. (2014, September). *Direct Behavior Rating: Use in Targeted Screening and Progress Monitoring of Core School-Based Behavioral Competencies*. Presentation at the 19th Annual Conference on Advancing School Mental Health, Pittsburgh, PA.
- Chafouleas, S. M.**, Miller, F. G. (2014, September). *DBR: Research Updates Regarding Use in Targeted Screening and Progress Monitoring of Core School-Based Behavioral Competencies*. Invited presentation at the 2014 School Mental Health Research Summit, Pittsburgh, PA.
- Chafouleas, S. M.** & Miller, F. G. (2014, April). *Direct Behavior Rating: Use in Assessing Student Behavior Within RTI Frameworks*. Presentation at the annual convention of the Council for Exceptional Children, Philadelphia, PA.
- Chafouleas, S. M.** (2014, February). *Measuring Core Behavioral Competencies Over Time using Direct Behavior Rating – Single Item Scales (DBR-SIS)*. In N. Clemens (Chair), *Advances in Progress Monitoring*. Symposium at the Pacific Coast Research Conference, Coronado, CA.
- Miller, F. G., Johnson, A. H., Rosen, R., **Chafouleas, S. M.**, Welsh, M. E., Riley-Tillman, T. C., & Fabiano, G. A. (2014,

- February). Construct validation of DBR-SIS: A multi-trait multi-method analysis. Paper presentation at the National Association of School Psychologists Annual Convention, Washington, DC.
- Rosen, R., Johnson, A. H., **Chafouleas, S. M.**, Welsh, M. E., Riley-Tillman, T. C., & Fabiano, G. A., Miller, F. G. (2014, February). Exploring Direct Behavior Ratings in a middle school population. Paper presentation at the National Association of School Psychologists Annual Convention, Washington, DC.
- Kooken, J., Miller, F., Welsh, M. E., Fabiano, G., Riley-Tillman, T.C., & **Chafouleas, S.M.** (2013, August). *Classroom behavior over time: Do student trajectories vary?* Poster presentation at American Psychological Association Annual Convention, Honolulu, HI.
- Miller, F., Cohen, D., **Chafouleas, S. M.**, Briesch, A., Neugebauer, S. R., & Riley-Tillman, T.C (2013, August). *Examining Changes in Usability Ratings Of Evidence Based Assessment Over Time.* Poster presentation at American Psychological Association Annual Convention, Honolulu, HI
- Kooken, J., Welsh, M. E., Miller, F., Riley-Tillman, T., & **Chafouleas, S.M.** (2013, August). - *Effect of Test Order When Administering Multiple Rating Scales to a Single Rater.* Poster presentation at American Psychological Association Annual Convention, Honolulu, HI
- Miller, F. G., Neugebauer, S. R., **Chafouleas, S. M.**, Briesch, A. M., & Riley-Tillman, T. C. (2013, August). *Examining Innovation Usage: Construct Validation of the Usage Rating Profile – Assessment.* Poster presentation at American Psychological Association Annual Convention, Honolulu, HI
- Miller, F. G., Johnson, A. H., Welsh, M. E., **Chafouleas, S. M.**, Riley-Tillman, T. C., & Fabiano, G. (2013, August). *Evaluation of Universal Screening Methods to Identify Behavioral Risk.* Poster presentation at American Psychological Association Annual Convention, Honolulu, HI.
- Johnson, A. H., Miller, F. G., **Chafouleas, S. M.**, Riley-Tillman, T. C., Fabiano, G., & Welsh, M. E. (2013, August). *Using composite scores to determine behavioral risk with Direct Behavior Rating.* Poster presentation at American Psychological Association Annual Convention, Honolulu, HI.
- Welsh, M. E., **Chafouleas, S. M.**, Fabiano, G., Riley-Tillman, T. C., & Miller, F. G. (2013, August). *Evaluating Rater Bias with Only One Rater Per Target.* Poster presentation at American Psychological Association Annual Convention, Honolulu, HI.
- Neugebauer, S., **Chafouleas, S.M.**, Coyne, M, McCoach, B., & Briesch, A. (2013, August). *Teacher Intervention Usage in Multi-tiered Early Education Settings.* Poster presentation at American Psychological Association Annual Convention, Honolulu, HI.
- Welsh, M. E., Miller, F. G., Kooken, J. W., & **Chafouleas, S. M.** (2013, April). *The kindergarten transition: Behavioral trajectories and school adjustment in the first year of school.* Paper presentation at the annual meeting of the American Educational Research Association, San Francisco, CA.
- Berggren, M. L., Johnson, A. H., Ruberto, L. M., **Chafouleas, S. M.**, & Maggin, D. M. (2013, February). Review of evidence for self-modeling interventions in school settings. Paper presentation at the National Association of School Psychologists Annual Convention, Seattle, WA.
- Kilgus, S. P., & **Chafouleas, S. M.**, & Riley-Tillman, T. C. (February, 2013). *Validation of the Social and Academic Behavior Risk Screener.* Paper presented at the National Association of School Psychologists Annual Convention, Seattle, WA.
- Miller, F. G., Johnson, A. H., Welsh, M. E., **Chafouleas, S. M.**, Riley-Tillman, T. C., & Fabiano, G. A. (2013, February). *Comparing biannual and triannual behavioral screenings using DBR-SIS.* Poster presentation at the National Association of School Psychologists Annual Convention, Seattle, WA.
- Johnson, A. H., Miller, F., Welsh, M. E., **Chafouleas, S. M.**, Riley-Tillman, T. C., & Fabiano, G. A. (2013, February). *Using ROC curves to determine risk with Direct Behavior Rating.* Poster presentation at the National Association of School Psychologists Annual Convention, Seattle, WA.

- Fabiano, G. A., Norton, R. L., Welsh, M. E., Miller, F. G., Parham, B. R., **Chafouleas, S. M.**, & Riley-Tillman, T. C. (2013, October). *Effective Screening Approaches for Social/Behavioral Challenges: Seasonal Influences*. Poster presentation at the 46th Annual Convention of the Association for the Advancement of Behavioral and Cognitive Therapies, National Harbor, MD.
- Miller, F. G., Neugebauer, S. R., **Chafouleas, S. M.**, Briesch, A. M., Welsh, M. E., Riley-Tillman, T. C., & Fabiano, G. A. (2012, August). *Teacher perceptions of behavior screening assessments*. Poster presentation at the American Psychological Association Annual Convention, Orlando, FL.
- Neugebauer, S. R., Briesch, A. M., **Chafouleas, S. M.**, & Riley-Tillman, T. C. (2012, August). *Exploring Multiple Influences on Intervention Use: Revision of the Usage Rating Profile-Intervention*. Poster presentation at the American Psychological Association Annual Convention, Orlando, FL.
- Chafouleas, S. M.**, & Miller, F. G. (2012, May). Using data for decision making for academic and social behavior. Presentation at the Northeast PBIS Leadership Forum, Cromwell, CT.
- McCarthy, S. M., Sanetti, L. M. H., **Chafouleas, S. M.**, VanHeest, J. L. (2012, Feb). *Evaluation of a school-based health promotion intervention for adolescents*. Poster presented at the Annual Convention of the National Association of School Psychologists, Philadelphia, PA.
- Kilgus, S. P., **Chafouleas, S.M.**, Jaffery, R., Riley-Tillman, T.C., & Welsh, M. (2012, Feb). *Direct Behavior Rating as a screener of student behavioral risk*. Paper presentation at the National Association of School Psychologists Annual Convention, Philadelphia, PA
- Johnson, A. H., Kilgus, S. P., **Chafouleas, S. M.**, Riley-Tillman, T. C., Christ, T. J., Welsh, M., Brooks, S., & Amon, J. (2012, Feb). Direct Behavior Rating as screener of student behavioral risk. Poster presentation at the National Association of School Psychologists Annual Convention, Philadelphia, PA
- Jaffery, R. & **Chafouleas, S.M.** (2012, Feb). *Home-school-community communication for autism using Direct Behavior Rating*. Poster presentation at the National Association of School Psychologists Annual Convention, Philadelphia, PA.
- Jaffery, R., Brooks, S.R., Johnson, A.H., Riley-Tillman, T.C., **Chafouleas, S.M.**, & Sen. R. (2012, Feb). *Do duration-based indicators improve accuracy of Direct Behavior Ratings?* Poster presentation at the National Association of School Psychologists Annual Convention, Philadelphia, PA.
- Chafouleas, S. M.**, Briesch, A. M., Johnson, A., Maggin, D., & Reddy, L. (2012, Feb). *Review of Meta Analyses for Three Common Behavior Support Strategies*. Symposium at the National Association of School Psychologists Annual Convention, Philadelphia, PA.
- Johnson, A. J., Maggin, D., **Chafouleas, S. M.**, Ruberto, L., & Berggren (2012, Feb). *Review of evidence for group contingency interventions in school settings*. Paper presentation at the National Association of School Psychologists Annual Convention, Philadelphia, PA.
- Berggren, M., Byron, J., Jaffery, R., Ruberto, L., **Chafouleas, S. M.**, & Sanetti, L. M. H. (2012, Feb) *The impact of instruction plus behavior intervention on student outcomes*. Poster presentation at the National Association of School Psychologists Annual Convention, Philadelphia, PA.
- Briesch, A.M. & **Chafouleas, S.M.** (2011, Aug). *Promoting practical understanding of generalizability theory within school-based research*. Poster presentation at the American Psychological Association Annual Convention, Washington, DC.
- Jaffery, R., Johnson, A.H., Bowler, M.C., **Chafouleas, S.M.**, & Riley-Tillman, T.C. (2011, Aug). *Options in agreement indices for establishing expert consensus on behavioral ratings within school and industrial/organizational psychology*. Poster presentation at the American Psychological Association Annual Convention, Washington, DC.
- Fallon, L. M., Collier-Meek, M. A., Jaffery, R., Sanetti, L. M. H., & **Chafouleas, S. M.** (2011, August). *Treatment integrity assessment and intervention with school-based personnel: Lessons learned from preliminary studies*. Poster presentation at the American Psychological Association Annual Convention. Washington, D.C.

- Chafouleas, S.M.,** & Kilgus, S.P. (2011, Feb). *Ethical Dilemmas Related to School-Based Behavioral Screening*. Paper presentation at the National Association of School Psychologists Annual Convention, San Francisco, CA.
- Chafouleas, S.M.,** Riley-Tillman, T.C., & Kilgus, S.P. (2011, Feb). *Direct Behavior Rating in behavior assessment within a problem-solving model*. Paper presentation at the National Association of School Psychologists Annual Convention, San Francisco, CA.
- Riley-Tillman, T.C., **Chafouleas, S.M.,** & Kilgus, S.P. (2011, Feb). *DBR BASIS: A web based application for assessing student behavior*. Paper presentation at the National Association of School Psychologists Annual Convention, San Francisco, CA.
- Jaffery, R., Fallon, L.M., Sanetti, L.M., & **Chafouleas, S.M.** (2011, Feb). *Using DBR in self-monitoring to improve middle school behavior*. Paper presentation at the National Association of School Psychologists Annual Convention, San Francisco, CA.
- Kilgus, S.P., Brooks, S.R., **Chafouleas, S.M.,** Riley-Tillman, T.C., Christ, T.J. (2011, Feb). *Diagnostic accuracy of Direct Behavior Rating single item scales*. Poster presentation at the National Association of School Psychologists Annual Convention, San Francisco, CA.
- Fallon, L.M, Jaffery, R., Sanetti, L.M., & **Chafouleas, S.M.** (2011, Feb). *Performance feedback by school-based personnel to increase teachers' treatment integrity*. Poster presentation at the National Association of School Psychologists Annual Convention, San Francisco, CA.
- Johnson, A., Jaffery, R., Harrison, S.E., Music, A., **Chafouleas, S.M.,** Riley-Tillman, T.C., & Christ, T.J. (2011, Feb). *Building consensus to establish expert ratings on Direct Behavior Rating*. Poster presentation at the National Association of School Psychologists Annual Convention, San Francisco, CA.
- Jaffery, R., Sen, R., Music, A., **Chafouleas, S.M.,** Riley-Tillman, T.C., & Christ, T.J. (2011, Feb). *Direct Behavior Rating: Impact of behavioral wording on data accuracy*. Poster presentation at the National Association of School Psychologists Annual Convention, San Francisco, CA.
- Harrison, S.E., Jaffery, R., Johnson, A., **Chafouleas, S.M.,** Riley-Tillman, T.C., & Christ, T.J. (2011, Feb). *Evaluating the effectiveness of a Direct Behavior Rating training module*. Poster presentation at the National Association of School Psychologists Annual Convention, San Francisco, CA.
- Chafouleas, S.M.** (2010, Oct). Development and Evaluation of Direct Behavior Rating (DBR): Lessons from Project VIABLE. Paper presentation for the research strand at the Teacher Educators of Students with Behavior Disorders Conference.
- Jaffery, R., Fallon, L.M., **Chafouleas, S.M.,** & Sanetti, L.M. (2010, Oct). *Direct Behavior Rating: An assessment and intervention tool for improving student engagement class-wide*. Berkshire Association for Behavior Analysis and Therapy Annual Conference, Amherst, MA.
- Johnson, A., Jaffery, R., & **Chafouleas, S.M.** (2010, Oct). *Using on-line training to improve rater accuracy when recording student observations using Direct Behavior Rating*. Berkshire Association for Behavior Analysis and Therapy Annual Conference, Amherst, MA.
- Chafouleas, S.M.** (2010, June). *Development and Validation of Progress-Monitoring Tools for Social Behavior: Lessons from Project VIABLE*. Symposium at the annual Institute for Education Sciences Conference, Washington, DC.
- Chafouleas, S.M.,** Riley-Tillman, T.C., Christ, T.J., & Sugai, G. (2010, June). *Project VIABLE: Overview of findings*. Poster presentation at the annual Institute for Education Sciences Conference, Washington, DC.
- Maggin, D. M., Briesch, A. M., & **Chafouleas, S. M.** (2010, June). *A Comparison of Fixed and Random Effects Models for the Meta-Analysis of Single-Case Research*. Poster presentation at the Institute of Education Sciences Annual Research Conference, National Harbor, MD.

- Chafouleas, S. M.,** Hagermoser Sanetti, L. M., Jaffery, R., Maggin, D. M., & Kilgus, S. P. (2010, March). *Direct Behavior Rating Sensitivity to Change: Outcomes across Consultation Cases*. Presentation at the National Association of School Psychologists Annual Convention, Chicago, IL.
- Christ, T.J., Riley-Tillman, T.C., & **Chafouleas, S. M.** (2010, March). *Direct Behavior Rating: An Emerging Method to Assess Classroom Behavior*. Presentation at the National Association of School Psychologists Annual Convention, Chicago, IL.
- Harrison, S., Riley-Tillman, T.C., & **Chafouleas, S.M.** (2010, March). *Direct Behavior Ratings: Training Strategies to Improve Accuracy*. Presentation at the National Association of School Psychologists Annual Convention, Chicago, IL.
- Chafouleas, S.M.,** Briesch, A., & Riley-Tillman, T.C. (2010, March). *Behavior Assessment in RTI: Considerations When Selecting Tool*. Presentation at the National Association of School Psychologists Annual Convention, Chicago, IL.
- Briesch, A., **Chafouleas, S.M.,** & Riley-Tillman, T.C. (2010, March) *Comparing the Psychometric Properties of Behavioral Assessment Methods: SDO/DBR*. Poster presented at the National Association of School Psychologists Annual Convention, Chicago, IL.
- Jaffery, R., Ongsoco, A., Briesch, A., Christ, T.J., **Chafouleas, S.M.,** & Riley-Tillman, T.C. (2010, March) *Direct Behavior Rating: Evaluating Behaviors With Positive and Negative Definitions*. Poster presented at the National Association of School Psychologists Annual Convention, Chicago, IL.
- Amon, J., Brooks, S., Kilgus, S.P., **Chafouleas, S.M.,** & Riley-Tillman, T.C. (2010, March). *Direct Behavior Rating: Impact of Varying Training Components on Accuracy*. Poster presented at the National Association of School Psychologists Annual Convention, Chicago, IL.
- Iovannone, R., **Chafouleas, S.M.,** & Lynass, L. (2010). *Direct Behavior Rating (DBR): Tools for Progress Monitoring within Multi-tiered Behavioral Support (Part I: Direct Behavior Rating (DBR): Overview and Possible Applications within Tier I)*. Paper presentation at the 7th International Conference on Positive Behavior Supports, St. Louis, MO.
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- Chafouleas, S.M.,** & Whitcomb, M. (2001, April). *Integrating home, school and community resources: Evaluation of a districtwide prevention program.* Poster presented at the National Association of School Psychologists Convention, Washington, DC.
- Kehle, T., Bray, M., & **Chafouleas, S.M.** (2001, February). *Alternative funding sources to support field-based experiences.* Presentation at the Council of Directors of School Psychology Programs Mid-Winter Meeting, Deerfield Beach, Florida.
- Chafouleas, S.M.,** VanAuken, T, & Pfaff, I. (2000, March). *Not all items are created equal: The effects of linguistic manipulations on phonological awareness tasks.* Poster presented at the National Association of School Psychologists Convention, New Orleans, Louisiana.
- Chafouleas, S.M.,** Clonan, S.M, Munn, B. & VanAuken, T. (2000, March). *A national survey of current supervision and evaluation practices.* Poster presented at the National Association of School Psychologists Convention, New Orleans, Louisiana.
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- Chafouleas, S.M.,** Welch, B. & Iles, R. (1998, March). *Fostering responsible behavior with a school-wide levels system.* Paper presentation at the Association of New York State Educators of the Emotionally Disturbed (ANYSEED) Convention, Rochester, New York.
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- Monachino, S.J.,** Lewandowski, L.J. & Smith, C.R. (1996, March). *The development of phonological awareness in primary-aged children: An examination of an order of task performance.* Poster presentation at the National Association of School Psychologists Convention, Atlanta, Georgia.

MEDIA AND PUBLIC RELATIONS

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- News Interview.** (2021, August 17). Puppets Get the Laser Treatment. *UConn Today*. <https://today.uconn.edu/2022/08/puppets-get-the-laser-treatment/>.
- News Interview.** (2021, August 12). Free Academy Coaches School Leaders in Supporting Well-Being. *UConn Today*. <https://today.uconn.edu/2021/08/free-academy-coaches-school-leaders-in-supporting-well-being/>.
- Newspaper Interview.** (2021, June 6). After a COVID year, Danbury area schools seek to address student need with enhanced summer programs. *The Hour*. <https://www.thehour.com/local/article/After-a-COVID-year-Danbury-area-schools-seek-to-16228448.php>
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- News Interview.** (2021, May 5). UConn Selected to Help Create National Network on Emotional Wellbeing Research. *UConn Today*. <https://today.uconn.edu/2021/05/uconn-selected-to-help-create-national-network-on-emotional-wellbeing-research/>.
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- Newspaper Interview.** (2020, August 28). Pandemic Hitting Families Of Those With Disabilities Harder. *Disability Scoop*. Retrieved from <https://www.disabilityscoop.com/2020/08/28/pandemic-hitting-families-disabilities-harder/28849/>.
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OTHER INNOVATIONS

Co-Creator (with E. Wicks). *Feel Your Best Self*. See <https://feelyourbestself.collaboration.uconn.edu>.

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

FUNDING

Principal Investigator. UConn CSCH: Feel Your Best Self Technical Assistance. The Neag Foundation. Duration of Funding: 11/24-6/26. Total Amount Funded: \$124,079.

Principal Investigator. *Identifying Effective and Equitable Socio-Emotional Supports for Students and Educators*. CT COVID-19 Education Research Collaborative. Duration of Funding: 1/23-9/24. Total Amount Funded: \$225,000.

Principal Investigator. *Feel Your Best Self*. Maximilian and Marion Hoffman Foundation. Date Funded: 1/23. Total Amount Funded: \$25,000.

Principal Investigator. *Feel Your Best Self*. Principal Foundation. Date Funded: 12/22. Total Amount Funded: \$275,000.

Principal 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: 10/22-9/25. Total Amount Funded: \$760,950

Co-Investigator (PI: Davidesco). *Brain Healthy: Engaging Students in Citizen Science Brain Health and Wellness Investigations to Promote Data Science Literacy*. Funding Source: National Institutes of Health. Duration of Funding: 8/22-7/27.

Principal Investigator. *Project EASS-E: Expanding Approaches to School Screening with Equity*. [R305A220249] Funding Source: US Department of Education, Institute of Education Sciences. Duration of Funding: 7/22-6/26. Total amount funded: \$1,983,184.

Principal Investigator. *Feel Your Best Self Project*. Funding Source: The Neag Foundation. Duration of Funding: 6/22-5/24. Total Amount Funded: \$300,000.

Principal Investigator. *Finding the Right Tools for "Feeling Your Best Self"*. Principal Foundation. Duration of Funding: 1/22-12/22. Total Amount Funded: \$275,000.

Principal Investigator. *Finding the Right Tools for "Feeling Your Best Self"*. Carla Klein. Duration of Funding: 12/21-6/22. Total Amount Funded: \$15,000.

M-Principal Investigator (MPIs: Park, Hoefl). *Emotional Wellbeing Network: Measurement, Mechanisms, Mind-Body (M3)* [U24AT011281]. Funding Source: National Institutes of Health. Duration of Funding: 2/1/21-1/31/25. Total Amount Funded: \$2,469,056.

Co-Principal Investigator (PI: Schwartz). *Assessing Connecticut District Policies using the WSCC Model*. [Contract No. 20SDE0138AA] Funding Source: CT State Department of Education. Duration of Funding: 12/01/20-09/30/22. Total amount funded: \$133,770.

- Co-Principal Investigator (PI: Sanetti). *Project I-3 PREP: Interdisciplinary Preparation in Integrated and Intensive Practices*. Funding Source: US Department of Education, Office of Special Education Programs. Duration of Funding: 10/1/20-9/30/25. Total Amount Funded: \$1,039,876
- Principal Investigator, *Helping Schools Integrate Learning and Health: A Whole School, Whole Child, Whole Community Approach*. Funding Source: Neag Foundation. Duration of Funding: 6/1/20-5/31/22. Total amount funded: \$190,000.
- Co-Principal Investigator (PI: Schwartz). *Assessing Connecticut District Policies using the WSCC Model*. Funding Source: CT State Department of Education. Duration of Funding: 05/01/20-09/30/20. Total amount funded: \$29,956.
- Co-Principal Investigator (PI: Schwartz). *Applying the Whole School, Whole Child, Whole Community Model to District Wellness Policies and Practices* Funding Source: CT State Department of Education. Duration of Funding: 09/15/19-09/30/20. Total amount funded: \$49,750.
- Co-Principal Investigator (PI: Lane). *Enhancing Ci3T: Building Professional Capacity for High Fidelity Implementation to Support Students' Educational Outcomes (Project ENHANCE)* [R324N190002]. Funding Source: US Department of Education, Institute of Education Sciences. Duration of Funding: 7/1/2019-6/30/2024. Total amount funded: \$3,999,321
- Principal Investigator (Co-PI: Polifroni). Collaboratory on School and Child Health (CSCH). Funding Source: UConn Provost Academic Plan Competition. Duration of Funding: 7/1/19-6/30/22. Total amount funded: \$90,000.
- Principal Investigator (Co-PI: Polifroni). *Collaboratory on School and Child Health (CSCH)*. Funding Source: UConn Provost Academic Plan Competition. Duration of Funding: 7/1/16-6/30/19. Total amount funded: \$150,000.
- Principal Investigator (Co-PIs: Femc-Bagwell, Polifroni). *Increasing Capacity for Partnerships Across Education and Health: Developing Guiding Blueprints for Implementation of Whole School, Whole Community, Whole Child Framework*. Funding Source: Research Excellence Program, Office of the Vice President for Research at UConn. Duration of Funding: 7/1/16-6/30/17. Total amount funded: \$24,059.
- Principal Investigator (Co-PIs: Briesch, Dineen, McCoach). *Exploring the Status and Impact of School-Based Behavior Screening Practices in a National Sample: Implications for Systems, Policy, and Research*. Funding Source: US Department of Education, Institute of Education Sciences (R305A140543). Duration of Funding: 7/1/14-6/30/17. Total amount funded: \$1,600,000.
- Principal Investigator (Co-PIs: Fabiano, Riley-Tillman, Swaminathan, Welsh). *Project VIABLE-II: Unified validation of Direct Behavior Rating (DBR) in a problem-solving model*. Funding Source: US Department of Education, Institute of Education Sciences (R324A110017). Duration of Funding: 7/1/11-6/30/15. Total amount funded: \$2,300,000.
- Principal Investigator. *Refining Social Validity Assessment of School-Based Interventions: Continued validation of the Usage Rating Profile – Intervention (URP-I)*. Funding Source: Research Foundation, University of Connecticut. Duration of Funding: 2011. Total amount funded: \$17,036
- Co-Principal Investigator. *University of Connecticut, School Psychology Program and participating school districts and agencies in the State of Connecticut*. Funding sources: Family & Children's Aid, Inc. Danbury, CT.; Tolland Public Schools, Tolland, CT; Willington Public Schools, Willington, CT; Glastonbury Public Schools, Glastonbury, CT; Waterford Public Schools, Waterford, CT.; Futures, Inc. Middletown, CT. Duration of funding: September, 2010 to June, 2011. Total amount funded: \$132,790.00.
- Principal Investigator (Co-PIs: Riley-Tillman, Christ). Supplement to *Project VIABLE: Validation of Instruments for Assessing Behavior Longitudinally and Efficiently*. Funding Source: US Department of Education, Institute for Education Sciences (R324B060014). Duration of Funding: 6/1/08-5/31/10. Total amount funded: \$166,965.
- Principal Investigator (Co-Training Director: Sugai). *Project PBER: Post-Doctoral Training in Behavior Education and Research*. Funding Source: US Department of Education, Institute of Education Sciences (R324B080007). Duration of Funding: 8/08-8/12. Total amount funded: \$732,000 .

- Principal Investigator (Co-PIs: Riley-Tillman, Christ). *Project VIABLE: Validation of Instruments for Assessing Behavior Longitudinally and Efficiently*. Funding Source: US Department of Education, Institute of Education Sciences (R324B060014). Duration of Funding: 6/1/06-5/31/10. Total amount funded: \$1,496,000.
- Co-Principal Investigator. *University of Connecticut, School Psychology Program and participating school districts and agencies in the State of Connecticut*. Funding sources: *Willington Public Schools, Willington, CT; Glastonbury Public Schools, Glastonbury, CT, Portland Public Schools, Portland, CT; Tolland Public Schools, Tolland, CT; and Futures*, Duration of funding: September, 2006 to June, 2007. Total amount funded: \$85,631.
- Co-Principal Investigator. *University of Connecticut, School Psychology Program and participating school districts and agencies in the State of Connecticut*. Funding sources: *Willington Public Schools, Willington, CT; Sterling Memorial School, Oneco, CT; Glastonbury Public Schools, Glastonbury, CT, Waterford Public Schools, Waterford, CT, Cheshire Public Schools, Cheshire, CT, and Eastconn, Hampton, CT*, Duration of funding: September, 2005 to June, 2006. Total amount funded: \$117,748.00.
- Co-Principal Investigator. *University of Connecticut, School Psychology Program and participating school districts and agencies in the State of Connecticut*. Funding sources: *E. O. Smith High School, Storrs, CT; Willington Public Schools, Willington, CT; Winstead Public Schools, Winstead, CT; Sterling Memorial School, Oneco, CT; Project Genesis, Willimantic, CT; and, Sprague Board of Education, Baltic, CT*. Duration of funding: September, 2004 to June, 2005. Total amount funded: \$104,235.00.
- Principal Investigator (Co-PI: Riley-Tillman). *Moving Closer Toward Studying Usable Knowledge: Development and Validation of the Usage Rating Profile (URP)*. Funding source: Society for the Study of School Psychology. Duration of funding: 8/1/04-8/1/05. Total amount funded: \$11,532.
- Co-Principal Investigator. *University of Connecticut, School Psychology Program and participating school districts and agencies in the State of Connecticut*. Funding sources: *E. O. Smith High School, Storrs, CT; Voluntown Public Schools, Voluntown, CT; Futures, Inc., Middletown, CT; Glastonbury Public Schools, Glastonbury, CT; Willington Public Schools, Willington, CT; Winstead Public Schools, Winstead, CT; Sterling Memorial School, Oneco, CT; Project Genesis, Willimantic, CT; East Haven Public Schools, East Haven, CT; Preston Public Schools, Preston, CT; and, Sprague Board of Education, Baltic, CT*. Duration of funding: September 2003 to June 2004. Total amount funded: \$234,949.
- Co-Principal Investigator. *University of Connecticut, School Psychology Program and participating school districts and agencies in the State of Connecticut*. Funding sources: *River Street School, Windsor, CT., Voluntown Public Schools, Voluntown, CT., Lebanon Public Schools, Lebanon, CT Futures, Inc., Middletown, CT. Glastonbury Public Schools, Glastonbury, CT. Willington Public Schools, Willington, CT., Winstead Public Schools, Winstead, CT., Sterling Memorial School, Oneco, CT., Mansfield Middle School, Storrs, CT., Sprague Board of Education, Baltic, CT*. Duration of funding: September 2002 to June 2003. Total amount funded: \$237,700.
- Principal Investigator. *An investigation of the impact of IDEA '97 on the practice of school psychology*. Funding source: Research Foundation, University of Connecticut. Duration of funding: 4/1/02 to 3/31/03. Total amount funded: \$925.
- Principal Investigator. *Functional assessment as a tool for selecting effective reading interventions for students struggling to become proficient readers*. Funding source: Research Foundation, University of Connecticut. Duration of funding: 1/1/02 to 12/31/02. Total amount funded: \$13,762.
- Principal Investigator (Co-PI: Riley-Tillman). *The acceptability of brief functional analysis in reading: An investigation of the effects of training on practicing school psychologists*. Funding source: Society for the Study of School Psychology. Duration of funding: 8/1/01 to 8/2/02. Total amount funded: \$12,758.
- Principal Investigator. *The acceptability of brief functional analysis to select reading interventions*. Funding source: Research Foundation, University of Connecticut. Duration of funding: 2/1/01 to 12/1/01. Total amount funded: \$950.
- Co-Principal Investigator. *University of Connecticut, School Psychology Program and participating school districts*

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

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

TEACHING

Assistant/Associate/Full Professor (University of Connecticut)

Cognitive and Affective Bases of Psychology (EPSY 5194)
 Whole Child, School, and Community: Linking Health and Education (EPSY 2450/EPSY 2450W)
 History and Systems of Psychology (EPSY 5455)
 Grant Writing (EPSY 6103)
 Roles and Functions of School Psychologists (EPSY 5420)
 Social, Emotional, and Behavioral Intervention in Schools (EPSY 5440)
 Pupil Behavior: Studies in Clinical Diagnosis (EPSY 5404)
 Single Subject Research in Education (EPSY 6469)
 Intellectual Assessment (EPSY 338)
 Ethics in Educational and Professional Psychology (EPSY 395)
 Doctoral Dissertation Preparation (EPSY 6194)

Assistant Professor (Plattsburgh State University of New York)

Consultation and Intervention I (PSY 550)
 Consultation and Intervention II (PSY 551)
 Personality Assessment (PSY 545)
 Psychopathology and Exceptionality (PSY 546)
 Clinical Training (PSY 597)
 Master's Thesis (PSY 504)
 Pro-seminar (PSY 589)
 Internship (PSY 590)
 School Psychology Junior Seminar (PSY 304D)
 Conflict Resolution (PSY 400/500 AA)
 Child and Adolescent Psychopathology (400/500 AB)

PROFESSIONAL EXPERIENCE

Summer 2016 – present	University of Connecticut Position: Co-Director, Collaboratory on School and Child Health (CSCH)
Fall 2010 – present	University of Connecticut Position: Professor, Department of Educational Psychology
Spring 2016 – Winter 2016	University of Connecticut Position: Director of Research, Neag School of Education
Summer 2014 – Spring 2016	University of Connecticut Position: Associate Dean for Research, Neag School of Education
Summer 2012 – Summer 2014	University of Connecticut Position: Associate Dean of The Graduate School (Storrs and regional campuses)
Fall 2005 – Fall 2010	University of Connecticut

	Position: Associate Professor (tenured), Department of Educational Psychology
Fall 2000 - Fall 2005	University of Connecticut Position: Assistant Professor, Department of Educational Psychology
Fall 1998 – Fall 2000	State University of New York at Plattsburgh Position: Assistant Professor, School Psychology Program
Fall 1997-Summer 1998	Madison – Oneida BOCES, Verona, New York Position: Special Programs Coordinator Responsibilities: K-12 program administrator for 8:1:1 classrooms for students with intense management needs
Fall 1994 – Fall 1997	Syracuse City School District Position: School Psychologist and School Psychologist Intern School Assignments: Hughes Academic Magnet (K-8), Elmwood Elementary, Henninger High, Alternative Program for Weapons Expulsion (VINTA)

NOTABLE SERVICE

University of Connecticut Service

Member, Faculty Review Board (2025-2026)
 Member, Neag School Dean's Promotion, Tenure, & Review Committee (2024, 2025)
 Member, School Psychology Search Committee (2026)
 Member, Department of Educational Psychology Committee on Learning Course Requirement (2024)
 Member, Neag School Committee on Faculty Book Adoption (2024)
 Chair, Search Committee for the Vice-President for Research (2023)
 Chair, Faculty Review Board (2023)
 Member, Faculty Review Board (2020-2023)
 Member, Search Committee for the President (2022)
 Co-Chair of Working Group 2 and Member, President's Mental Health Taskforce (2020)
 Co-Chair, Wellness Coalition Academic Affairs partnership (2020)
 Chair, Search Committee for the Provost (2019-2020)
 Senate Representative, Board of Trustees Academic Affairs Committee (2018-present)
 Member, Board of Trustees Distinguished Professor Selection Committee (2018-2020)
 Member, Centers and Institutes Review Committee (2018-2020)
 Member, Advisory Committee of the Institute for Collaboration on Health, Intervention and Policy (2017- present)
 Co-Chair, Social Sciences Panel Review for the OVPR Research Excellence Program (2018)
 Member, Research Advisory Council for the Office of the Vice-President for Research (2017-2018)
 Member, Representatives Assembly, UConn-AAUP (2017 – 2018)
 Member, University Representation on the Graduate Assistant Union Negotiation Team (2014-2015)
 Chair, Research Dean's Council, Office of the Vice-President for Research (2013-2015)
 Chair, NEASC Accreditation Standard on Graduate Education (2014)
 Chair, Search Committee for the Assistant Dean at The Graduate School (2014)
 Chair, Social Sciences Panel Large Grant Faculty Competition (Spring 2012)
 Reviewer, Social Sciences Panel Large Grant Faculty Competition (Fall 2011)
 Chair, EPSY Department Merit Guidelines Committee (2011)
 Member, Human Subjects Institutional Review Board (HSIRB), University of Connecticut (2007 –2011)

National Service

Co-Leader, NIH U24 Network on Emotional Well-Being Systematic Review Fellowship for M3EWB Network (2024-25)
 Executive Board, Society for the Study of School Psychology (2017-2019)
 Member, SSSP/NASP School Psychology Research Presentation Series Committee (2015-2017)
 Invited Speaker, NCSER, OSEP, NICHD Technical Working Group Meeting on Evidence-Based and Emerging Practices: State of Science and Practice for Children with Disabilities (2015, June)
 Member, IES Technical Working Group on Mixed Methods Research (2015, May)
 Proposal Reviewer, National Science Foundation (2015)
 Invited Speaker, National Board for Education Sciences (2014, June)
 Expert Testimony, US Congressional Briefing on Effective School Discipline Policy and Practices (2013, April)

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

Committee Member, Child and Profession Workgroup of the National Association of School Psychologists (2011-2018)
 - Position Statement Working Group Member [Amy Briesch (chair), **Sandra Chafouleas**, Katie Eklund, Stacy Overstreet]: National Association of School Psychologists. (2016). *The Importance of Mental and Behavioral Health Services for Children and Adolescents* (Position Statement). Bethesda, MD: Author.

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

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

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

Proposal Reviewer, National Institutes for Health (2011)

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

Connecticut State and Local Service

Co-Chair, CT Trauma-Informed School Mental Health Taskforce (2018-2025)

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

Board Member, Edwin O Smith Foundation (2018-2022)

Member, Edwin O Smith School Safety Committee (2018-2022)

Board Member, Achieve Hartford! (2017-2019)

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

Member, New Haven Trauma Coalition (2014-2016)

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

Editorial Positions

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

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

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

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

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

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

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

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

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

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

*Consistent member of numerous editorial boards, with frequent requests for ad hoc reviews from related journals

ADVISING

Post-doctoral advisees

Kathleen Williamson, CSCH postdoctoral scholar (2022-2025)

Jessica Koslouski, CSCH postdoctoral scholar (2021-23)

Emily A. Iovino, CSCH postdoctoral scholar (2020-23)

Richard Colon, M3EWB postdoctoral project manager (2021-23)

Austin Johnson, postdoctoral fellow and project manager for NEEDS² (2014-2015)

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

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

Nick Gage, IES postdoctoral fellow (2011-2013)

Dan Maggin, IES postdoctoral fellow (2009-2011)

Breda O'Keefe, IES postdoctoral fellow (2009-2011)

Doctoral advisees (graduated)

Kimmia Lyon (2026)

Hannah Y. Perry (2025)

Sophie Hall (2025)

Katherine Connolly (2022)

Jayna Concannon (2022)

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