

**Curriculum Vita**  
**Linda A. Reddy**

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Graduate School of Applied and Professional Psychology  
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**EDUCATION/TRAINING**

- 1996 Devereux Foundation Institute of Clinical Training and Research (APA Approved)  
- Postdoctoral Clinical and Research Fellow
- 1994 University of Arizona - Ph.D. School Psychology (APA Accredited)
- 1994 Predoctoral Clinical Internship - San Fernando Valley Child Guidance Clinics, Northridge, CA  
(APA Accredited)
- 1989 University of Arizona - M.A. Educational Psychology (Measurement & Evaluation)
- 1986 Boston University - B.A. Psychology

**RESEARCH AREAS** (1) the integration of school/teacher assessment, instructional and behavior support coaching, (2) educator effectiveness, (3) educational technology and (4) children with externalizing behavior

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**WORK EXPERIENCE**

- 2022-present **Associate Dean for Research and Innovations**  
*Rutgers University, Graduate School of Applied and Professional Psychology,  
Piscataway, NJ.*
- 2022-2023 **Chair of the Department of School Psychology**  
*Rutgers University, Graduate School of Applied and Professional Psychology,  
Piscataway, NJ.*
- 2019-2022 **Assistant to the Dean for Research and Innovations**  
*Rutgers University, Graduate School of Applied and Professional Psychology,  
Piscataway, NJ*

Responsibilities include GSAPP leadership across Rutgers University in research and innovations and enhance the support and infrastructure (policies, procedures, and resources) for faculty, graduate student, and post-doctoral associates research; Increased grant submissions 25% and grant revenues by

- 12%; Secured over 3 million in service and training funds for GSAPP as a ghost writer, non-PI (SAMSHA & FEMA).
- 2022-present **Professor** *Rutgers University, Graduate School of Applied and Professional Psychology, Piscataway, NJ.*
- 2017-present **Visiting Distinguished Professor** *University of Patras, Patras, Department of Educational Science and Early Childhood Education, Patras, Greece*
- 2012-2018 **Director** *Rutgers School System Improvement Project* (federally funded; 39 million) statewide school evaluation and improvement grant; serves over 20 K-12 grade high-poverty charter schools; led fiscal management and reporting and supervised 26 full-time employees (i.e., business specialists, statisticians, researchers, software development team, trainers, assistant directors, faculty).
- 2012 **Interim Chair of the Applied Psychology Department and Director of the Psy.D. School Psychology Program** *Rutgers University, Graduate School of Applied and Professional Psychology, Piscataway, NJ.*
- 2007-2013 **Associate Professor (Tenured 2010)** *Rutgers University, Graduate School of Applied and Professional Psychology, Piscataway, NJ. (Tenured, 2010)*
- 2002-2007 **Associate Professor (Tenured)** *Fairleigh Dickinson University (FDU), Department of Psychology, Teaneck, NJ. (Tenured, 2002)*
- 1999-2004 **Director of the Center for Psychological Services** *FDU, Hackensack, NJ.*  
Co-developed nine new adult and child specialty clinics; established 9 school district and 3 agency-based service contracts; increased revenues 35%; increased operating budget 40%
- 1998-2000 **Coordinator of the School Psychology Externship and Internship Program** *FDU, Department of Psychology, NJ.*  
Created 25 new predoctoral internships and 18 practicums.
- 1997-2007 **Founder/Director of the Child and Adolescent ADHD Clinic** *FDU's Center for Psychological Services, Hackensack, NJ.*
- 1996- 2002 **Assistant Professor** *FDU, Department of Psychology, Teaneck, NJ.*
- 1996-Present **Senior Research Scientist** *Institute of Clinical Training and Research, The Devereux Foundation, Devon, PA.*

## **HONORS and AWARDS**

### **Research**

- 2023 2023 **School Psychology** APA Journal Kuddos Recognition
- 2023 **Keynote** – Signature Speaker Series - at University of Nebraska-Lincoln and Nebraska Academy for Early Childhood Research and Center for Research on Children, Youth, Families and Schools
- 2022 **Faculty Start-Up Nominated for Equal Innovation** {ReadyCoach Corporation owned by Rutgers and Arizona State University} Equal Innovation collaborates with organizations worldwide support innovation commercialization and start-up programs at universities, hospitals, accelerators, federal labs, and regional economic development centers around the world.
- 2022 **Keynote** - Council of Exceptional Children – Teacher Education Division
- 2022 **2022 Rutgers University Board of Trustees Award for Excellence in Research**
- 2022 **Keynote - Israel Science Foundation** at University of Haifa, Israel
- 2022 **Keynote - BF Skinner Lecturer** for the Presidential
- 2022 **Presenter at US Congressional Policy Brief** - Violence against School Personnel and Educators (March 2022)
- 2021 **2021 School Psychology Review Article Spotlight Recognition** Impact Factor=3.65
- 2021 **2020 School Psychology Article of the Year** Impact Factor=2.973
- 2020 **Selected as a US Model Demonstration Coaching System** by Office of Special Education Programs (OSEP) “Data-Driven Coaching Model (DDICM) and ReadyCoach Platform”
- 2020 **2020 School Psychology Review Article Spotlight Recognition** Impact Factor=3.65
- 2019 Invited Scholar for the APA Task Force for Educator and School Personnel Violence
- 2018 **APA Division 16 Research Poster Award**  
**Reddy, L., Shernoff, E., & Lekwa, A.** “Efficacy of the Classroom Strategies Coaching Model on Teacher and Student Outcomes”
- 2018 **2018 Outstanding Publication Award for Assessment and Accountability, American Education Research Association (AERA), Division H**
- 2017-2018 **International Faculty Research Travel Award**  
Erasmus+ Inter-Institutional Research Agreement Award  
Research Collaborative between Rutgers University and University of Patras, Department of Educational Sciences and the Greek Ministry of Education
- 2017-2018 **Invited Catalyst Scholar** for the Society for the Study of School Psychology
- 2017 **Fellow of the American Educational Research Association**
- 2016 **Commissioned by the National Institute of Justice** to write white paper on: Addressing Violence against Educators through Measurement and Research (**Reddy, L.A., Espelage, D., Anderman, E.M., & Kanrich, J. \***)  
Article published Journal of Aggression and Violence Behavior, 42, 9-28.  
[doi.org/10.1016/j.avb.2018.06.006](https://doi.org/10.1016/j.avb.2018.06.006) Impact Factor=4.874
- 2015 Inducted to the **Society for the Study of School Psychology**
- 2015 **2015 Outstanding Publication Award for Applied Research-Advances in Methodology, American Education Research Association (AERA), Division H**
- 2013 Selected for the APA Distinguished Psychotherapy Video Series for work on Integrating Group Play Interventions and Cognitive Behavioral Techniques for Children
- 2012 Invited Speaker to the **William T. Grant Foundation and Spencer Foundation – Classroom Measurement Research Meeting**. Chicago, IL.

- 2010 **2010 Journal of School Psychology Research Article of the Year Award** Impact Factor=6.033
- 2010-2021 Fellow of the American Psychological Association,  
 Division 5 (Quantitative and Qualitative Methods)  
 Division 16 (School Psychology)  
 Division 37 (Society for Child and Family Policy and Practice)  
 Division 53 (Society of Clinical Child and Adolescent Psychology)
- 2010 Selected Participant, Institute of Education Sciences (IES), Summer Research Training Institute on Single-Case Research Design, University of Wisconsin-Madison
- 2008 Invited Member for the APA Task Force for Teacher Violence
- 2004 Distinguished Faculty Research Award, Fairleigh Dickinson University
- 2003 Emerging Researcher Award for Significant Contributions to Research in Psychology the New Jersey Psychological Association
- 1996 Research and Service Recognition Award, The Devereux Foundation

### Service Awards/Honors

- 2023 President-elect of Society of the Study of School Psychology
- 2023 Elected APA Child & Adolescent Caucus - Treasurer
- 2021-Present ReElected APA Division 16 Council of Representative
- 2018-2021 Elected APA Division 16 Council of Representative
- 2017-2019 Expert Reviewer for the Examination for Professional Practice in Psychology (EPPP-2) Domain Areas {Scientific Orientation, Assessment}
- 2016 Co-Chair of the APA Distinguished Professional Contributions to Applied Research, Independent Practice and Institutional Practice Awards
- 2016 Chair of the American Education Research Association - 2016 Outstanding Research Article for the Advancement in Methodology Committee
- 2015 Outstanding Service Award from APA Division 16 (School Psychology) – President of Division 16
- 2014-Present National Advisory Panel for National Center for Learning Disabilities – *Understood for Learning & Attention Issues*
- 2014 Invited by APA to co-present with Dr. Jacquelyn Buckley, Research Scientist for the National Center for Special Education, Institute of Education Sciences on research collaboration, mentorship and grants for early career faculty.
- 2010, 2012 Outstanding Service Award from APA Division 16 (School Psychology)  
 – Vice President of Publications and Communications
- 2006, 2008 Outstanding Service Award from APA Division 16 (School Psychology)  
 – Editor of The School Psychologist
- 2013 - 2016 Elected to the APA Board of Professional Affairs (BPA)
- 2008-2011 Co-Chair of the APA Committee on Divisional/APA Relations (CODAPAR)

**GRANTS AND SERVICE CONTRACTS FUNDED [\$64,524,694]**

- 2024 Cyber-Allying: Countering Cyberbullying using Bystander Interventions suggested by Generative AI to Cyberinfrastructure and AI for Science and Society; PI Vivek Singh, School of Communication & Information & **Co-PI Reddy; \$25,000**)
- 2023-2029 Project AWARE Newark. SAMSHA AWARE (Advancing Wellness and Resiliency in Education) GrayBill & **Co-PI Reddy; \$3,412,016**)
- 2021-present Development of the New Jersey Tiered System of Support (NJTSS) for Early Reading: Expanding Capacity for Equitable, Data-driven Instruction  
US DOE-OSEP State Personnel Development Grants Program CFDA 84.323A  
**(\$6,719,110; PI Glover, Co-PI Reddy)**
- 2023-2024 Efficacy of Paraprofessional Behavior Support Coaching for Elementary School Students with Externalizing Behavior Disorders - Supplement. US DOE, Institute for Education Sciences Goal 3 (Efficacy and Replication) CFDA No. 84.324A (R324A170069 **Role PI Reddy \$178,027.17; Co-PI Glover**)
- 2017-2023 Efficacy of Paraprofessional Behavior Support Coaching for Elementary School Students with Externalizing Behavior Disorders. US DOE, Institute for Education Sciences Goal 3 (Efficacy and Replication) CFDA No. 84.324A (R324A170069 **Role PI Reddy \$3,299,279; Co-PI Glover**)
- 2020-present Implementation of a Technology-Facilitated Data-Driven Instructional Coaching Model to Guide Teachers' Support of Students with Early Reading Difficulties  
U.S. Department of Education, OSEP; Model Demonstration Projects to Develop Coaching Systems (**\$1,600,000**) PI: Todd Glover and **Co-PIs Reddy, & Kurz**
- 2018-2023 Technology-Support Behavioral Support Coaching: Project Select-Support-Succeed (S3) Office of Special Education Programs – Educational Technology, Media, and Materials for Individuals with Disabilities: Stepping-Up Technology Implementation Competition, CFDA No. 84.327S (H327S170020 **\$2,498,442; PI Kurz; Co-PIs Elliott, Reddy & Glover**)
- 2021-2022 Data-Driven Instructional Coaching for Early Reading and Paraprofessional Behavior Coaching and Training to Support K-5 grade Students with EBD in High Poverty Schools funded by New Jersey Educational Foundation (**\$3,500; PI Reddy**)
- 2021-2022 Continued Validation of the Direct Behavior Rating-Classroom Management: A Mini Multi-Trait Multi-Method (MTMM) Study – Early Career Research Award - Society for the Study of School Psychology (**\$19,000; PI Wesley Sims, PhD UC-Riverside; Research Mentor: Reddy**)
- 2020-2021 Paraprofessional Behavior Coaching and Training to Support K-5 grade Students with EBD in High Poverty Schools funded by New Jersey Educational Foundation (**\$2,000; PI Reddy**)

- 2019-2020 Pinterest for Vulnerable Populations: An analysis of Pinterest content related to autism and externalizing behaviors Rutgers University Research Counsel Award (**\$2,400**; PI Breeden; **Co-PI Reddy**)
- 2019-2020 How do students' and teachers' characteristics predict students' statewide performance on PARCC? Rutgers University Research Counsel Award (**\$1,000**; PI Hua; **Co-PIs Reddy & Lekwa**)
- 2019-2020 A Short-term Longitudinal Study of Pre-service and First-year Teachers' Victimization Experience and Wellbeing – Early Career Research Award - Society for the Study of School Psychology (**\$19,879**; PI Chunyan Yang, PhD UC-Santa Barbara; **Research Mentor: Reddy**)
- 2018-2020 Validating the Classroom Strategies Assessment System (CSAS) in Greek Classrooms International Research Award - Society for the Study of School Psychology (**\$10,000**; PI Maria Poulou, PhD; **Role Co-PI Reddy**) University of Patras and Ministry of Education, Greece.
- 2018-2019 Enhance Future Research Funding and Global Scalability of ReadyCoach Technology Tools – Rutgers University (**\$10,000**; **Role PI Reddy & Co-PI Glover**)
- 2016 -2021 Development of the New Jersey Tiered System of Support (NJTSS) for Early Reading, Funded by Office of Special Education State Personnel Development Grant CFDA No. 84.323A (H323A160012 **\$6,198,000**, PIs Peggy McDonald & Todd Glover; **Role Co-PI Reddy**)
- 2015-2018 School System Improvement (SSI) Project, U.S. Department of Education, Teacher Incentive Fund Competition CFDA No. 84.374A (S374A120060; \$543,174, **Role PI Reddy**, Co-PIs Kettler & Kurz)
- 2015-2016 Enhanced Web Presence for Scientifically-based Information on Children and Families. American Psychological Association Committee CODAPAR Grants (\$8,000, PI Mary Ann McCabe; **Role Co-PI Reddy**).
- 2013-2019 Collaborative Coaching: Improving Teacher Classroom Practices and Student Achievement through Formative Assessment in High Poverty Schools - Brady Education Foundation (**\$272,365**; **Role PI Reddy**, Co-PI Elisa Shernoff)
- 2012-2018 School System Improvement (SSI) Project, U.S. Department of Education, Teacher Incentive Fund Competition (S374A120060 **\$39,703,502**; **PI Reddy & Co-PIs Ryan Kettler & Alexander Kurz**)
- 2008-2013 Development and Validation of a Teacher Progress Monitoring Scale for Elementary School Teachers, U.S. Department of Education, Institute for Education Sciences Goal 5 Measurement Award (R305A080337 **\$1,486,000**; **Role PI Reddy & Co-PI Gregory Fabiano**)
- 2010 WJ III Cognitive & Achievement Assessment, The Woodcock-Munoz Foundation (**Role PI Reddy \$15,000**)

- 2007 Empirically-Supported Prevention and Treatment Interventions for Parents and Teachers: Development of the Consumer Website for Child and Adolescent Mental Health. American Psychological Association Committee CODAPAR Grants (**Role PI Reddy \$2,500**)
- 2007 WJ III Cognitive & Achievement Assessment, The Woodcock-Munoz Foundation (**Role PI Reddy \$30,000**)
- 2007 Validation of the PADDIS System as a Tool for Assessment of ADHD, Pediatric and Adolescent Psychology, P.C. (**Role PI Reddy \$2,500**)
- 2006 Test-Retest Reliability of the DAS-2 Harcourt Assessment Inc. (**Role PI Reddy \$11,100**)
- 2005 Developing a Consumer Website for Child and Adolescent Mental Health American Psychological Association Committee on Division/APA Relations (**Role PI Reddy \$2,500**)
- 2005 Concurrent and Discriminant Validity of the DAS-2 with Co-Morbid ADHD Children Harcourt Assessment Inc. (**Role PI Reddy \$28,500**)
- 2005 Grant-in-Aid Award from Fairleigh Dickinson University (**Role PI Reddy \$500**)
- 2004 Diagnostic Assessment Contract from the State of New Jersey (**Role PI Reddy \$16,050**)
- 2004 Discriminant Validity of the Stanford-Binet 5 with Co-Morbid ADHD Children Riverside Publishing (**Role PI Reddy \$4,800**)
- 2003 Diagnostic Assessment Contract from the State of New Jersey (**Role PI Reddy \$16,050**)
- 2003 Employee Assistance Program for Bergen County Superior Court (**Role PI Reddy \$30,000**)
- 2002 Diagnostic Assessment Contract from the State of New Jersey (**Role PI Reddy \$11,000**)
- 2001 State of New Jersey Veteran's Post Traumatic Service Contract (**Role PI Reddy \$40,000**)
- 2000 Family Ecological Training Project-2, APA Division 16 Research Award - Society for the Study of School Psychology (**Role PI Reddy \$8,246**)
- 1999 Family Ecological Training Project, APA Division 16 Research Award – Society for the Study of School Psychology (**Role PI Reddy \$8,716**)
- 1998 The Child and Family Consultation Training Project, Grant-in-Aid Award from Fairleigh Dickinson University (**Role PI Reddy \$3,120**)
- 1998 Developing Advanced Research Skills with Multimedia Technology, Infrastructure Bond Fund Award (**Role PI Reddy \$11,500**)

### **International Research Collaboratives:**

University of Patras, Greece; Australian Catholic University (Center for Learning Sciences); Ecole Polytechnique Fédérale de Lausanne, Switzerland (Center for Learning Sciences LEARN); University of Haifa, Israeli

### **LICENSURE/CERTIFICATION**

#### *Licensure*

State of New Jersey	SI 03655
State of New York	013387-1 (inactive)
State of Pennsylvania	PS-008347-L (inactive)

#### *School Psychology Certification*

Nationally Certified School Psychologist	30934
State of Pennsylvania	95 005316 (inactive)

## **TEACHING/CLINICAL TRAINING INNOVATION**

### **National School Psychology Predoctoral Internship Grant Program (2014- Present)**

Created and Chair the APA Division 16 Grant Program of School Psychology Internships (GPSPI); the first APA Divisional grant program to address the internship crisis in the nation. [GPSPI funded and supported 19 new doctoral school psychology internship programs, generating over 350 internship slots.]

Since 2015 I have developed and offered three school-based specialty practicums to doctoral school and clinical psychology students. These GSAPP approved practicums provided students intensive clinical training and supervision on research-based coaching models, and school-based interventions and assessments. These practicums generated clinical supervision hours for students and many students conducted dissertations with IRB approved data sets following the practicum. Please note the three specialty practicums did not count towards my teaching load.

### **Collaborative Coaching Practicum in High Poverty Schools (2016-2018)**

Created and supervised the Jersey City School District School Psychology Practicum (an official school-based practicum at GSAPP) focused on providing data-driven instructional and behavior management coaching to elementary general education and special education teachers in 15 urban high-poverty elementary schools. I trained, supervised and funded approx. 3 doctoral students on practicum per year. This training was supported in part by the Brady Education Foundation and New Jersey Educational Foundation.

**Teacher and Paraprofessional Behavior Support Coaching Practicum in High Poverty Settings (2018 – 2022)** Created and supervised the Teacher and Paraprofessional Behavior Intervention and Support School Psychology Practicum (an official school-based practicum at GSAPP) focused on providing data-driven behavior intervention and support coaching to elementary teachers and paraprofessionals in urban high poverty elementary schools. This training was supported in part by an USDOE IES Goal 3 award (randomized controlled trial, efficacy study). I supervised and coordinated the practicum for approx. 3-6 doctoral students per year. Student stipends were provided via grant funds from the USDOE and New Jersey Educational Foundation.

**Practicum Training Innovation in Multi-tiered Systems of Support for Students with Early Reading Difficulties (2021-2022)** Created and supervised the Data-Driven Instructional Coaching Model (DDICM) for Early Reading school-based practicum (an official school-based practicum at GSAPP). DDICM is a unique training opportunity focused data-driven coaching/consultation, reading screening and achievement testing and evidence-based reading interventions used by school-based instructional coaches, teachers (general and special education) and interventionists that support K-3<sup>rd</sup> grade students with reading difficulties. DDICM was funded by the USDOE Office of Special Education Programs grant and New Jersey Educational Foundation. The practicum included approx. 3-4 doctoral students.

## **COMMUNITY/SCHOOL-BASED WORKSHOPS**

Topics include instructional coaching, teacher formative assessment to drive professional development, evidence-based behavior interventions and supports, classroom and school interventions for youth with ADHD and ADHD-related disorders; and school/teacher safety.

## **EDUCATION TECHNOLOGY INNOVATION**

Experience in education technology development, innovation, tech transfer and lean-start-up business development. President and Co-founder of GSAPP's first faculty start-up (EdTech) – aims to commercialize Rutgers's SaaS-based instructional coaching platform (co-authors: Glover, Kurz & Elliott). Provisional



patent: **Provisional App. No. 62/910 754 submitted 10/1/19 and International Patent Application PCT/US20/48931 submitted 9/1/20.**

**REFEREED JOURNAL ARTICLES [\* includes student authors]**

1. McMahon, S.D., Worrell, F.C., **Reddy, L.A.**, Martinez, A., Espelage, D.L., Astro, R.A., & Anderman, E. et al., (accepted) Violence against educators and school personnel: Progress and recommendations for the field. American Psychologist (student authors) \*
2. McMahon, S.D., Zinter, K.E., Carfaro, C.L., Murillo, Y.G., Bare K., **Reddy, L.A.**, Espelage, D.L., & Anderman, E. (in press). A qualitative examination of weapon violence against teachers: A theoretical framework and analysis. School Psychology. (student authors) \*
3. McMahon, S.D., Swenski, T., Bare K., Asad, S., Valido, A., **Reddy, L.A.**, Martinez, A., Espelage, D.L., Astro, R.A., Anderman, E., Worrell, F., & Knapp-Fadani, M. (2023). Teacher-directed violence and anxiety and stress: Predicting intentions to transfer and quit. School Psychology. DOI: [10.1037/spq0000595](https://doi.org/10.1037/spq0000595) (student authors) \*
4. Perry, A.H., Martinez, A., **Reddy, L.A.**, McMahon, S.D., Anderman, E.M., Astro, R.A., Espelage, D.L., & Worrell, F.C. (2023). Addressing violence against educators: What do teachers say works? School Psychology DOI: **10.1037/spq0000576** {2023 APA Journal Kudos Recognition} \*
5. Fingerhut, J., **Reddy, L.**, Dudek, C., Bronstein, B., & Elliott, A. (2023). Classroom paraprofessional and teachers serving students with disruptive behaviors: A study of professional relationships. Exceptionality. <https://doi.org/10.1080/09362835.2023.2271588> \*
6. Wiggs, N.B., Glover, T.A., **Reddy, L.A.**, Dudek, C.M., & Bronstein, B. (2024). Paraprofessional perceptions about and use of behavior strategy use in elementary schools. Psychology in the Schools \* DOI: 10.1002/pits.23153
7. Astro, R.A., Benbenishty, R., Capp, G.P., Watson, K.R., McMahon, S.D., Worrell, F.C., **Reddy, L.A.**, Martinez, A., Espelage, D.L., & Anderman. (2023). How school policies, strategies, and relational factors contribute to teacher victimization and school safety. Journal of Community Psychology. <http://doi.org/10.1002/jcop.23084> \*
8. Elliott, A., **Reddy, L.A.**, Lekwa, A., & Fingerhut, J. (2023). Teacher stress and supports, classroom practices and student outcomes in high poverty urban elementary schools. Psychology in the Schools <https://doi.org/10.1002/pits.23023> \*
9. Alperin, A., Dudek, C.M., **Reddy, L.A.**, Glover, T.A., Wiggs, N. B., & Bronstein, B. (2023). Convergent validity of the Behavior Observation of Students in Schools for elementary school students with disruptive behaviors. Psychology in the Schools <https://doi.org/10.1002/pits.22983> \*
10. **Reddy, L.A.**, Martinez, A., Perry, A., McMahon, S.D., Espelage, D.L., Anderman, E.M., Astro, R.A., & Worrell, F.C. (2023). Violence directed against teachers during the COVID-19 pandemic: A social-ecological analysis of safety and well-being. School Psychology <https://doi.org/10.1037/spq0000562> \*

11. **Reddy, L.A.** (2023). Advancing the science of coaching in education. Journal of School Psychology. 96, 36-40. DOI: [10.1016/j.jsp.2022.10.003](https://doi.org/10.1016/j.jsp.2022.10.003)
12. Poulou, M., **Reddy, L.A.**, & Dudek, C.M. (2023). Teachers ' and school administrators' experiences with professional development feedback. Frontiers in Psychology, section Educational Psychology. 14, [|https://doi.org/10.3389/fpsyg.2023.1074278](https://doi.org/10.3389/fpsyg.2023.1074278)
13. McMahon, S.D., Bare, K., Cafaro, C., Zinter, K., Garcia Murillo, Y., Lynch, G., McMahon, K.M., Anderman, E.M., Espelage, D.L., **Reddy, L.A.**, & Subotnik, R. (2023). Understanding parent aggression against teachers: A school climate framework. Learning Environments Research. <https://doi.org/10.1007/s10984-023-09460-2> \*
14. Dudek, C.M., **Reddy, L.A.**, & Kettler, R.J. (2023). One size does not fit all: A concurrent analysis of the Framework for Teaching and the Classroom Strategies Assessment System. Educational Assessment, Evaluation, and Accountability. <https://doi.org/10.1007/s11092-023-09405-6>
15. Glover, T.A., **Reddy, L.A.**, & Crouse, K. (2023). Instructional coaching actions that predict improved teacher classroom practices and student achievement. Journal of School Psychology. 96, 1-11. \*
16. Wiggs, N. B., **Reddy, L. A.**, Kettler, R., Hua, A., Dudek, C., Lekwa, A., & Bronstein, B. (2023). Convergence between teacher self-report and school administrator observation ratings using the Classroom Strategies Assessment System. Assessment for Effective Intervention, 48 (2), 113-123 DOI: 10.1177/15345084221112858 \*
17. Cleary, J.T., Jackie Slep J., **Reddy L.A.**, Alperin A., Lui, A., Austin A., & Cedar, T., (2023). Characteristics and uses of SRL microanalysis across diverse contexts, tasks and populations: A systematic review. School Psychology Review, 52 (2), 159-179. <https://doi.org/10.1080/2372966X.2020.1862627> \*
18. Alperin, A., **Reddy, L.A.**, Glover, T.A., Bronstein, B., Wiggs, N.B., & Dudek, C.M. (2023). School-based interventions for middle school students with disruptive behaviors: A review of components and methodology. School Psychology Review. 52(2), 180-205. <https://doi.org/10.1080/2372966X.2021.1883996> {2020 SPR Article Spotlight Recognition} \*
19. McMahon, S., Cafaro, C. L., Bare, K., Zinter, K., Garcia, Y., Lynch, G., Anderman, E., Espelage, D., **Reddy, L.**, & Subotnik, R. (2022). Rates and types of student aggression against teachers: A comparative analysis of U.S. elementary, middle, and high schools. Social Psychology of Education. 25(4), 767-792. \*
20. Kettler, R.J., Hua, A., **Reddy, L.A.**, Dudek, C.M., Arnold-Berkovits, I., Breeden, N., & Lekwa, A. (2022). Improving measurement of teacher performance: Alternative scoring for the Framework for Teaching. Educational Assessment. 27 (3), 269-284. <https://doi.org/10.1080/10627197.2022.2088494> \*
21. Poulou, M., **Reddy, L.A.**, & Dudek, C.M. (2022) Assessment of teacher instructional and behavior

- management practices in Greek elementary schools: An initial investigation. International Journal of School & Educational Psychology, 10:2, 276-289, DOI: 10.1080/21683603.2020.1871454 \*
22. **Reddy, L.A.**, Glover, T., Alperin, A., Dudek, C., Breeden, N., & Bronstein, B. (2022). A randomized trial examining the effects of paraprofessionals behavior support coaching for elementary students with disruptive behavior disorders: Paraprofessional and student outcomes. Journal of School Psychology 92, 227-245. <https://doi.org/10.1016/j.jsp.2022.04.002> \*
  23. Kurz, A., **Reddy, L.A.**, Glover, T., Kettler, R., Velasquez, M., Kirtman, L. (2022). Workstyle attributes and their relations to instructional coaching behaviors. Professional Development in Education. 48 (4), 611-623 <https://doi.org/10.1080/19415257.2020.1712450> \*
  24. Bronstein, B., **Reddy, L.A.**, Breeden, N., Glover, T.A., & Dudek, C.M. (2021). Paraprofessional and teacher relationships in working with students with or at risk of disruptive behavior disorders. Journal of Special Education, 56(3), 123-131. <https://doi.org/10.1177/00224669211049442> \*
  25. Wiggs, N., **Reddy, L.A.**, Dudek, C. M., Alperin, A., Bronstein, B., & Glover, T. A (2021). A mixed-method study of paraprofessional roles, professional development, and needs for training in elementary schools, Psychology in the Schools. 58 (11), 2238-2254. DOI: 10.1002/pits.22589 \*
  26. Alperin, A., & **Reddy, L.A.** (2021) COVID-19 and the schools: A commentary on becoming trauma informed. Psychology and Behavioral Science International Journal, 17 (4). DOI: 10.19080/PBSIJ.2021.17.555968 \*
  27. **Reddy, L.A.**, Hua, A., Dudek, C.D. Kettler, R.J., Arnold-Berkovits, I., Lekwa, A., Crouse, K., Kurz, A., & Hu, J. (2021). The relationship between school administrator and teacher ratings of classroom practices on student achievement in high-poverty schools, Assessment for Effective Intervention. 46, 87-98. <https://doi.org/10.1177/1534508419862863> \*
  28. **Reddy, L.A.**, Alperin, A., & Lekwa, A. (2021). Construct validity and diagnostic utility of the Woodcock Johnson Tests of Cognitive Abilities and Clinical Clusters for children with attention deficit/ hyperactivity disorder: A preliminary investigation. European Journal of Psychology and Educational Research, 4(1), 37-54. <https://doi.org/10.12973/ejper.4.1.37> \*
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123. Abraham, P.P. **Reddy, L.A.**, & Furr, M. (2000). Adolescents' and mental health workers' perceptions of helpfulness in a school-based psychiatric facility. Residential Treatment for Children and Youth, 17 (2) 55-66. [https://doi.org/10.1300/J007v17n04\\_05](https://doi.org/10.1300/J007v17n04_05) \*

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### **JOURNAL ARTICLES IN PROGRESS**

1. Dudek, C. M., Alperin, A., Wiggs, N. B., **Reddy, L.A.**, Bronstein B., Glover, T. A., & Fingerhut, J. (under second review). Paraprofessional and teacher relationships: Implications for student classroom behavior. Journal of School and Educational Psychology.
2. Lekwa, A., **Reddy, L.A.**, Kettler, R., & Van Norman, E. (under second review). Accounting for instructional environments in student academic screening. Journal of School Psychology.
3. Dudek, C.M., Bronstein, B., **Reddy, L.A.**, Fingerhut, J., Wiggs, N., & Glover, T.A. (under review) Teachers' perceived relationships with paraprofessionals who support students with challenging behaviors. Psychology in the Schools. (student authors)
4. Anderman, E.M., Perry, A., Lee, Hyun, J., McMahon, S.D., **Reddy, L.A.**, Astro, R.A., Espelage, D., Martinez, A., & Worrell, F. (under second review). School mastery and performance goal structures and violence against educators before and during COVID-19. Journal of School Violence. (student authors)
5. **Reddy, L.A.**, Yu, A., Campos, E., & Glover, T.A. (in progress). Systematic review of instructional coaching for early reading: Methodology and outcomes. (student authors)

6. Fingerhut, J., **Reddy, L.**, Lekwa, A., Glover, T.A., Dudek, C.M. (under review). Implementation of behavior support coaching: A study of behavior concerns and interventions used in elementary schools.
7. **Reddy, L.A.**, Dudek, C.M., & Glover, T. (in progress). Cost analysis of research-based behavior support coaching for paraprofessionals supporting young student with disruptive behaviors issues in elementary school.
8. **Reddy, L.A.**, Lekwa, A., & Dudek, C.M., ... (in progress). Does teacher instruction and classroom management matter for student gains in achievement? A replication study in high-poverty schools (student authors)
9. **Reddy, L.A.**, Sandilos, L., Sims, W.A., Lekwa, A., & Dudek, C., (in progress). Relations of the instructional coaching classroom observations on student achievement in high-poverty schools.

### **REFEREED BOOK CHAPTERS** [\* includes student authors] (25)

1. **Reddy, L.A.**, Lekwa, A., & Pas, E. (in press). Research on coaching in education. Handbook of Research in School Consultation. Routledge, New York.
2. Lekwa, A., & **Reddy, L.A.** (2020). Working with teachers on Tier 1 instruction: Use of formative assessment and coaching. Cambridge Handbook of Applied School Psychology. NY: NY
3. McMahon, S.D., Martinez, A., **Reddy, L.A.**, Espelage, D., & Anderman, E. M. (2018). Predicting and reducing aggression and violence towards teachers: Extent of the problem and why it matters. Handbook of Violence and Aggression. John Wiley: NY. NY \*
4. Hale, J.B., & **Reddy, L.A.**, & Weissman, A. (2018). Recognizing frontal-subcortical circuit dimensions in child and adolescent neuropsychopathology. In J.C. Norcross, G.R. VandenBos, & D.K. Freedheim (Eds). The handbook of psychopathology. Volume III: Applications and methods. American Psychological Association Press: Washington, DC. \*
5. Lekwa, A., **Reddy, L.A.**, & Shernoff, E. (2017). Advancing instructional coaching with teacher formative assessment and input. In S. Lawrence, (Ed.), Literacy Program Evaluation and Development Initiatives for P-12 Teaching, Hershey, PA: IGI Global.
6. **Reddy, L.A.**, & Alperin, A. (2016). Group interventions for children with ADHD. The Handbook for Child and Adolescent Group Therapy, John Wiley & Sons, NY \*
7. **Reddy, L.A.**, Dudek, C., & Shernoff, E. (2016). Teacher formative assessment: The missing link in response to intervention. In S. R. Jimerson, M. K. Burns, & A. M. VanDerHeyden (Eds.), Handbook of Response to Intervention: The Science and Practice of Multi-Tiered Systems of Support (pp. 607-623) (2nd ed.). New York: Springer Science. \*
8. Hale, J.B., Wilcox, G., & **Reddy, L.A.** (2016). Neuropsychological assessment in science and practice. In J.C. Norcross, G.R. VandenBos, & D.K. Freedheim (Eds). The handbook of clinical psychology. Volume III: Applications and methods. American Psychological Association Press: Washington, DC. \*

9. **Reddy, L.A.**, Newman, E., & Verdesco, A. (2016). Using self-regulated learning interventions and students and teacher formative assessment for youth with ADHD. In T. Cleary (Ed). Self-regulated learning interventions with at-risk populations: Academic, mental health, and contextual considerations. American Psychological Association Press: Washington, DC. \*
10. **Reddy, L.A.**, Newman, E. & Verdesco, A. (2015). Attention-Deficit Hyperactivity Disorders: Using cognitive behavioral interventions and teacher formative assessment in schools. In R. Flanagan & C. Allen (Eds). Cognitive behavioral therapies for children in schools. (pp. 137-59). Springer Publishing: New York, NY. \*
11. **Reddy, L.A.** (2015). Childhood ADHD Multimodal Program: Integration of group play interventions and cognitive behavioral techniques. In L. Reddy, T. Hall, & C. Schaefer (Eds). Empirically-based play interventions for children – second edition. American Psychological Association Press: Washington, DC.
12. **Reddy, L.A.**, Hall, T. M., Schaefer, C. (2015). Introduction: The next generation of empirically-based play interventions for children. In L.A., Reddy, T. Hall, & C. Schaefer (Eds). Empirically-based play interventions for children – second edition. American Psychological Association Press: Washington, DC. \*
13. Hale, J.B., **Reddy, L.A.**, & Weissman, A., Lukie, C., & Schneider, A.N. (2013). Integration of neuropsychological assessment and clinical intervention for youth with ADHD. In L.A. Reddy, A. Weissman, & J.B. Hale (Eds)., Neuropsychological assessment and intervention for emotional and behavior disordered youth: An integrated step-by-step evidence-based approach. (pp. 127-154) American Psychological Association Press: Washington DC. [40% idea and writing (student author)]
14. **Reddy, L.A.**, Weissman, A. S., & Hale, J. B. (2013). Neuropsychological assessment and intervention for emotion-and behavior-disordered youth: Opportunities for practice. In L.A. Reddy, A. Weissman., & J. B. Hale (Eds.), Neuropsychological assessment and intervention for youth: An evidence-based approach to emotional and behavioral disorders (pp. 3–10). Washington, DC: American Psychological Association. \*
15. **Reddy, L.A.**, Fabiano, G., Barbarasch, B., & Dudek, C. (2012). Behavior management of students with Attention-Deficit/Hyperactivity Disorders using teacher and student progress monitoring. In L.M. Crothers & J.B. Kolbert (Eds). Understanding and managing behaviors of children with psychological disorders: A reference for classroom teachers. (pp. 17-47). Continuum International Publishing Group, Inc.: New York. \*
16. **Reddy, L.A.** (2010). Group play interventions for children with attention deficit/hyperactivity disorder. In A. A. Drewes & C. Schaefer (Eds). School-based play therapy. 2<sup>nd</sup> Edition, John Wiley: NY.
17. Hale, J.B., **Reddy, L.A.**, Wilcox, G., McLaughlin, A., Hain, L., Stern, A., Henzel, J., & Eusebio, E. (2009). Best practices in assessing and intervening with ADD/ADHD children and children with other frontal-striatal circuit disorders. In D. C. Miller (Ed.), Best practices in school neuropsychology: Guidelines for effective practice, assessment and evidence-based interventions. (pp. 225-279) Hoboken, NJ: John Wiley & Sons. \*

18. **Reddy, L.A.,** & Hale, J. (2007). Inattentiveness. In A.R. Eisen (Ed). Treating childhood behavioral and emotional problems: A step-by-step evidence-based approach. (pp.156-211) Guilford Publications, Inc.: NY
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20. **Reddy, L.A.,** Springer, C. Hall, T.M., Benisz, E., Braunstein, D., Hauch, Y., & Atamanoff, T. (2005). Childhood ADHD multimodal program: An empirically-supported intervention for young children with ADHD. In L. Reddy, T. Hall, & C. Schaefer (Eds). Empirically-based play interventions for children. (pp. 145-167) American Psychological Association Press: Washington, DC. doi: 10.1037/11086-009 \*
21. **Reddy, L.A.,** Hall, T. M., & Schaefer, C.E. (2005). Announcing empirically-based play interventions for children. In L.A., Reddy, T. Hall, & C. Schaefer (Eds). Empirically-based play interventions for children. (pp. 3-10) American Psychological Association Press: Washington, DC.
22. Hall, T., & **Reddy, L.A.** (2005). Present status and future directions for play interventions for children. In L.A., Reddy, T. Hall, & C. Schaefer (Eds). Empirically-based play interventions for children. (pp. 267-279) American Psychological Association Press: Washington, DC. doi: 10.1037/11086-013 \*
23. **Reddy, L.A.,** Spencer, P., Hall, T., & Rubel, E. (2001). Use of developmentally appropriate games in a school-based group training program for children with attention deficit hyperactivity disorder. In C. Schaefer, A. Drewes, & L. Carey (Eds). School-based play therapy. (pp. 256-274) John Wiley: NY. \*
24. **Reddy, L.A.,** & Savin, H. A. (2000). Designing and conducting outcome evaluations. In H. Savin & S. Kiesling (Eds). Putting our house in order: A provider's guide to accountable systems of behavioral health care. (pp. 132-158) Jossey-Bass: San Fransisco, CA.
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### **REFEREED BOOKS** [6; \* includes student authors]

#### **Authored**

1. **Reddy, L.A.** (2012). Group play interventions for children: Strategies for teaching prosocial skills. American Psychological Association Press: Washington, DC. [Authored; integrated group play interventions and cognitive behavioral interventions] doi: 10.1037/13093-001

#### **Edited**

1. **Reddy, L.A.,** Hall, T. & Schaefer, C. (Ed.) (2015). Empirically-based play interventions for children – 2<sup>nd</sup> edition. American Psychological Association Press: Washington, DC.

2. **Reddy, L.A.**, Weissman, A., & Hale, J.B. (Ed.) (2013). Neuropsychological assessment and intervention for emotional and behavior disordered youth: An integrated step-by-step evidence-based approach. American Psychological Association Press. \*
3. **Reddy, L.A.**, Hall, T. & Schaefer, C. (Ed.) (2005). Empirically-based play interventions for children. American Psychological Association Press: Washington, DC. \*
4. Pfeiffer, S.I., & **Reddy, L.A.** (Ed.) (2001). Innovative mental health interventions for children: Programs that work. Binghamton, NY: The Haworth Press.
5. Pfeiffer, S.I., & **Reddy, L.A.** (Ed.) (1999). Inclusion practice in special education: Research, theory, and application. Binghamton, NY: The Haworth Press.

### **TECHNOLOGY INNOVATIONS AND ASSESSMENTS [11]**

1. **Reddy, L.A.**, Kurz, A., & Elliott, S.N. (2020). ReadyCoach Coaching Platform. Rutgers University & Arizona State University, Piscataway, NJ. [Rutgers Docket No. 2016-066; Online Coaching and Reporting System] Provision Patent Filed 10/4/19: 62910754 and 4968 “Computer-Based Systems and Methods for Instructional and Behavioral Recommendations”
2. **Reddy, L.A.**, Glover, T., Elliott, S., & Kurz, A. (2020). ReadyCoach Rating Scales. [Online Scoring/Reporting Application] - Engage2Learn Corp.
3. **Reddy, L.A.**, Glover, T., Elliott, S., & Kurz, A. (2020). ReadyCoach Interaction Style Scales. [Online Scoring/Reporting Application] - Engage2Learn Corp.
4. Glover, T., **Reddy, L.A.** Elliott, S., & Kurz, A. (2020). ReadyCoach Observer Record. [Online Scoring/Reporting Application] - Engage2Learn Corp.
5. Elliott, S.N., **Reddy, L.A.**, Glover, T., & Kurz, A. (2020). ReadyCoach Performance Monitor Rubrics. [Online Scoring/Reporting Application] - Engage2Learn Corp.
6. **Reddy, L.A.**, Dudek, M.C., Peters, S., Kettler, R., & Kurz, A (2017). Teacher Evaluation Experience Scale –Teacher and School Administrator Forms. [Paper version]
7. **Reddy, L.A.**, & Dudek, C. M. (2017). Classroom Strategies Assessment System. Observer Assessment [Paper version & Online Scoring/Reporting Application]
8. **Reddy, L.A.**, & Dudek, C. M. (2017). Classroom Strategies Assessment System. Teacher Assessment [Paper version & Online Scoring/Reporting Application]
9. Bergan, J. R., Feld, J. K., **Reddy, L.A.**, Fen-Fen, L., Schwarz, R. D., & Cheng, Y. (1994). MAPS Developmental Observation Assessment Scales Level Preschool through Third Grade. Assessment Technology Inc., Tucson, AZ.



10. Bergan, J. R., Feld, J. K., Schwarz, R. D., Bergan, J., & **Reddy, L.A.**, (1991). MAPS Developmental Assessment Scales Level Preschool through Kindergarten. Assessment Technology Inc., Tucson, AZ.
11. Bergan, J. R., Feld, J. K., **Reddy, L.A.**, Fen-Fen, L., Schwarz, R. D., & Cheng, Y. (1992). MAPS Activity-Based Assessment Manual Levels Preschool through Kindergarten. Assessment Technology Inc., Tucson, AZ.

### **TRAINING MANUALS (Recent only)**

1. **Reddy, L.A.**, Glover, T., Dudek, C.M., Alperin, A. (2017). *Rutgers Paraprofessional Behavior Support Coaching Manual*. Rutgers University.
2. **Reddy, L.A.**, Glover, T., Dudek, C.M., Alperin, A. (2017). *Rutgers Paraprofessional Behavior Support Coaching - Behavior Intervention and Intervention Toolkit Manual*. Rutgers University.
3. **Reddy, L. A.**, Shernoff, E. S., Lekwa, A. J., & Dudek, C. M. (2015). *Rutgers Collaborative Coaching to Improve Teacher Practices in High Poverty Schools: Coaching Manual*. Rutgers University.

### **Non-refereed Policy and Technical Reports**

1. McMahon, S. D., Anderman, E. M., Astor, R. A., Espelage, D. L., Martinez, A., **Reddy, L. A.**, & Worrell, F. C. (2022a). *Violence against educators and school personnel: Crisis during COVID* [Policy brief]. American Psychological Association. [4 pages]  
<https://www.apa.org/education-career/k12/violence-educators.pdf>
2. McMahon, S. D., Anderman, E. M., Astor, R. A., Espelage, D. L., Martinez, A., **Reddy, L. A.**, & Worrell, F. C. (2022b). *Violence against educators and school personnel: Crisis during COVID* [Technical report]. American Psychological Association. [50 pages]  
<https://www.apa.org/education-career/k12/violence-educators-technical-report.pdf>

[After McMahon - authors are in alphabetical order.]

For over three years, I contributed to the conceptualization, analysis and writing of the two documents as a member of the APA Task Force. Data described in these two documents focus on violence against teachers and school personnel, prior to COVID, during COVID and after COVID lockdowns in U.S. schools. This topic represents a public health crisis in schools. I also participated as a co-presenter of the policy brief to Congress March 2022. As a member of the Task Force I am co-authoring numerous empirical investigations on this important topic.

## **REFEREED PROFESSIONAL PRESENTATIONS** [\* includes student authors]

1. Reddy, L.A. (September 2023, Keynote) Educator effectiveness, wellbeing and retention: Opportunities for Research, Practice and Policy Signature Speaker Series at University of Nebraska-Lincoln and Nebraska Academy for Early Childhood Research and Center for Research on Children, Youth, Families and Schools, Lincoln, Nebraska.
2. Perry, A. H., Dudek, C., & Reddy, L. A. (2023). The Relationship Between Administrator Support and Teacher Anxiety, Safety, and Violence [Symposium Presentation]. APA 2023 Convention, Washington DC. \*
3. Valido, A., Rivas-Koehl M., Espelage, D., Robinson, L., Mirsen, R. A., Zhou, Z., Koonts, R. P., McMahon, S. D., Reddy, L. A., Astor, R. A., Anderman, A., Martinez, A., & Worrell, F. C. (2023). The Impact of Inclusive Policies on Violence and Turnover among LGBTQ+ Elementary School Teachers [Symposium Presentation]. APA 2023 Convention, Washington DC. \*
4. McMahon, S., **Reddy, L.A.**, etc... Violence against educators before, during, and after the pandemic: Rates, stress, and intentions to quit. IMPACT session: How is Psychology as a Discipline Impacting Aggression and Violence? at APA Conference, Washington, DC. \*
5. Kettler, R.J., **Reddy, L.A.**, & Dudek, C.M. (2023, August). Factor structure of the Danielson Framework for Teaching. Poster presented at APA Conference, Washington, DC.
6. Mazzariello, G., Glover, T.A., **Reddy, L.A.**, & Kurz, A. (2023, July). DDICM: Using Technology to Guide Coaching in Data-Based Early Reading Intervention Invited paper at the OSEP Leadership Conference, Washington, DC.
7. Mazzariello, G., Glover, T.A., **Reddy, L.A.** (2023, July). NJTSS-ER: Building Capacity for and Sustaining MTSS for Early Reading. Invited paper at the OSEP Leadership Conference, Washington, DC.
8. Dudek, C. M., **Reddy, L.A.**, & Lekwa, A. J. (2023, February). Current status of paraprofessionals' supervision needs: A national study. Paper presented at NASP, Denver, CO.
9. Lekwa, A., **Reddy, L.A.**, & Van Norman, E. D. (2023, February). Accounting for the learning environment in student screening. Paper presented at the NASP. Denver, CO.
10. Lekwa, A., **Reddy, L.A.**, & Dudek, C. M. (2023, February). Strengthening classroom practices through data-driven coaching and teacher formative assessment. Miniskills workshop presented at the NASP, Denver, CO.
11. **Reddy, L.A.**, Glover, T., Yu, A., Campos, E., Elliott, A., Cowan, J., & Riedel, R. (2023). Instructional coaching for early reading: Opportunities for research and practice. Paper presentation at the NASP Conference, Denver, CO. \*
12. **Reddy, L.A.** (2022, November). Paraprofessionals under-trained heroes in schools. Invited address, Council for Exceptional Children - Teacher Education Division. Virtual.
13. **Reddy, L.A.** (2022, August). Teacher experiences with violence in American schools: A social-ecological analysis of the 2010 and 2020 APA national studies. Invited address for the Presidential Research Symposium at APA Conference, Minneapolis, Minnesota.
14. Fingerhut, J., **Reddy, L.**, Dudek, C., Bronstein, B., & Elliott, A. (2022, August). Classroom paraprofessional and teachers serving students with disruptive behaviors: A study of professional relationships. Poster presentation at APA Conference, Minneapolis, Minnesota. \*

15. Fingerhut, J., **Reddy, L.**, & Glover, T. (2022, August). Implementation of behavior support coaching: A study of behavior concerns and interventions used in elementary schools. Poster presentation at APA Conference, Minneapolis, Minnesota. \*
16. **Reddy, L.**, Glover, T., Yu, A., Campos, E., Elliott, A., Cowan, J., & Riedel, R. (2022). A Systematic Review of Instructional Coaching for Early Reading Disabilities. Poster presented at the American Psychological Association Conference, Minneapolis, MN. \*
17. Elliott, A., **Reddy, L.**, Lekwa, A., & Fingerhut, J. (2022, August 4). Teacher Stress and Supports, Classroom Practices and Student Outcomes in High Poverty Urban Elementary Schools. Poster presented at APA 2022 Convention, Minneapolis, MN. \*
18. **Reddy, L.A.** (2022, June invited). A randomized trial examining the effects of paraprofessional behavior support coaching for elementary students with disruptive behavior disorders: Paraprofessional and student outcomes. Symposium: Pathways from Educator Coaching to Improved Teacher and Student Outcomes, presented at the Society for Prevention Research, Seattle, WA.
19. **Reddy, L.A.** (2022, May Invited B.F. Skinner Keynote). Supporting educator effectiveness through measurement, coaching and technology presented at the Association for Behavior Analysis International (ABAI), Boston, MA.
20. **Reddy, L.A.** (2022, April Invited Keynote). Teacher experiences with violence in American schools: A social-ecological analysis of the 2010 and 2020 APA national studies. National Science Foundation at the University of Haifa, Israel.
21. Dudek, C. M., **Reddy, L.A.**, Wiggs, N., Bronstein, B., Alperin, A., and Glover, T. Convergent validity between teachers' practices and students' at-risk for EBD. Paper presented at the 2022 annual meeting of the National Association of School Psychologists, Boston, MA. \*
22. Alperin, A., **Reddy, L.A.**, Glover, T.A., Bronstein, B., & Wiggs, N.B. (2021, May). Managing COVID-19 trauma in the school system [Workshop]. National Association of School Psychologists (NASP) 2021 Professional Development Series, Baltimore, MD. \*
23. Alperin, A., **Reddy, L.A.**, Glover, T.A., Wiggs, N.B., & Bronstein, B. (2021, May). COVID-19 and the Schools: Becoming Trauma Informed. <https://www.nasponline.org/> \*
24. Flaherty, G., Breeden, N., **Reddy, L.**, Hall, C.M. (2021, February). Using pinterest to supplement evidence-based resources for students with Autism. Paper presented at the National Association of School Psychologists, Virtual Conference. \*
25. Breeden, N., **Reddy, L.A.**, Hall, C.M., & Flaherty, G. (2020, August). Pinterest for vulnerable populations: An examination of autism-related content. Poster presented at the American Psychological Association Annual Convention, Washington, DC. \*
26. Alperin, A., & **Reddy, L.A.** (2020, August) Evidence-based behavior intervention and support toolkit for middle school students with disruptive behavior disorders [Poster presentation]. American Psychological Association 2020 Convention, Washington, D.C. \*
27. Kettler, R.J., Hua, A., **Reddy, L.A.**, Dudek, C.M., Arnold-Berkovits, I., Breeden, N., Lekwa, A., & Kurz, A. (2020, August). Improved measurement for evaluation using the Framework for Teaching. Poster session presented at the annual meeting of the American Psychological Association, Virtual. \*

28. Hinze-Pifer, R. & **Reddy, L.** (2020, Apr 17 - 21) Observed teaching strategies and teacher performance measurement [Roundtable Session]. AERA Annual Meeting San Francisco, CA <http://tinyurl.com/rqvs77o>
29. Hua, A., Lekwa, A., & **Reddy, L.A.** (2020, April). Assessment of teacher practices and student achievement. Paper accepted for presentation at the annual conference of the National Council on Measurement in Education, San Francisco, CA.
30. Glover, T. A., **Reddy, L.A.**, & Crouse, K. (2020). Instructional coaching actions that predict improved teacher practice and student outcomes. Paper presented at the Pacific Coast Research Conference, San Diego, CA. \*
31. **Reddy, L.A.**, & Glover, T.A. (2020, February). Initial findings of paraprofessional behavior coaching for elementary students with disruptive behaviors. Paper presented at the Pacific Coast Research Conference, San Diego, CA.
32. **Reddy, L. A.**, Dudek, C. M., & Lekwa, A. J. (2020, February). Enhancing teacher practices through coaching in urban high poverty schools. Mini-skills workshop accepted for presentation at the annual meeting of the National Association of School Psychologists, Baltimore, MD.
33. Dennis, M., Lekwa, A., Shernoff, S., & **Reddy, L.** (2020, February). Does instruction influence relationships between behavior management and disruptive behaviors? Paper accepted for presentation at the annual meeting of the National Association of School Psychologists, Baltimore, MD.
34. Lekwa, A. J., Breeden, N., & **Reddy, L.A.** (2019, May). Multi-Tiered systems of service: Elementary reading interventions. Professional development workshop for school psychologists and other education professionals to be presented as part of the GSAPP 45th Anniversary Event Series. \*
35. **Reddy, L.A.** (2019 August). Paraprofessionals the unspoken and understudied heroes of students with externalizing behaviors disorders. Paper presented at the American Psychological Association, Chicago, Illinois.
36. **Reddy, L.A.**, Shernoff, E., & Lekwa, A. (2019, Feb.). Efficacy of instructional coaching in high poverty elementary schools. Paper presented at the 2019 annual meeting of the National Association of School Psychologists, Atlanta, GA.
37. Dudek, C. M., **Reddy, L.A.**, Glover, T., Ziemba, H. (2019, February). Teacher practices and student behavior data to enhance learning environments. Paper presented at the 2019 annual meeting of the National Association of School Psychologists, Atlanta, GA. \*
38. Alperin, A., **Reddy, L.A.**, & Glover, T., & Grant, C. (2019, March). Training paraprofessionals for students with challenging behaviors: A systematic review. Poster presented at the 2019 annual meeting of the National Association of School Psychologists, Atlanta, GA. \*
39. **Reddy, L.A.**, Glover, T., & Elliott, S.N. (2019, Feb.). Assessment of coaching effectiveness: Validity of the Instructional Coach Scales. Paper presented at the 2019 annual meeting of the National Association of School Psychologists, Atlanta, GA.
40. **Reddy, L.A.**, & Glover, T. (2019, Feb.). Developing online coaching support tools. Miniskills workshop presented at the 2019 annual meeting of the National Association of School Psychologists, Atlanta, GA.
41. Shernoff, E.S., Lekwa, A.L., & **Reddy, L.A.** (2019, Feb.). A mixed-method study of teachers' use and perceptions of praise. Paper submitted to the annual meeting of the National Association of School Psychologists, Atlanta, GA.

42. **Reddy, L.A., & Lekwa, A.** (2019, Feb.). Using teacher formative assessment to enhance instruction and behavior management in urban high poverty schools. Paper presented at the 2019 annual meeting of the Pacific Coast Research Conference, San Diego, CA.
43. **Reddy, L.A.** (2018, August). Past, present and future of school psychology: Convergence of science, practice and policy. Invited Division 16 Presidential Address at the American Psychological Association, San Francisco, CA.
44. **Reddy, L.A., Shernoff, E., & Lekwa, A.** (2018, August). Efficacy of data-driven coaching on teacher and student outcomes in high poverty schools. Poster presented at the American Psychological Association, San Francisco, CA.
45. Dudek, C.M., Hua, A.N., Kettler, R.J., **Reddy, L.A.,** & Arnold-Berkovits, I. (2018, August). Predicting student growth from teachers' observation scores and credentials. Poster session presented at the annual meeting of the American Psychological Association, San Francisco, CA. \*
46. **Reddy, L.,** Dudek, C. M., & Hua, A. N (2018, August). Predictive validity of classroom observation and self-reflection for student growth. Poster presented at the 2018 annual meeting of the American Psychological Association, San Francisco, CA. \*
47. **Reddy, L.A.** (2018, July). Construct validity of the Instructional Coaching Rating System- Coach, Supervisor aTeacher Forms. International Testing Commission, Montreal, Canada
48. **Reddy, L.A.** (2018, July). Predictive validity of the classroom observational assessment. International Testing Commission, Montreal, Canada.
49. **Reddy, L.A.** (2018, April). Using school administrator and teacher self-report ratings to predictive student academic growth. Paper presented at the annual National Council for Measurement in Education (NCME), Chicago, IL.
50. Lekwa, A., **Reddy, L.,** & Shernoff, E. (2018, April). Convergent and predictive validity of the Classroom Strategies Assessment System for student academic rngagement. Paper presented at the 2018 annual meeting of the American Education Research Association, New York, NY.
51. Dudek, C. M., **Reddy, L.,** Crouse, K., Arnold-Berkovits, I., Kettler, R. J., & Hua, J. (2018, April). Predictive validity of a multi-measure classroom observation approach. Paper presented at the 2018 annual meeting of the American Education Research Association, New York, NY. \*
52. Glover, T. A., **Reddy, L.A.** & Crouse, K. (2018, April). Instructional coaching actions that predict improved teacher practice. Paper presented at the 2018 annual meeting of the American Education Research Association, New York, NY. \*
53. **Reddy, L.A.,** Dudek, C. M., & Lekwa, A. L. (2018, February). Strengthening classroom practices through coaching and teacher formative assessment. Mini-skills session presented at the 2018 annual meeting of the National Association of School Psychologists, Chicago, IL. \*
54. Dudek, C. M., **Reddy, L.A.,** & Glover, T. (2018, February). Examining the professional development needs of paraprofessionals. Paper presented at the 2018 annual meeting of the National Association of School Psychologists, Chicago, IL.
55. **Reddy, L.A.,** Shernoff, E. S., & Lekwa, A. L. (2018, February). Enhancing student learning with data-based teacher coaching. Paper presented at the 2018 annual meeting of the National Association of School Psychologists, Chicago, IL.

56. Lekwa, A. L., **Reddy, L.A.**, Shernoff, E. S., & Buscetta, D. (2018, February). Helping Teachers Help Students: Assessing Teacher Stress and Support. Poster presented at the 2018 annual meeting of the National Association of School Psychologists, Chicago, IL. \*
57. Shernoff, E.S., Lekwa, A.L., **Reddy, L.**, Davis, W., Matthews, C., & Ziemba, H. (2018, February). A mixed-method study of the impact and consequences of teacher praise. Paper submitted to the annual meeting of the National Association of School Psychologists, Chicago, IL. \*
58. Glover, T., & **Reddy, L.A.** (2017, February). Instructional coaching components that predict improved teacher and student outcomes. Paper presentation at the annual meeting of the National Association of School Psychologists, San Antonio, TX.
59. **Reddy, L.A.**, & Glover, T. (2017, February). Using formative assessment to enhance instructional coaching practices. Poster presentation at the annual meeting of the National Association of School Psychologists, San Antonio, TX.
60. Lekwa, A. J., **Reddy, L.A.**, Lefkowitz, R. L., Shernoff, E.S., Davis, W. & Mathews, C. (2017, February). Practically and reliably measuring change in teaching practices. Paper presentation at the annual meeting of the National Association of School Psychologists, San Antonio, TX. \*
61. **Reddy, L.A.**, Lekwa, A. & Dudek, C. M. (2017, February). Coaching and formative assessment of teaching: What works and how. Mini-skill workshop at the annual meeting of the National Association of School Psychologists, San Antonio, TX. \*
62. **Reddy, L.**, Shernoff, E.S., & Lekwa, A. L. (2017, February invited). Examining the efficacy of the collaborative coaching model implemented in high poverty schools. In A. Holdaway (Chair), Coaching Teachers in Universal SEB Programming: Promising Research-Practice Models. Symposium submitted to the annual meeting of the National Association of School Psychologists, San Antonio, TX.
63. **Reddy, L.A.** (2017, February). Enhancing instructional coaching with formative assessment. Ignite Session. Pacific Coast Research Conference, San Diego, CA.
64. **Reddy, L.A.**, Shernoff, E. S. & Lekwa, A. (2016, October). The Classroom Strategies Coaching Model. In A. Lekwa (Chair), Advancing coaching research and practice with formative assessment of teacher practices in high poverty schools. Symposium session presented at the annual conference of the Northeastern Educational Research Association, Trumbull, CT.
65. **Reddy, L.A.** (July, 2016 invited). Assessment of instructional coaching effectiveness. International Testing Commission, Vancouver, Canada
66. **Reddy, L.A.** (July, 2016). Measurement of teacher practices. International Testing Commission, Vancouver, Canada
67. **Reddy, L.A.**, Dudek, C., & Lekwa, A., (February 2016). Use of coaching and teacher formative assessment to improve classroom practices. Mini skills workshop at the National Association of School Psychologist, New Orleans, LA. \*
68. Lekwa, A., **Reddy, L.A.**, Glover, T., & Shernoff, E. (February, 2016). Teachers' beliefs about essential skills and characteristics of instructional coaches. Poster at the National Association of School Psychologist, New Orleans, LA.

69. Shernoff, E.S., Lekwa, A., **Reddy, L.**, & Eichert, B. (February, 2016). Examining implementation context before deploying coaching in high poverty schools. Paper presented at the annual meeting of the National Association of School Psychologists, New Orleans, LA. \*
70. **Reddy, L.A.** (February 2016). Measuring teacher practices to inform student achievement. Symposium: A Formative Assessment Approach to Improving Teacher Evaluation and School Practice. Pacific Coast Research Conference, San Diego, CA.
71. Peters, S., **Reddy, L.A.**, Kettler, R. J., Dudek, C. M., Rualo, A. Blowe, P., & Kurz, A. (2015) Teachers' and administrators' experiences with teacher evaluation: A preliminary investigation of high-poverty school districts. A paper presented at the annual American Education Research Association, Chicago, IL. \*
72. Kettler, R., **Reddy, L.A.**, & Kurz, A (April, 2015). A multi-method plan to navigate the teaching to learning corridor. Paper presented at the annual National Council for Measurement in Education (NCME), Chicago, IL.
73. **Reddy, L.A.** (February 2015). Classroom Strategy Skills Scale and consultation/coaching. Mini skills workshop at the National Association of School Psychologist, Orlando, Florida.
74. **Reddy, L.A.** (January 2015). Invited Speaker on Violence against teachers: What we know and what we need to do. Jamaica Medical Center, Psychiatric and Community Grand Rounds.
75. **Reddy, L.A.** (September 2014). Invited Speaker on Violence against teachers: Research from national and international perspectives. Queen Hospital, Psychiatric and Community Grand Rounds.
76. Kettler, R., **Reddy, L.A.**, & Kurz, A. (2014). Modernization of the educator evaluation approaches: The school system improvement project. Paper presented at the Council for Exceptional Children, Philadelphia, PA.
77. **Reddy, L.A.**, Dudek, C. M., Peters, S. (2014). Development and construct validity of the Classroom Strategies Scale – Teacher Form. Paper presented at the annual National Council for Measurement in Education (NCME), City of Philadelphia, PA. \*
78. **Reddy, L.A.**, & Dudek, C. M., Peters, S. (2014). Using teacher formative assessment to predict statewide testing scores. Paper presented at the annual American Education Research Association, City of Philadelphia, PA. \*
79. **Reddy, L.A.**, & Dudek, C. (2014). Classroom Strategy Skills Scale and consultation/coaching. Mini skills workshop at the National Association of School Psychologist, Washington, DC. \*
80. Keiser, A., & **Reddy, L.A.** (2013). Neuropsychological Profiles of Children with ADHD and Non-ADHD: A Community Sample. Poster at the American Psychological Association, Honolulu, HI. \*
81. **Reddy, L.A.** & Dudek, C. (2013). Predictive validity of the Classroom Strategies Scale Observer Form on Student Statewide Testing. Poster at the American Psychological Association, Honolulu, HI. \*
82. **Reddy, L.A.**, Dudek, C., et al. (2013). What teachers say they do and actual do. Paper presented at the National Association of School Psychologist, Seattle, WA. \*
83. **Reddy, L.A.**, & Dudek, C. (2013). Classroom Strategy Skills Scale and consultation/coaching. Mini skills workshop at the National Association of School Psychologist, Seattle, WA. \*
84. **Reddy, L.A.**, Fabiano, G., Dudek, C.M. et al (November 2012). Using the CSS to inform change in teacher behavior. Poster at the Association of Behavior and Cognitive Therapy, Washington DC. \*

85. **Reddy, L.A.** (August, 2012). Models of Care and Policy for School-Based Services. Invited Speaker for the Division 37 Presidential Symposium on Children's Mental Health and Policy at the American Psychological Association Conference in Orlando, Florida.
86. **Reddy, L.A.** (February, 2012). Invited discussant for Chafouleas, S. M., Briesch, A. M., Johnson, A., & Maggin, D. Review of meta-analyses for three common behavior support strategies. Symposium at the National Association of School Psychologists Annual Convention, Philadelphia, PA.
87. **Reddy, L.A.**, Fabiano, G., Dudek, C.M. et al (February 2012). Visual performance feedback and consultation on classroom wide strategies. Poster at the National Association of School Psychologists, Philadelphia, PA. \*
88. **Reddy, L.A.**, Fabiano, G., Dudek, C.M. et al (February 2012). Teachers use of classroom practices in elementary school. Poster at the National Association of School Psychologists, Philadelphia, PA. \*
89. Keiser, A., & **Reddy, L.A.** (August 2011). The PADDs: A Multidimensional Screening Tool for children at risk for Attention Disorders. Poster at the American Psychological Association, Washington, DC. \*
90. **Reddy, L.A.** (2011). Linking Assessment and Interventions for Children with Special Needs. Invited Keynote Address at the International Symposium at the University of Crete in Greece.
91. **Reddy, L.A.** (August 2011). Child ADHD Multimodal Program (CAMP): Blending cognitive behavioral techniques in group play interventions. Invited symposium at the American Psychological Association, Washington, DC.
92. **Reddy, L.A.**, Dudek, C. M., Heinig, K. M., Keiser, A., Barbarasch, G., Zilberstein, L., Fabiano, G.A., Gormley, M., & Linke, S. (August, 2011). Development of the Classroom Strategies Scale (CSS). Poster presented at the Annual American Psychological Association Conference (APA), City of Washington, D. C. \*
93. **Reddy, L.A.**, Dudek, C. M., Augustyniak, A., Zilberstein, L., Barbarasch, B. G., Heinig, K. M., & Weissman, A. S. (August, 2011). BRIEF Parent and Teacher Forms for children with ADHD. Poster presented at the Annual American Psychological Association Conference (APA), City of Washington, D.C. \*
94. **Reddy, L.A.**, Fabiano, G., Dudek, C.M., Gormley, M., Keiser, A., & Zilberstein, L.A. (August 2010). Classroom Strategies Scale: Principal-School Personnel and Teacher Forms. Poster at the American Psychological Association Conference, San Diego, CA. \*
95. **Reddy, L.A.**, Fabiano, G., Dudek, C.M., Gormley, M., Keiser, A., & Zilberstein, L.A. (August, 2010). Reliability of the Classroom Strategies Scale for elementary school. Poster at the American Psychological Association Conference, San Diego, CA. \*
96. Zilberstein, L.A., Dudek, C., Keiser, A., & **Reddy, L.A.** (August, 2010). Differential Ability Scales-2 for Youth with ADHD and ADHD/LD. Poster at the American Psychological Association Conference, San Diego, CA. \*
97. De Thomas, C.D., Dumont, R., **Reddy, L.A.**, & McGrath, R. (August, 2010). Differential Ability Scales-Second Edition: Children with ADHD or Mathematics Disorder. Poster at the American Psychological Association Conference, San Diego, CA. \*
98. Roberts, M.C., & **Reddy, L.A.** (August, 2010). Conversation Hour: Summit on young children's mental health – Ways forward at the American Psychological Association Conference, San Diego, CA.



99. **Reddy, L.A.** (August, 2010). Invited Talk. Clinical use of the Pediatric Attention-Disorders Diagnostic Screener paper present for the symposium: Use of Technology in Instruction, Assessment, Clinical Intervention, Research and Data Analysis at the American Psychological Association Conference, San Diego, CA.
100. **Reddy, L.A.** (June, 2010). Are we making progress yet? Invited talk and discussant at the U.S. Department of Education – Institute of Education Sciences, Washington, DC.
101. **Reddy, L.A.** (April, 2010). Use of the PADDSS with ADHD Children. Invited talk at St. Johns University.
102. **Reddy, L.A.** (August, 2009). Violence directed against teachers: Measurement to inform a national research agenda. Symposium on Violence Directed Against Teachers-Prevention and Intervention at the American Psychological Association Conference, Toronto, Canada.
103. **Reddy, L.A.,** Hale, J., & Brodzinsky, L.K. (August, 2009). Use of the Behavior Rating Inventory for Executive Functions Parent Form for children with Attention-Deficit/Hyperactivity Disorder. Poster presented at the American Psychological Association Conference, Toronto, Canada. \*
104. **Reddy, L.A.,** Fabiano, G., Pelham, Waschbusch, D., & Massetti, G. (June, 2009). Construct and item development of the teacher progress monitoring scale for elementary schools. Poster presented at the Institute of Educational Sciences Conference, Washington, DC.
105. Hale, J., & **Reddy, L.A.** (February, 2009). Development and validation of an ADHD executive function and behavior rating screening battery. Poster presented at the International Neuropsychology Society, Atlanta, GA. \*
106. Weissman, A.S., Chu, B.C., & **Reddy, L.A.** (2008, November). Do unique mechanisms underlie the expression of attention problems in anxious and ADHD youth?: Implications for differential diagnosis and CBT. Awards Talk presented at the Annual Meeting of the Association for Behavioral and Cognitive Therapies, Orlando, FL. \*
107. Weissman, A.S., Chu, B.C., **Reddy, L.A.,** & Bates, M.E. (November, 2008). General vs. emotion-based attention processing deficits in anxious and inattentive-impulsive youth: Implications for differential diagnosis and CBT. In A. S. Weissman (Chair), The expanding role of neuropsychology in clinical practice. Symposium at the Annual Meeting of the Association for Behavioral and Cognitive Therapies, Orlando, FL. \*
108. Weissman, A.S., Vietri, J.T., Dudek, C.M., **Reddy, L.A.,** & Chu, B. C. (November, 2008). Clinical implications of attention deficits in anxious and inattentive-impulsive youth. Poster presented at the Annual Meeting of the Association for Behavioral and Cognitive Therapies, Orlando, FL. \*
109. **Reddy, L. A.,** Newman, E., Pedigo, T. K., Scott, V., & Fumari, G. (August, 2008). Concurrent validity of the Pediatric ADHD screener in ADHD children. Poster presented at the meeting of the American Psychological Association, Boston, MA. \*
110. De Thomas, C., Newman, E., Chun, V., Flaster, S., & **Reddy, L.** (August, 2007). Treatment components and methods in school-based programs for emotional disturbance. Poster presented at the annual convention of the American Psychological Association, San Francisco, CA. \*
111. Newman, E., De Thomas, C., Flaster, S., **Reddy, L.,** & Dumont, R. (August, 2007). Concurrent validity of the DAS and DAS-2 in ADHD children. Poster presented at the annual convention of the American Psychological Association, San Francisco, CA. \*

112. **Reddy, L.A.**, DeThomas, C., Newman, E., & Chun, V. (March, 2007). How effective are school-based programs for children with ED? Paper presented at the National Association of School Psychologists, New York, NY. \*
113. **Reddy, L.A.**, Newman, E., & Dumont, R. (March, 2007). Clinical use of the DAS-2 for ADHD children. Poster presented at the National Association of School Psychologists, New York, NY. \*
114. Richardson, L., **Reddy, L.A.**, & Dumont, R. (March, 2007). Profile analysis of the Stanford Binet-V for children with ADHD. Poster presented at the National Association of School Psychologists, New York, NY. \*
115. Petchers, P., Dumont, R., & **Reddy, L.A.** (March, 2007). Utility of the SB5 special composite scores for identifying ADHD. Paper presented at the National Association of School Psychologists, New York, NY. \*
116. Richardson, L., **Reddy, L.A.**, & Dumont, R. (August, 2006). Discriminant validity of the Stanford Binet-V with ADHD children. Poster presented at the American Psychological Association, New Orleans, LA. \*
117. Wittlin, N., **Reddy, L.R.**, & Tiersky, L. (August, 2006). Delis-Kaplan Executive Function System for adults with learning disabilities. Poster presented at the American Psychological Association, New Orleans, LA. \*
118. **Reddy, L.A.**, Dumont, R., & Bray, N. (August, 2005). Woodcock Johnson III Tests of Cognitive Abilities with ADHD children. Poster presented at the American Psychological Association, Washington, DC. \*
119. **Reddy, L.A.**, Braunstein, D., & Dumont, R. (August, 2005). Use of the Differential Ability Scales for children with ADHD. Poster presented at the American Psychological Association, Washington, DC. \*
120. **Reddy, L.A.**, Atamanoff, T., Mishayev, A., Richardson, L., DeThomas, C., & Wittlin, N. (August, 2005). Operating characteristics of the Devereux Scales of Mental Disorders. Poster presented at the American Psychological Association, Washington, DC. \*
121. Springer, C., & **Reddy, L.A.** (August, 2005). Effect of treatment adherence in a multimodal program for ADHD children: A preliminary investigation. Poster presented at the American Psychological Association, Washington, DC. \*
122. DeThomas, C., **Reddy, L.A.**, Richardson, L., & Wittlin, N. (August, 2005). Meta-analysis of school-based intervention programs for ED children. Poster presented at the American Psychological Association, Washington, DC. \*
123. Ghahramanlou, M., Hsu, L., Lachenmeyer, J., Gibbs, M., **Reddy, L.** (August, 2005). Cognitive behavioral treatment efficacy for Anxiety Disorders: A meta-analytic review. Poster presented at the American Psychological Association, Washington, DC. \*
124. **Reddy, L.A.**, Richardson, L., DeThomas, C., & Wittlin, N. (March, 2005). Empirically-validated interventions for children with SED. Poster presented at the National Association of School Psychologist, Atlanta, GA. \*
125. Richardson, L., **Reddy, L.A.**, Atamanoff, T., Laroche, M. (March, 2004). The relationship between parental efficacy and externalizing behaviors in young children with ADHD. Paper presented at the Eastern Psychological Association Conference in Washington, DC. \*
126. Atamanoff, T., Kranzler, R., **Reddy, L.**, Richardson, L., Isler, L., Hajinlian, J., Springer, C., Hauch, Y., Braunstein, D., & Bartik, C. (November, 2003). The effect of gender on parental stress, expectancies, and efficacy and home and school behavior among ADHD children. Poster session presented at the Association of the Advancement of Behavior Therapy, Boston, MA. \*

127. Hajinlian, J., Hahn, L., Eisen, A., Richardson, L., **Reddy, L.**, Winder, B. & Pincus, D. (November, 2003). The phenomenon of Separation Anxiety across DSM-IV internalizing and externalizing disorders. Paper presented at the Association for the Advancement of Behavior Therapy, Boston, MA. \*
128. **Reddy, L.A.**, Dumont, R., & Kravic, C. (August, 2003). Effects of stimulant medications on the DAS with ADHD children. Poster presented at the American Psychological Association, Toronto, Canada. \*
129. **Reddy, L.A.**, Hauch, Y., Braunstein, D., Springer, C., Atamanoff, T., Kranzler, R., & Richardson, L. (August, 2003). Home and school outcomes of the childhood ADHD multimodal program. Poster presented at the American Psychological Association, Toronto, Canada. \*
130. **Reddy, L.A.** (June, 2003). Current status and future directions for children and adolescents with serious emotional disturbance. St. Luke's-Roosevelt Hospital Center, Grand rounds for the Division of Child and Adolescent Psychiatry, NY.
131. **Reddy, L.A.**, Braunstein, D., Hauch, Y., Springer, C., Bartnik, C., Hall, T., Benisz, E., Gioia, L. (August, 2002). Randomized trial of three child/parent training groups for ADHD children. Poster presented at the American Psychological Association, Chicago, Illinois. \*
132. Hauch, Y., **Reddy, L.**, Bartik, C., Braunstein, D., Springer, C., Isler, L., Hall, T., & Benisz, E. (March, 2002). Congruency vs incongruency of parent and teacher ratings of adaptive and maladaptive behavior of children with ADHD in the home and school. Poster presented at the Eastern Psychological Association, Boston, MA. \*
133. **Reddy, L.A.**, Benisz, E., Hall, T., & Isler, L. (March, 2002). Therapeutic benefits of child and parent group training and behavioral consultation for young children with ADHD. Symposium presented at the Eastern Psychological Association Annual Convention, Boston, MA. \*
134. **Reddy, L.**, Braunstein, D., Bartik, C., Springer, C. Hauch, Y., Hall, T., & Buchalter, D. (March 2002). Assessment issues in children with Attention Deficit Hyperactivity Disorder: A parental perspective. Paper presented at the Annual Meeting of the Eastern Psychological Association, Boston, MA. \*
135. Bartik, C., Braunstein, D., **Reddy, L.**, Springer, C., Isler, L., Hall, T., Benisz, E., & Hauch, Y. (March, 2002). Parent and teacher reports of behavioral and social functioning as predictors of parental efficacy among young children with ADHD. Poster presented at the Annual Meeting of the Eastern Psychological Association, Boston, MA. \*
136. Admed, S., & **Reddy, L.A.** (March, 2002). Understanding marital satisfaction: A critical examination of protective factors. Paper presented at the Annual Meeting of the Eastern Psychological Association, Boston, MA. \*
137. Braunstein, D., Bartik, C., **Reddy, L.**, Springer, C., Isler, L., Hall, T., & Benisz, E. (November, 2001). Predictors of parental efficacy among young children with ADHD. Poster presented at the 35th Annual Convention for the Association for the Advancement of Behavior Therapy, Philadelphia, PA, November 2001. \*
138. Springer, C., **Reddy, L.**, Braunstein, D., Bartik, C., Hall, T., & Benisz, B. (November, 2001). Parental expectancies of children with attention deficit hyperactivity disorder (ADHD). Poster session presented at the Association for Advancement of Behavior Therapy, Philadelphia, PA. \*

139. Isler, L., **Reddy, L.A.**, Hall, T. M., & Benisz, E. R. (April 2001). Comorbidity in children with ADHD and its relationship to gender and family history: Revisited. Poster presented at Eastern Psychological Association, Washington, DC. \*
140. Isler, L., **Reddy, L.**, Hall, T., & Benisz, E. (April 2001). Gender effects on maladaptive and adaptive behaviors of young ADHD children. Poster presented at the Eastern Psychological Association, Washington, D.C. \*
141. Springer, C., **Reddy, L.A.**, & Hauch, Y. (April 2001). Correlates of parental disciplinary technique, parental stress, and child adaptive functioning. Poster session presented at the Eastern Psychological Association, Washington, DC. \*
142. Bartik, C., Braunstein, D., **Reddy, L. A.**, Springer, C., Isler, L., Hall, T. M., & Benisz, E. (April 2001). Perceived parental efficacy, parental stress, and symptomatic behavior in ADHD children. Poster presented at Eastern Psychological Association, Washington, DC. \*
143. Benisz, E., **Reddy, L.**, Hall, T., Isler, L., & Porta, N. (November 2000). Predictions of young ADHD children's social acceptance and competence. Paper presented at the Association for Advancement of Behavior Therapy, Louisiana. \*
144. **Reddy, L.A.**, Hall, T., Bensiz, E., Rubel, E., Isler, L., Porta, N. (August, 2000) Effects of gender on a multimodal interventions for young children with ADHD. Poster presented at the American Psychological Association, Washington, DC. \*
145. **Reddy, L.A.**, & Hall, T. (March 2000). Discriminant validity of the devereux scales of mental disorders for children with serious emotional disturbance. Paper presented at the Society of Personality Assessment, Albuquerque, NM. \*
146. Hall, T., & **Reddy, L. A.** (March 2000). Child and parental factors of family cohesion and adaptability with ADHD children. Poster presented at the Society of Personality Assessment, Albuquerque, NM. \*
147. Abraham, P., & **Reddy, L.A.** (March 2000). Analysis of language and projective test data of a persistently mentally ill schizoaffective young adult: The changes over time. Paper presented at the Society of Personality Assessment, Albuquerque, NM.
148. Hall, T., Benisz, E., Isler, L., Porta, N. & **Reddy, L.A.** (2000). Early risk and protective factors for children with ADHD. Poster presented at the Eastern Psychological Association, Baltimore, MD. \*
149. Schmelzer, E., **Reddy L.**, Hall, T., Isler, L., & Porta, N. (2000). Perceived social acceptance and competence of young children with Attention Deficit Hyperactivity Disorder. Poster presented at the Eastern Psychological Association, Baltimore MD. \*
150. Isler, L., Hall, T., Benisz, E., Porta, N., & **Reddy, L.A.** (2000). Comorbidity in children with ADHD and its relationship to gender and family history. Poster presented at the Eastern Psychological Association, Baltimore, MD. \*
151. Barboza-Whitehead, S., Abel. G. G., & **Reddy, L.A.** (September 1999). A model for discriminating juvenile sex offenders who deny from those who admit using the Abel screen for sexual interest. Poster presented at the Association for the Treatment of Sexual Abusers Conference, Lake Buena Vista, FL.\*
152. **Reddy, L.A.**, Hall, T., Rubel, E., Porta, N., Isler, L., Zowada, K., Rooney, J., Ricciardelli, D., & Schmelzer, B. (August 1999). Multimodal treatment study for young children with ADHD. Poster presented at the American Psychological Association Conference, Boston, MA. \*

153. Files, T., **Reddy, L.A.**, Rubel, E., Judd, P., & Spencer, P. (April 1999). Use of developmentally appropriate low organized games in a child and parent group training program for children with attention deficit hyperactivity disorder: A preliminary investigation. Poster presented at the Eastern Psychological Association, Providence, RI. \*
154. Files, T., **Reddy, L.A.**, Barboza-Whitehead, S., & Rubel, E. (April 1999). The effect of base rates on the diagnostic efficiency of child behavior rating scales. Poster presented at the Eastern Psychological Association, Providence, RI. \*
155. Smith, S.R., **Reddy, L.A.**, & Wingenfeld, S. A. (March 1999). Use of the Devereux Scales of Mental Disorders with psychotic, depressive, and disruptive behavior disorders. Paper presented at the Midwinter Meeting of the Society for Personality Assessment, New Orleans, LA. \*
156. **Reddy, L.A.**, Barboza-Whitehead, S., Files, T., & Rubel, R. (August, 1998). Empirical and clinical focus of child and adolescent consultation outcome research. Poster presented at the American Psychological Association Conference, San Francisco, CA. \*
157. **Reddy, L.A.**, & Files, T. (August, 1998). Behavioral/Emotional problems of children with serious emotional disturbance. Poster presented at the American Psychological Association Conference, San Francisco, CA. \*
158. Smith, S., Wingenfeld, S. A., Hilsenroth, M. J., LeBuffe, P.A., & **Reddy, L.A.** (August, 1998). The use of diagnostic efficiency statistics with child behavior rating scales. Poster presented at the American Psychological Association Conference, San Francisco, CA. \*
159. Smith, S., Wingenfeld, S. A., Hilsenroth, M. J., LeBuffe, P.A., & **Reddy, L.A.** (February, 1998). Use of devereux scales of mental disorders in the assessment of disruptive behavior disorders. Paper presented at the Society for Personality Assessment, Boston, MA. \*
160. **Reddy, L.A.** (April,1998). A critical examination of protective and risk factors for child and adolescent treatment outcome research. Invited Symposium to be presented at the Eastern Psychological Association, Boston, MA.
161. Rubel, E., **Reddy, L.A.**, Barboza-Whitehead, S., Files, F., & Abraham, P. (April, 1998). Predictors of treatment resistance versus responsiveness in youth in residential care. Paper presentation at the Eastern Psychological Association, Boston, MA. \*
162. **Reddy, L.A.** (November, 1997). Taking a closer look: Designing and evaluating therapeutic foster care services. Invited talk to be presented at Mount Sinai School of Medicine, Division of Child and Adolescent Psychiatry, NY, NY.
163. **Reddy, L.A.**, Fix, G., Barboza-Whitehead, S., & Abraham, P. P. (April, 1997). Effects of characteristics and risk factors on treatment outcome of child and adolescent inpatients. Paper presented at Eastern Psychological Association Conference, Washington, DC. \*
164. **Reddy, L.A.**, Abraham, P. P., Smith, S. S., Fielding, E., Poindexter, L., & Galef, G. (October, 1996). Predictors of treatment outcome of psychiatric child and adolescent inpatients. Paper presented at the American Academy of Child and Adolescent Psychiatry Conference, Philadelphia, PA. \*
165. Abraham, P. P., **Reddy, L.A.**, & Ford, L. (October, 1996). Adolescents' choices of short-term, focused specialty groups within a psychiatric facility. Poster presented at the American Academy of Child and Adolescent Psychiatry Conference, Philadelphia, PA. \*

166. Abraham, P.P., **Reddy, L.A.**, & Furr, M. (October, 1996). Adolescents' and mental health workers' perceptions of helpfulness in a psychiatric facility. Poster presented at the American Academy of Child and Adolescent Psychiatry Conference, Philadelphia, PA. \*
167. **Reddy, L.A.** (June, 1996). An analysis of methodology in treatment foster care outcome research. Poster presented at the Society for Research in Child Development and Head Start National Research Conference, Washington, DC.
168. **Reddy, L.A.** (June, 1996). Effects of treatment foster care on children with chronic delinquency, mental retardation, and medical handicapping conditions. Poster presented at the Society for Research in Child Development and Head Start National Research Conference, Washington, DC.
169. **Reddy, L.A.**, & LeBuffe, P.A. (June, 1996). Detecting emotional and behavioral disturbance in children and adolescents with mental retardation: A comparison of measures. Paper presented at the American Association of Mental Retardation, San Antonio, Texas.
170. **Reddy, L.A.** (March, 1996). A Critical review of outcome studies on treatment foster care with adolescence: 1974 to 1995. Paper presented at the Society for Research on Adolescence, Boston, MA.
171. **Reddy, L.A.**, & Pfeiffer, S. I. (January, 1996). Treatment foster care: A meta-analysis of treatment outcome studies. Paper presented at Society of Research in Child and Adolescent Psychopathology, Los Angeles, CA.
172. **Reddy, L.A.**, Pfeiffer, S. I., & LeBuffe, P. A. (January, 1996). Psychopathology of prader-willi syndrome, dually diagnosed, and mentally retarded children and adolescents. Poster presented at Society of Research in Child and Adolescent Psychopathology, Los Angeles, CA.
173. **Reddy, L.A.** (October, 1995). Evaluating dually diagnosed children and adolescents. Paper presented at American Association of Mental Retardation, Regional Conference, Lancaster, PA.
174. **Reddy, L.A.** (October, 1995). Emotional and behavioral characteristics of children and adolescents with prader-willi syndrome. Paper presented at American Association of Mental Retardation, Regional Conference, Lancaster, PA. \*
175. **Reddy, L.A.**, & Pfeiffer, S. I. (August, 1995). Dually diagnosed children and adolescents: A profile analysis approach. Poster presented at the American Psychological Association, New York, NY.
176. **Reddy, L.A.**, & Bergan, J. R. (March, 1995). Measuring male and female preschoolers' self-evaluation skills. Paper presented at the National School Psychologist Association, Chicago, IL.
177. Bergan, J. R., Schwarz, R. D., & **Reddy, L.A.** (April 1992). Latent structure analysis of classification errors in screening and clinical diagnosis. Paper presented at the annual meeting of the National Council on Measurement in Education, San Francisco, CA.
178. Bergan, J. R., **Reddy, L.A.**, Feld, J. K., Sladeczek, I. E., & Schwarz, R. D. (August 1991). Parent consultation and school system effects on children's school and summer learning. Poster presented at the American Psychological Association, San Francisco, CA.
179. **Reddy, L. A.**, & Morris, R. J. (August 1991). Disruptive behaviors in Anglo and Hispanic elementary school students. Poster presented at the American Psychological Association, San Francisco, CA.
180. Morris, R. J., McReynolds, R., **Reddy L. A.**, Parker-Martin, P., Siegrist, K. A., Bungamongkon, N. (October 1989). Managing aggressive and disruptive behavior in the regular classroom: A comparison of the four

school consultation models. Paper presented at the Arizona Association of School Psychologists, Annual Fall Conference, Phoenix, AZ.

181. Morris, R. J., McReynolds, R., **Reddy L. A.**, Parker-Martin, P., Siegrist, K. A., Bungamongkon, N. (August 1989). Evaluating school consultation approaches with aggressive and disruptive behaviors in regular education students. Paper presented at the Annual Meeting of the American Psychological Association, New Orleans, LA.
182. Morris, R. J., McReynolds, R., **Reddy L. A.**, Parker-Martin, P., Siegrist, K. A., Bungamongkon, N. (March 1989). Managing aggressive and disruptive behavior in the classroom through consultation methods: A comparison outcome study -- Preliminary findings. Paper presented at the National Association of School Psychology, Boston, MA.
183. Morris, R. J., McReynolds, R., **Reddy, L. A.**, & Parker-Martin, P. Siegrist, K. A., & Bungamongkon, N. (August 1988). Reducing aggressive and disruptive behavior in the classroom: A prescriptive approach. Paper presented at the International Congress of Psychology, Sydney, Australia.

### **PROFESSIONAL ASSOCIATIONS**

American Psychological Association

Member Division 5 – Quantitative and Qualitative Methods

Member Division 16 - School Psychology

Member Division 53 – Society of Clinical Child and Adolescent Psychology

Member Division 37 – Society for the Child and Family Policy and Practice

National Association of School Psychologists

American Educational Research Association

National Council in Measurement Education

Society for Prevention Science

International Testing Commission

### **EDITORIAL AND GRANT REVIEW EXPERIENCE**

#### **BOOKS**

Division 16 Book Series Applied Psychology in the Schools Editor 2007-2013  
 {As Editor generated 13 edited and authored books for APA Books }

American Psychological Association Press	Book Reviewer	2007- Present
John Wiley & Sons, Inc.	Book Reviewer	2008- 2013
Guilford Press, Inc.	Book Reviewer	2007- 2018
Springer Publishing, Inc.	Book Reviewer	2008- 2016
Sage Publishing, Inc.	Book Reviewer	2010 -2012

#### **REFEREED JOURNALS**

Lead of Special Issues \*

School Psychology \*

Journal of School Psychology \*

Journal of Learning Disabilities \*

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Co-Guest Associate Editor 2022-2024

Guest Editor 2021-2023

Co-Guest Associate Editor 2019-2020

Psychology in the Schools *	<u>Co-Guest Associate Editor</u>	2019-2021
Assessment and Effective Intervention *	<u>Co-Guest Associate Editor</u>	2016-2018
Theory into Practice *	<u>Co-Guest Associate Editor</u>	2015-2017
School Psychology Quarterly *	<u>Co-Guest Associate Editor</u>	2012-2013
School Psychology Quarterly	<u>Editorial Board</u>	2003 - Present
Journal of School Psychology	<u>Editorial Board</u>	2010 – Present
Journal of Educational and Psychological Consultation	<u>Editorial Board</u>	2001 - Present
Journal of Applied School Psychology	<u>Editorial Board</u>	2001 - 2018
Psychology in the Schools	<u>Editorial Board</u>	2009 - 2021
Educational Researcher (Ad Hoc)	Reviewer	Present
Educational Measurement: Issues and Practices	Reviewer	Present
Journal of Child Abnormal Psychology (Ad Hoc)	Reviewer	2012 - Present
Canadian Journal of School Psychology (Ad Hoc)	Reviewer	1998 - 2010
Journal of Austim and Developmental Disorders (Ad Hoc)	Reviewer	2005 - Present
Psychology in the Schools (Ad Hoc)	Reviewer	2005 - 2010
School Psychology Review (Ad Hoc)	Reviewer	2007 – 2010
Journal of Child and Adolescent Clinical Psychology (Ad Hoc)	Reviewer	2007 - Present
Professional Psychology: Research and Practice (Ad Hoc)	Reviewer	2006 - Present
Journal of Psychoeducational Assessment (Ad Hoc)	Reviewer	2005 - Present
Child Neuropsychology (Ad Hoc)	Reviewer	2008 – Present
Education and Treatment of Children (Ad Hoc)	Reviewer	2009-2012
Cognitive and Behavioral Practice (Ad Hoc)	Reviewer	Present
Child Abuse and Neglect (Ad Hoc)	Reviewer	Present
The School Psychologist, APA, Division 16	Editor	2003 - 2006
The School Psychologist, APA, Division 16	Associate Editor	1999 – 2003

### **GRANT REVIEW**

U.S. Department of Education – Office of Innovations and Improvement

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U.S. Department of Education – Office of Special Education Programs  
 U.S. Department of Education – Institute of Education Science  
 U.S. National Institute of Justice  
 Padova University – Scientific Committee of the University  
 Università Degli Studi Di Padova, Italy  
 National Center of Science and Technology Evaluation, Ministry of Education and Science, Almaty,  
 Republic of Kazakhstan  
 Israel National Science Foundation  
 Swiss National Science Foundation

### **CONSULTANT**

Served as a consultant for:

Federal agencies (examples):

US DOE Institute of Education Sciences

Teacher Incentive Fund Program

Investing in Innovation (i3)

Office of Special Education Programs (OSEP) – Educational Technology, Media, and Materials for  
 Individuals with Disabilities: OSEP State Personnel Development Grant

Private foundations (examples): Brady Education Foundation, Spencer Foundation, William T Grant  
 Ed Tech companies

### **NATIONAL LEADERSHIP**

#### ***Society for the Study of School Psychology (SSSP) – Inducted Member since 2015***

Elected SSSP President-Elect	2024
Diversity, Equity and Inclusion Research Award Committee	2023
Shapiro Mid-Career Research Grant Award	2021-2023
Dissertation Grant Award Committee	2018 - 2022
Early Career Research Grant Award Committee	2016 - 2021

#### ***American Psychology Association***

AP Child Adolescent and Family Caucus Treasurer	2023-present
APA Council Representative 2 <sup>nd</sup> term	2022-present
APA Council Representative 1 <sup>st</sup> term	2019-2022
APA Division 16 Fellows Selection Committee	2023
APA Division 16 Senior Scientist Award Committee	2019
APA Division 16 Thomas Oakland Mid-Career Research Committee	2020-2021

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Developer/Chair APA Division 16 Grant Program for School Psychology Internships Funded and supported 20 new doctoral school psychology internship programs, generating over 350 internship slots.	2014 - Present
Member of the Committee for the APA Interdivisional Task Force on Child and Adolescent Mental Health	2003 - Present
Co-Chair of the APA Distinguished Professional Contributions to Applied Research, Independent Practice and Institutional Practice Awards	2016
2016 Chair of AERA Outstanding Research Article on Advancement of Methodology Committee (appointed)	2016
Elected Member for the American Psychological Association Board for Professional Affairs (BPA)	2013-2016
President of APA Division 16 (School Psychology)	2014-2015
APA Division 16 Translation of Research to Practice	2010 – 2017
APA Division 16 APA Governance Committee - Chair Member	2011-2013 2013-2016
Member of the APA Children’s Mental Health Summit Planning Committee (Appointed)	2012-2013
APA Committee on Divisional/APA Relations (CODAPAR) (Elected)	2008-2011
APA Division 16 (School Psychology) Vice President for Publications/Communications (Elected, two terms)	2007-2012
APA Division 16 Federal Advocacy Coordinator	2005 - 2009
Chair of the APA Interdivisional Task Force -- Child and Adolescent Mental Health Consumer Website	2003 - 2008
APA Division 16 Chair of Publication Committee	2006 - 2008
APA Division 16 Financial Advisory Committee	2006 – 2007; 2012
APA Division 16 Chair - Jack Bardon Distinguished Service Award Committee	2007 - 2008
APA Division 16 Member - Jack Bardon Distinguished Service Award Committee	2006
APA Division 16 - Member - Evidenced-Based Interventions Task Force	2006 - 2008
APA Division 16 - Member - Division 16 Lightner Witmer Award Committee	2005

## **EVALUATOR FOR FACULTY AND UNIVERSITY ADMINISTRATOR APPOINTMENTS**

Invited to serve as an evaluator for faculty tenure, promotion (Assistant, Associate, Professor, Distinguished, Endowed Chairs) and University administration (i.e., Chairs, Associate Deans, Deans, Provosts) for over 50 US and International Universities.

## **RUTGERS UNIVERSITY LEADERSHIP AND SERVICE**

- 2023 Rutgers Board of Trustees in Excellence in Research Awards Committee member
- 2022-present Associate Dean for Research and Innovation
- 2022-2023 Chair, Department of School Psychology
- 2022-present GSAPP IRB Representative
- 2022- present GSAPP Courses of Study Committee
- 2022-2023 GSAPP Dean Search Committee
- 2022-2023 GSAPP Member of the Diversity of Scholarship Workgroup
- 2019 – 2022 Special Assistant to the Dean for Research and Innovations
- 2020-2021 GSAPP Chair of the Diversity of Scholarship Workgroup
- 2021 Invited participant in the AAHRPP Social/Behavioral/Humanities Working Group - provide review, guidance, and finalization of social, behavioral and humanities research, as part of a university wide effort to obtain accreditation for Rutgers' IRB program from the Association for the Accreditation of Human Research Protection Programs
- 2021-2022 GSAPP Dean Search Committee
- 2020-2021 Provost COACHE Working Group – Research Support and Infrastructure  
Child Institute
- 2019-present GSAPP Representative for Research Deans meetings  
Rutgers – VPAA - Research Development Professionals (RDP)  
Lewis-Burke Federal Grant meetings  
Child Health & Well-Being Research Group (CHRG)
- 2019 – present Department Review and Promotion Committee
- 2019 – present GSAPP Review and Promotion Committee
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- 2019 - present GSAPP Executive Committee
- 2019 - present GSAPP Leadership Committee
- 2018-present Multi-Tiered Systems of Support (MTSS) Certification Program Task Force Steering Committee for the new MTSS Certification Program
- 2020-2021 Rutgers University Social Behavior Sciences Committee for Covid 19 reporting to Senior Vice President, Research & Economic Development
- 2020 Center for Covid-19 Response and Pandemic Preparedness (CCRP-2) Member of the Senior Research Advisory Committee for RBHS & RUNB - Research Grants
- 2018 GSAPP Space Committee
- 2016 –2018 GSAPP Advisor Committee for the Center for Psychological Services
- 2015–present Committee for School Psychology Excellence Ranking
- 2017 Advisory to the Autism Center for Excellence Grant proposal for GSAPP and Rutgers University
- 2016–2017 GSAPP Blue Print Work Group
- 2016 -2018 Led three external audits for GSAPP (assembled reports exceeded 3,500 pages each).
- 2015-2016 GSAPP Dean Search Committee
- 2013-2014 Graduate School of Education Dean Search Committee
- 2012 Interim Chair of the Applied Psychology Department and Director of the School Psychology Doctoral Program
- 2012–2014 Chair, GSAPP Dean Assessment Committee
- 2012–2013 Task Force Recruitment Committee for the School Psychology Program.

Prior to 2012 other committees served at Rutgers University:

- 2007-2012 GSAPP Task Force for Marketing and Communications - Rutgers University
- 2008-2012 GSAPP Committee for Foundation Relations and Fund Raising
- 2008-2012 GSAPP Committee for the Center for Psychological Services
- 2010 – 2012 GSAPP Review and Promotion Committee

Prior University Service at Fairleigh Dickinson University (FDU) Examples:

- 2002-2007 Member of the University Internal Review Board (IRB)
- 2005-2007 Served on the President Faculty Advisory Council
- 2004-2007 Served on the Campus Diversity Committee
- 2004-2005 Served on the Campus Provost Committee for the Metropolitan Campus
- 2002-2003 Served on the Dean Search Committee for the School of Arts and Sciences

**MENTORHIP**

Rutgers University - Doctoral Dissertations – Areas: School Psychology, Clinical, Developmental or Education [2007 – present]

Current (Chair or Co-Chair)

Kenny, J. (PsyD)  
 Bayrum, S. (PsyD)  
 Hauptle, E. (PsyD)  
 Fried, E. (PsyD)  
 Logan, B. (PsyD)

Current Committee Member

Crouse, L. (PhD)  
 Ben-Zvi, S. (PsyD)  
 Sigel, D. (PsyD)  
 Epstein, Y. (PsyD)  
 Bianca, B. (PsyD)  
 White, M. (PsyD)  
 Dembitzer, L. (PsyD)  
 Schnaidman, B. (PsyD)  
 Shoshana, M. (PsyD)  
 Levey, R. (PsyD)  
 Konko, A. (PsyD)

Completed

Raja, N. (PsyD) 2023  
 Yan, Y. (PsyD) 2023  
 Mayer, B. (PsyD) 2023  
 Manno, Natatlie. (PsyD) 2022  
 Foeldes, J. (PsyD) 2022  
 Franklin, A. (PsyD) 2022  
 Elliott, A. (PsyD) 2021  
 LaRosa, A. (PsyD) 2021  
 Beaumont, N. (PsyD) 2021  
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Alperin, A. (PsyD) 2018  
 Abdo, H. (EdD) 2018  
 Velardi, B. (PsyD) 2016  
 Matthews, C. (EdD) 2017  
 Coffield, C. (PhD) 2014  
 Zilberstein, L. (PsyD) 2016  
 Brodzinsky, L. (PsyD) 2014  
 Kanrich, J. (PsyD) 2014  
 Verdesco, A. (PsyD) 2014  
 Keiser, A. (PsyD) 2013  
 Barbarasch, B. (PsyD) 2012  
 Furmani, G. (PsyD) 2010  
 Staropoli, M. (PsyD) 2009  
 Weissman, A. (PhD) 2009

Undergraduate Research Assistants

2007–Present - over 120 students have earned credit or funded by my grants.

Fairleigh Dickinson University - Doctoral Dissertations – Clinical or School Psychology [1997-2007]

Schmelzer, E (PhD)  
 Hall, T.M., (PhD)  
 Benisz, E. (PhD)  
 Braunstein, D. (PhD)  
 Hauch, Y. (PhD)  
 Atamanoff, T. (PhD)  
 Rubel, E. (PhD)  
 Barboza-Whitehead, S. (PhD)  
 DeThomas, C. (PhD)  
 Newman, E. (PhD)  
 Chun, V (PhD)  
 Petcher, P. (PsyD)  
 Springer, C. (PhD)  
 Bray, N. (PsyD)  
 Porta, N. (PsyD)  
 Bartik, C. (PhD)  
 Richarson, L. (PhD)  
 Admed, S. (PhD)  
 Rooney, R. (PsyD)  
 Zowada, K. (PsyD)  
 Muglia, E. (Psy.D.)  
 Brien, L. (PhD)  
 Fisher, N. (PsyD)  
 Isler, L. (PsyD)  
 Zuckerman, M. (PsyD)  
 Kravic, C. (PhD)

Masters Theses

Kelley, S. (MA)

Behard, R. (MA)

Ben-Adiri, L. (Israeli Clinical Psychology Program)

Faculty (30% diverse)

Blake, J. [Texas A & M]

Collier-Meek, M. [U of Massachusetts –Boston now Columbia University]

Breeden, N. [Eastern University, PA]

Lekwa, A. [Rutgers University]

Bronstein, B [Widner University]

Grant, C. [Rutgers University]

Nelson, P. [Penn State University]

Sim, W. [University of California Riverside]

Chung, Y [Universty of California Berkeley now University of Maryland]

Norwal, K. [North Carolina State University]

Sandilos, L [Temple University now Lehigh University]

Holdaway, A. [CHOP, UPENN]