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**CURRENT FACULTY POSITION**

- 2019-        Professor, Graduate School of Applied and Professional Psychology,  
              Rutgers, The State University of New Jersey
  
- 2020-22    School Psychology Department Chair, Graduate School of Applied and Professional  
              Psychology, Rutgers, The State University of New Jersey
  
- 2012        Associate Professor, Graduate School of Applied and Professional Psychology,  
              Rutgers, The State University of New Jersey
  
- 2010        Assistant Professor, Graduate School of Applied and Professional Psychology,  
              Rutgers, The State University of New Jersey
  
- 2011        Licensed Psychologist, New Jersey (#35S100486800)

**PAST FACULTY POSITION**

- 2005-2009    Assistant Professor, Curry Programs in Clinical and School Psychology  
                  University of Virginia
  
- 2007-2010    Licensed Clinical Psychologist, Virginia

**EDUCATION**

- 2005        Ph.D., University of California, Berkeley  
              Clinical and Community Psychology
  
- 2004-05    University of Illinois, Chicago  
              APA-Approved Clinical Internship, Child/Adolescent Psychology Track
  
- 1995        Ed.M., Harvard University  
              Human Development, Risk and Prevention
  
- 1992        B.A., Brown University  
              American Civilization: Race, Class, Gender, and Sexuality in the US

## HONORS AND AWARDS

- 2024 **US National Center on Safe and Supportive Learning Environments.** Invited to join the Research to Practice Advisory Group. <https://safesupportivelearning.ed.gov/>
- 2023 **Rutgers University, Torchbearer’s Award.** The Torchbearer Award honors leaders in promoting diversity, inclusion, equity, and access at Rutgers through their academic research, teaching, community engagement, and/or workplace engagement, program development, and leadership.
- 2023 **CASEL Research Advisory Council** (invitation for membership).
- 2022 **U.S. Center for Disease Control (CDC) consultation.** Invited to consult with the CDC on a comprehensive model of mental health in schools and school staff wellbeing during and after Covid-19 pandemic, on behalf of the U.S. Department of Education. Report issued December, 2023: [Promoting Mental Health and Well-Being in Schools | CDC](#)
- 2021 **Article of the Year Award.** *School Psychology Review*, Gregory et al., “Good intentions are not enough: Centering equity in school discipline reform.” <https://doi.org/10.1080/2372966X.2020.1861911>
- 2018 **Professor of the Year Award for Excellence in Teaching,** Graduate School of Applied and Professional Psychology, Rutgers University
- 2018 **Society for the Study of School Psychology.** Elected member of scholarly association.
- 2018 **CASEL’s Joseph E. Zins Early Career Contributions Award:** Collaborative for Academic, Social, and Emotional Learning (CASEL)
- 2018 **US Department of Education and Department of Justice** invitation to speak about school climate, civil rights, and discipline reform to staff including US Secretary of Education, Betsy DeVos.
- 2017 **International Bullying Prevention Association’s annual conference** invitation to participate in the research preconference to help identify future directions for school climate/safety research, Nashville, TN.
- 2017 **William T. Grant Foundation** invitation to participate in Scholars Strategy Network’s *Policy Engagement Workshop*.
- 2017 **William T. Grant Foundations’** invitation to lead a workshop, *Developing theories of change for reducing inequality*, at their Reducing Inequality Grantee Convening, Philadelphia, PA.
- 2017 **CASEL’s** invitation to Social and Emotional Learning Equity Group convening to present on a panel addressing CASEL’s collaborating districts. New Orleans, LA.

- 2016 **Article of the Year, Honorable Mention** *School Psychology Review*
- 2016 **Invitation to the White House Convening on Criminal Justice Reform:** A strategy session with criminal justice reformers, Attorney General Loretta Lynch, and Valerie Jarrett, Senior Advisor to President Obama. The session addressed how high quality education can disrupt the school-to-prison pipeline.
- 2016 **Chancellor's Scholar Award**, Rutgers University-New Brunswick. Deans' nomination of a select group of associate professors as "Chancellor Scholars" for five years.
- 2014-present **Selected as an expert witness and litigative consultant** to the U.S. Department of Justice Civil Rights Division and the Legal Defense Fund NAACP
- 2014 **AERA/AIR conference invited participant** on *Schools, Rules, and Socialization Effects for Students—A Research Agenda*.
- 2014 **Institute of Education Science** invited author to synthesize IES-funded classroom management research.
- 2014, 2015 **Institute of Education Sciences (IES)** invited grant reviewer on the Social and Behavioral Review Panel, US Department of Education.
- 2009 Selected for the **School Psychology Research Collaboration Conference** to promote early career researchers who conduct psychological research relevant to education and the practice of psychology in the schools.
- 2008 **American Psychological Association** Certificate of Appreciation in recognition of valuable contributions as a member of the APA Task Force on Resiliency and Strength in Black Children and Adolescents.
- 2007 **Lucile E. Michie Award**, Recognition from UVA school and clinical psychology doctoral students for contributions to their personal and professional growth.
- 2006 American Education Research Association, Division K **Outstanding Doctoral Dissertation Award**
- 2003-04 University of California, All Campus Consortium on Research for Diversity, **Dissertation Fellowship**. The award funded research aimed at changing policy to increase equitable access to UC/CSU schools for traditionally underrepresented groups.
- 2003-04 University of California, Berkeley Center for Peace and Well-Being. **Dissertation Fellowship**. Support to investigate teacher practices associated with adolescent trust and cooperation in high school classrooms.

- 2003 **Chancellor's Community Service Award**, U.C. Berkeley  
Recognition for outstanding service to the community.
- 2003-04 **Markowski-Leach Scholarship**, The Horizons Foundation  
Support for gay and lesbian leadership in the professions.
- 2003 **Conference Travel Award**, Society for Community Research and Action,  
APA Div. 27
- 1999-03 **Individual National Research Service Award (NRSA)**, National Institute of Mental  
Health; fellowship funding for 3 years of graduate training (\$57,000 stipend/\$17,000  
tuition)

## GRANTS

- 2022-2027 Foster, J., & **Gregory, A.** New Jersey Department of Education state contract to  
support their comprehensive school mental health grant. (~20-30k a year).
- 2020-2022 **Gregory, A.** *Restorative Practices in schools: Examining the mental health  
benefits of a schoolwide intervention after regional trauma.* Rutgers University  
Research Council Grant (seed grant, \$5,000).
- 2017-2022 Morningside Center for Teaching Social Responsibility & **Gregory, A.** *Whole  
School RP Project.* U.S. Department of Education Investing in Innovation (i3)  
Fund (Rutgers subcontract \$463,825). The grant supports the development and  
evaluation of an integration of restorative practices (RP) and social and emotional  
learning (SEL) with an explicit focus on equity, culture, and bias awareness. Dr.  
Gregory leads the evaluation of the program in four elementary, four middle, and  
four high schools in Brooklyn, New York.
- 2016-2020 **Gregory, A.** *Restorative Justice in Four Brooklyn Schools.* Brooklyn Community  
Foundation (\$118,000). Formative and summative evaluation to identify the  
strengths and challenges of implementing restorative justice programming in four  
Brooklyn middle and high schools.
- 2019-2020 **Gregory, A.** *Disseminating Lessons Learned in Implementing Restorative Justice  
in Schools.* Brooklyn Community Foundation (\$1,337). Small travel grant to  
disseminate findings from *RJ in Four Brooklyn Schools.*
- 2016-2019 **Gregory A., & Ruzek, E.** *Focused classroom coaching and widespread racial  
equity in school discipline* William T Grant Foundation (\$180,000). The research  
leveraged existing data to examine the extent to which the racial equity effects of  
an instructional coaching program (My Teaching Partner-Secondary) “rippled”  
beyond a focal, coached classroom to have a broader impact on equity in school  
discipline.

- 2014-2015 **Gregory, A.** & Roderick, T. *Equitable discipline and community-building in schools: Developing a coaching model for high quality restorative circles.* The William T Grant Foundation (\$25,000). In partnership with the Morningside Center for Teaching Social Responsibility, the research helped develop Morningside Center's Restore360 Coaching Model which integrated *RP-Observe* (an observational system of restorative circles and conferences) for teacher training and consultation.
- 2014-2016 **Gregory, A.** *Transforming schools through restorative approaches to school discipline.* The Spencer Foundation (\$50,000). In three urban high schools, the research examined the process of implementing restorative practices (RP), with a focus on teacher and student experience of a range of RP elements.
- 2012-2013 **Gregory, A.** *Observing restorative practices in high school classrooms: The development of a systematic observational tool for evaluation and training.* NoVo Foundation (\$25,000). The research developed *RP-Observe*, a new systematic observational coding system that assesses the quality of implementation of elements of restorative practices in the secondary school classroom.
- 2012-2013 **Gregory, A.** *Restoring community and achieving equity in secondary school classrooms.* Gender and Race Disparities Initiative funded by Atlantic Philanthropies (\$25,000). Funds supported an examination of Restorative Practices (RP) in two large high schools. RP aims to transform the school climate, improve sense of community, and reduce racial/ethnic disparities in discipline referrals.
- 2011-2012 **Gregory, A.** *Inconsistent access to supportive teachers across English and math classrooms in high school and implications for student engagement and achievement.* AERA Grants Program (\$20,000). Funds supported a study using cross-classified random effects modeling to advance an understanding of access to consistent teacher supports.
- 2011- 2013 Browne-Dianis, J., Criollo, M., **Gregory, A.**, Losen, D., Noguera, P., Skiba, R., & Thompson, M. *Race and Gender Disparities in Discipline: A Research to Practice Collaborative.* Atlantic Philanthropies (\$1.4 million). We assessed the needs of the field and developed recommendations for practice, policy, and research. See summary of findings: <http://www.indiana.edu/~atlantic/>
- 2010-2014 Allen, J., **Gregory, A.**, Pianta, R. & Mikami, A. *My Teaching Partner Secondary. A professional development intervention for teachers.* Institute of Education Sciences. (\$2.7 million). Subcontract to Rutgers University (\$337,000). Supported a randomized controlled trial of a teacher professional development program.
- 2010-2011 **Gregory, A.** *Identifying "Restorative Practices" in classrooms.* Rutgers University Research Council Grant (\$2,500). Supported an inquiry into how teachers develop community in the classroom.

- 2009-10 Cornell, D., **Gregory, A.**, & Fan, X., *Virginia High School Safety Study*. (longitudinal extension) U.S. Department of Justice (\$100,000). Support for an investigation of high school characteristics associated with safety over time.
- 2009-10 Pianta, R., Allen, J., **Gregory, A.**, & Mikami, A., *Recasting the secondary school classroom as a context for positive youth development*. William T. Grant Foundation (\$1.2 million and \$150,000 supplement). Support to investigate the effects of a teacher training intervention on middle and high school students' motivation and achievement.
- 2006-08 Cornell, D., **Gregory, A.**, Fan, X., & Sheras, P. *Virginia High School Safety Study*. U.S. Department of Justice (\$400,000). Support to investigate characteristics of high schools associated with safety.
- 2007 **Gregory, A.**, DeForest, J. & Deutsch, N., *The NEA Foundation for the Improvement of Education* (\$5,000). Support for three assistant professors to expand a course to include more historical and cross-disciplinary approaches in our teaching.
- 2006-07 **Gregory, A.** (2006). *Building teacher capacity and lowering inappropriate special education referrals*. Society for the Study of School Psychology (\$15,000). Support to investigate how "teaming" can build the capacity of general education teachers to serve diverse students
- 2006 **Gregory, A.** (2006). *Positive mother-child interactions in kindergarten*. Robin Hood Foundation, New York City (\$22,000). Support to investigate protective factors that lower the risk of dropout and low achievement in high school.
- 2004 **Gregory, A.** (2004). *Anger management: An alternative to suspension*. Berkeley Schools Enrichment Program (\$8,000). Support to implement and evaluate an anger management program for suspended adolescents.
- 2003 **Gregory, A.** (2003). *Truancy prevention*. Berkeley Schools Enrichment Program (\$55,000). Check and Connect Truancy Prevention Coordinator grant.
- 2002-04 Johnston, A., & **Gregory, A.** (2002). Mentoring high school students. California Secretary of Education (\$300,000). Academic Volunteer and Mentor Service Program, a three-year state mentor grant and truancy prevention coordinator grant for a high school (written in collaboration with a teacher).

**PEER-REVIEWED JOURNAL ARTICLES AND POLICY BRIEFS (\*doctoral students)**

- (62) **Gregory, A.**, Huang, F., & Ward-Seidel, A. R. (2024). Adolescent exposure to restorative practices and their perceptions of support, structure, and bullying in the school climate. *AERA Open*. <https://doi.org/10.1177/23328584241288525>

- (61) **Gregory, A.,** Moya, G.,\* Jimenez, S.,\* Zenou, J.,\* Ward-Seidel, A. & Huang, F. (2023). Steadfast restorative and supportive approaches to student behavior during the COVID-19 pandemic. *Journal of Educational and Psychological Consultation*. <https://doi.org/10.1080/10474412.2023.2234365>.
- (60) Huang, F., **Gregory, A.,** & Ward-Seidel, A. R. (2023). The impact of Restorative Practices on the use of out-of-school suspensions: Results from a cluster randomized controlled trial. *Prevention Science*. <https://doi.org/10.1007/s11121-023-01507-3>
- (59) **Gregory, A.,** Huang, F., & Ward-Seidel, A. R. (2022). Evaluation of the whole school restorative practices project: One-year impact on discipline incidents. *Journal of School Psychology, 95*, 58-71. <https://doi.org/10.1016/j.jsp.2022.09.003>.
- (58) **Gregory, A.,** Osher, D., Jager, R. J., & Sprague, J. (2021). Good intentions are not enough: Centering equity in school discipline reform. Special issue on school safety in *School Psychology Review, 50*(5-6), 206-220, <https://doi.org/10.1080/2372966X.2020.1861911>  
Selected as *School Psychology Review* 2021 Article of the Year Award.
- (57) **Gregory, A.,** Ward-Seidel, A., & Carter, K.\* (2020). Twelve indicators of Restorative Practices implementation: A framework for educational leaders. *Journal of Educational and Psychological Consultation, 31*(2), 147-179. <https://doi.org/10.1080/10474412.2020.1824788>.
- Finalist for Best *JEPC* Article of the Year
- (56) Hatchimonji, D. R.\*, **Gregory, A.,** Osher, D., Selby, E. A., & Elias, M. J. (2020). Student self-reported positive purpose over two years in urban middle schools. *Journal of Research on Adolescence*. <https://doi.org/10.1111/jora.12585>
- (55) **Gregory, A.,** & Evans, K. R. (2020). *The Starts and Stumbles of Restorative Justice in Education: Where Do We Go from Here?* Boulder, CO: National Education Policy Center. Retrieved from <http://nepc.colorado.edu/publication/restorative-justice>.
- (54) **Gregory, A.,** Ruzek., E. A., DeCoster, J., Mikami, A. Y., & Allen, J. P. (2019). Focused classroom coaching and widespread racial equity in school discipline, 5(4), *AERA Open*.
- (53) **Gregory, A.** & Hitchman, S. (2019). Shifting adult systems towards restorative practices in a U.S. middle school. *Revue Internationale d'Education de Sevres*. (<https://journals.openedition.org/ries/>). For special issue: No. 81, Behaviour and sanctions in education.
- (52) **Gregory, A.,** Huang, F. L., Anyon, Y., Greer, E., & Downing, B. (2018). An examination of restorative interventions and racial equity in out-of-school suspensions

Special Issue Closing in on Disproportionality in Discipline in *School Psychology Review*, 47 (2), 167–182; DOI: 10.17105/SPR-2017-0073.V47-2

- (51) Bottiani, J. H., Bradshaw, C. P., & **Gregory, A.** (2018). Nudging the gap: Introduction to the special issue Closing in on Discipline Disproportionality. *School Psychology Review*, 47 (2), 109–117. DOI: 10.17105/SPR-2018-0023.V47-2
- (Featured on *SPF Insights* interview podcast; <http://apps.nasponline.org/>)
- (50) Mikami, A. Y., Ruzek, E. A., Hafen, E. A., **Gregory, A.**, & Allen, J. P. (2017). Perceptions of relatedness with classroom peers promote adolescents' behavioral engagement and achievement in secondary school. *Journal of Youth and Adolescence*, 46, 2341-2354.
- (49) **Gregory, A.**, & Roberts, G.\* (2017). Teacher beliefs and the over-representation of Black students in classroom discipline. *Theory into Practice*, 56, 187-194.
- (48) **Gregory, A.** & Fergus E., (2017). Social-emotional learning and equity in school discipline. In S. M. Jones, E. Doolittle, & S. McLanahan (Eds.) *The Future of Children*, 27, special issue on Social-Emotional Learning, 117-136.  
<https://files.eric.ed.gov/fulltext/EJ1144814.pdf>
- (47) **Gregory, A.**, Skiba, R. J., & Mediratta, K., (2017). Eliminating disparities in school discipline: A framework for intervention. Special issue on equity in school. *Review of Research in Education*, 47, 253–278. <https://doi.org/10.3102/0091732X17690499>
- (46) **Gregory, A.**, Ruzek, E., Hafen, C. A., Mikami, A. Yee, Allen, J. P. & Pianta, R. C. (2017). My Teaching Partner-Secondary: A video-based coaching model. T. Glover & L. Reddy (Eds.) *Special Issue: Instructional Coaching Practices: Promising Models, Empirical Support, and Considerations for Practice*, *Theory into Practice*. 56(1), 38-45 DOI: 10.1080/00405841.2016.1260402.
- (45) Anyon, Y., **Gregory, A.**, Stone, S. I., Farrar, J., Jenson, J. M., McQueen, J., Downing, B., Greer, E. & Simmons, J. (2016). Restorative interventions and school discipline sanctions in a large urban school district. *American Education Research Journal*, 53, 1663-1697.
- (44) Blake, J. J., **Gregory, A.**, James, M., & Webb Hasen, G. (2016). Early warning signs: Identifying opportunities to disrupt racial inequities in school discipline through data-based decision making. Special Issue: Encouraging Racial and Social Justice throughout the Pre-K to Graduate School Pipeline in the *School Psychology Forum: Research in Practice*, v. 10, 289–306.
- (43) Ruzek, E. A., Hafen, C. A., Allen, J. P., **Gregory, A.**, Mikami, A. Y., & Pianta, R. C. (2016). How teacher emotional support motivates students: The mediating roles of perceived peer relatedness, autonomy support, and competence. *Learning & Instruction*. 24, 95-103.



- (42) **Gregory, A.**, Hafen, C. A., Ruzek, E. A., Mikami, A. Y., Allen, J. P., & Pianta, R. C. (2016). Closing the racial discipline gap in classrooms by changing teacher practice. *School Psychology Review*, *45*, 171-191. <https://doi.org/10.17105/SPR45-2.171-191> (Also featured on *SPF Insights* interview podcast; <http://apps.nasponline.org/resources-and-publications/podcasts/podcast.aspx?id=220>).
- Honorable Mention, *School Psychology Review* (SPR) Article of the Year. Listed as a “top article” on the SPR website.
- (41) Hafen, C. A., Ruzek, E. A., **Gregory, A.**, Allen, J. P., & Mikami, A. Y. (2015). Focusing on teacher-student interactions eliminates the negative impact of students’ disruptive behavior on teacher perceptions. *International Journal of Behavioral Development*, *39*, 426-431.
- (40) **Gregory, A.** & Mikami, A. Y. (2015). Systematic observation of early adolescents in educational settings: The good, the bad, and the ugly. E. Cappella and B. Hamre (Eds.) Special issue: *Journal of Early Adolescence*, *35*, 714-721.
- (39) Allen, J. P., Hafen, C. A., **Gregory, A.**, Mikami, A., & Pianta, R. C. (2015). Enhancing secondary school instruction and student achievement: Replication and extension of the My Teaching Partner – Secondary Intervention. *Journal of Research on Educational Effectiveness*. *8*(5), 475-489.
- (38) Mundt, K.,\* **Gregory A.**, Melzi, G., McWayne, C. M. (2015). The influence of ethnic match on Latino school-based family engagement. *Hispanic Journal of Behavioral Sciences*, *37*, 170–185.
- (37) **Gregory A.**, Clawson, K.,\* Davis, A.\*, & Gerewitz, J.\* (2015). The promise of restorative practices to transform teacher-student relationships and achieve equity in school discipline. *Journal of Educational and Psychological Consultation*, *25*, 1–29.
- (36) Rubie-Davies, C. M., Weinstein, R. S. Huang, F. L., **Gregory, A.**, Cowan. P., & Cowan, C. (2014). Successive teacher expectation effects across the early school years. *Journal of Applied Developmental Psychology*, *35*, 181-191.
- (35) **Gregory, A.**, Allen, J. P., Mikami, A. Y., Hafen, C. A., & Pianta, R. C. (2014). Effects of a professional development program on behavioral engagement of students in middle and high school. *Psychology in the Schools*, *51*, 143-163.
- (34) Allen, J. P., **Gregory, A.**, Mikami, A. Y., Lun, J. Hamre, B., & Pianta, R. C. (2013). Observations of effective teacher-student interactions in secondary school classrooms: Predicting student achievement with the Classroom Assessment Scoring System Secondary. *School Psychology Review*, *42*, 76-98.

- (33) **Gregory, A.** & Huang, F. (2013). It takes a village: The effects of 10th grade college-going expectations of students, parents, and teachers four years later. *American Journal of Community Psychology*, *52*, 41-55.
- (32) Mehta, S., Cornell, D., Fan, X., & **Gregory, A.** (2013). Bullying climate and school engagement in ninth grade students. *Journal of School Health*, *83*, 45-52.
- (31) Cornell, D., **Gregory, A.**, Huang, F. & Fan, X. (2013). Perceived prevalence of teasing and bullying predicts high school dropout rates. *Journal of Educational Psychology*, *105*, 138-149.
- (30) **Gregory, A.**, Cornell, D. & Fan, X. (2012). Teacher safety and authoritative school climate in high schools. *American Journal of Education*, *118*, 1-25.
- (29) **Gregory, A.** (2012). The Universe of alternatives: Intervening with schools and teachers. Part of a *Journal of Community Psychology* special issue on *Seymour Sarason in Memorial*. *40*, 206-208.
- (28) Mikami, A., Griggs, M. S., Reuland, M. M., & **Gregory, A.** (2012). Teacher practices affecting children's peer sociometric preference. *Journal of School Psychology*, *50*, 95-111.
- (27) Hafen, C. A., Allen, J. P., Mikami, A. Y., **Gregory, A.**, Hamre, B., & Pianta, R. C. (2012). The pivotal role of adolescent autonomy in secondary classrooms. *Journal of Youth and Adolescence*, *41*, 245–255.
- (26) **Gregory, A.**, Cornell, D., & Fan, X. (2011). The relationship of school structure and support to suspension rates for Black and White high school students. *American Educational Research Journal*, *48*, 904-934.
- (25) Cornell, D., **Gregory, A.**, & Fan, X. (2011). Reductions in long-term suspensions following adoption of the Virginia student threat assessment guidelines. *NASSP Bulletin*, *95*(3), 175-194.
- (24) Mikami, A., **Gregory, A.**, Allen, J. P., Pianta, R. C. & Lun, J. (2011). Effects of a teacher professional development intervention on peer relationships in secondary classrooms. *School Psychology Review*, *40*, 367-385.
- (23) Allen, J. P., Pianta, R. C., **Gregory, A.**, Mikami, A., & Lun, J. (2011). An Interaction-based approach to enhancing secondary school instruction and student achievement. *Science*, *19*, 1034-1037. DOI:10.1126/science.1207998
- (22) Lee, T.,\* Cornell, D., **Gregory, A.** & Fan, X. (2011). High suspension schools and dropout rates for Black and White students. *Education and Treatment of Children*, *34*, 167–192.

- (21) Thompson, A.\* & **Gregory, A.** (2011). Examining the influence of perceived discrimination during African American adolescents' early years of high school. *Education and Urban Society, 43*(1), 3-25.
- (20) Crumpton, H.\* & **Gregory, A.** (2011). "I'm not learning": The role of academic relevancy for low-achieving students. *Journal of Educational Research, 104*(1), 42-53.
- (19) **Gregory, A.**, Cornell, D., Fan, X., Sheras, P. L., Shih, T., & Huang, F. (2010). Authoritative school discipline: High school practices associated with lower student bullying and victimization. *Journal of Educational Psychology, 102*, 483-496. doi:10.1037/a0018562
- (18) **Gregory, A.** & Thompson, A.\* (2010). African American high school students and variability in behavior across classrooms. *Journal of Community Psychology, 38*, 386-402.
- (17) **Gregory, A.**, Skiba, R. J. & Noguera, P. A. (2010). The achievement gap and the discipline gap: Two sides of the same coin? *Educational Researcher, 39*, 59-68.  
<https://doi.org/10.3102/0013189X09357621>
- Reprinted: **Gregory, A.**, Skiba, R. J. & Noguera, P. A. (2016). The achievement gap and the discipline gap: Two sides of the same coin? In B. Mathis and T. Trujillo (Eds.) *Test-Based Education Reforms: Lessons from a Failed Agenda, Promises for Success*. National Education Policy Center.
- (16) **Gregory, A.** (2010). Teacher learning on problem-solving teams. *Journal of Teaching and Teacher Education, 26*, 608-615.
- (15) Klein, J.,\* Cornell, D., Fan, X., & **Gregory, A.** (2010). Is the link between large high schools and student victimization an illusion? *Journal of Educational Psychology, 102*, 933-946.
- (14) Eliot, M.,\* Cornell, D., **Gregory, A.** & Fan, X. (2010). Supportive school climate and student willingness to seek help for bullying and threats of violence. *Journal of School Psychology, 48*, 533-553.
- (13) Chen, W.,\* & **Gregory, A.** (2010). Parental involvement in the pre-referral process: Implications for schools. *Remedial and Special Education, 103*, 53-62
- (12) **Gregory, A.** & Cornell, D. (2009). "Tolerating" adolescent needs: Moving away from Zero Tolerance policies in high school. *Theory into Practice, 48*, 106-113.
- (11) L'hospital, A.\* & **Gregory, A.** (2009). Changes in teacher stress: A prospective study of teachers' experience of pre-referral interventions. *Psychology in the Schools, 46*, 1098-1112.

- (10) Chen, W.,\* & **Gregory, A.** (2009). Parental involvement as a protective factor during the transition to high school. *Journal of Educational Research, 103*, 53–62.
- (9) Ripski, M.\* & **Gregory, A.** (2009). Unfair, unsafe and unwelcome: Do high school students' perceptions of unfairness, hostility, and victimization in school predict engagement and math achievement? *Journal of School Violence, 8*, 355-379.
- (8) Cornell, D., Sheras, P., **Gregory, A.**, & Fan, X. (2009). A retrospective study of school safety conditions in high schools using the Virginia Threat Assessment Guidelines versus alternative approaches. *School Psychology Quarterly, 24*, 119-129.
- (7) **Gregory, A.** & Ripski, M.\* (2008). Adolescent trust in teachers: Implications for behavior in the high school classroom. *School Psychology Review, 37*, 337-353.
- (6) **Gregory, A.** & Weinstein, S. R. (2008). The discipline gap and African Americans: Defiance or cooperation in the high school classroom. *Journal of School Psychology, 46*, 455-475.
- (5) **Gregory, A.** & Rimm-Kaufman, S. (2008). Positive mother-child interactions in kindergarten: Predictors of school success 12 years later. *School Psychology Review, 37*, 499-515.
- (4) **Gregory, A.**, Henry, D., & Schoeny, M. (2007). School climate and implementation of a preventive intervention. *American Journal of Community Psychology, 40*, 250-260.
- (3) **Gregory, A.** & Weinstein, R. S. (2004). Connection and regulation at home and in school: Predicting growth in achievement for adolescents. *Journal of Adolescent Research, 4*, 405-427.
- (2) **Gregory, A.** & Mosely, M., (2004). The Discipline gap: Teachers' views on the overrepresentation of African American students in the discipline system. *Equity and Excellence in Education, 37*, 18-30.
- (1) Weinstein, R. S., **Gregory, A.**, & Strambler, M. (2004). Intractable self-fulfilling prophecies: Fifty years after Brown v. Board of Education. *American Psychologist, 59*, 511-519.

## BOOK CHAPTERS

- (21) **Gregory, A.** (anticipated 2024). Restorative Practices and School Buy-in, Support, and Sustainability. Ed. O. Barbarin. *Smart Discipline*.
- (20) **Gregory, A.** & Darling-Hammond, S. (anticipated 2024). Using Systemic and Equitable SEL to Transform Discipline Practices, (chapter 15, pp. 203-215). C. Cipiriano & M. Stramber, Durlek, J. et al., (Eds.), *Handbook of Social Emotional Learning, 2<sup>nd</sup> edition*. Guilford Publications.

- (19) **Gregory, A.** (2023). Best practices in school services to promote restorative justice for students. In P. L. Harrison, S. L., Proctor, & A. Thomas (Eds.). *Best Practices in School Psychology, 7<sup>th</sup> edition*. National Association of School Psychologists.
- (18) **Gregory, A.,** & Ward-Seidel, A. R., & Grayman, D. (2023). Striving for racial equity through restorative practices and social emotional learning (pp. 53-70). In S. Rimm-Kaufman, & M. Strambler & K. Schonert-Reichl (Eds.) *Social and Emotional Learning in Action: Creating Systemic Change in Schools*. Guilford Press.
- (17) Skiba, R. S., Fergus, E., & **Gregory A.** (2022). The New Jim Crow in school: Exclusionary discipline and systemic racism (pp. 211- 230). In E. J. Sabornie & D. L. Espelage (Eds.). *Handbook of Classroom Management, 3<sup>rd</sup> edition*. Routledge.
- (16) Ward-Seidel, A., **Gregory, A.,** & Samalin, M.\* (2022). How can restorative justice enhance SEL and equity in schools? In T. Spinrad & J. Liew (Eds.), *E-encyclopedia of education* (pp. 1-13). Routledge Resources Online: Education. <https://doi.org/10.4324/9781138609877-REE208-1>
- (15) **Gregory, A.** & Skiba, R. (2020). Principles of prevention and intervention to close discipline gaps in schools. In F. C. Worrell & T. L. Hughes (Eds.), *Cambridge Handbook of Applied School Psychology*. Cambridge University Press.
- (14) Cleary, T., J., **Gregory. A.,** Kitsantas, A., Slemp, J.,\* & Panish, D.,\* (2020). Implementation of self-regulated learning-focused interventions in schools: The intersection of sociocultural factors and social validity principles. In G. A. D. Liem & D. McInerney (Eds.) *Educational Interventions: A Sociocultural Perspective* (pp. 143-172). Information Age Publishing.
- (13) **Gregory, A.** & Skiba, R. (2019). Reducing suspension and increasing equity through supportive and engaging schools. J. Fredricks, A. Reschly & S. Christenson (Eds.) *Handbook of Student Engagement Interventions: Working with Disengaged Youth*. San Diego, CA: Elsevier.
- (12) **Gregory, A.,** Bell, J., & Pollock, M. (2016). How educators can eradicate disparities in school discipline: Issues in intervention. In R. J. Skiba, K. Mediratta, & M.K. Rausch (Eds.), *Inequality in school discipline: Research and practice to reduce disparities* (pp. 39-58). New York: Palgrave MacMillan.
- (11) **Gregory, A.** & Clawson, K.\* (2016). The potential of restorative approaches to discipline for narrowing racial and gender disparities. In R. J. Skiba, K. Mediratta, & M.K. Rausch (Eds.), *Inequality in school discipline: Research and practice to reduce disparities* (pp. 153-170). New York: Palgrave MacMillan.
- (10) **Gregory, A.** & Korth, J.\* (2016). Teacher-student relationships and behavioral engagement in the classroom. In K. Wentzel & G. Ramani (Eds.) *Handbook of Social Influences in*

*School Contexts: Social-Emotional, Motivation, and Cognitive Outcomes* (pp.178-191).  
New York, NY: Taylor and Francis.

- (9) **Gregory, A.** & Mikami, A. Y. (2015). Teacher authority in diverse high school classrooms. In C. Rubie-Davis, J. M. Stephens & P. Watson (Eds.) *The Routledge International Handbook of Social Psychology in the Classroom* (pp. 273-282). New York, NY: Routledge.
- (8) **Gregory, A.**, Allen, J., Mikami, A., Hafen, C., & Pianta, R. (2015). The promise of a teacher professional development program in reducing racial disparity in classroom exclusionary discipline. In D. J. Losen (Ed.). *Closing the school discipline gap: Equitable remedies for excessive exclusion* (pp. 166-179). New York, NY: Teachers College Press.
- Reproduced in: **Gregory, A.**, Allen, J. P., Mikami, A. Y., Hafen, C. A., & Pianta, R. (2014). Eliminating the racial disparity in classroom exclusionary discipline. *Journal of Applied Research on Children*, 5(2), 1-22.
- (7) **Gregory, A.** & Jones, J. R.\* (2013). Secondary classroom management. J. Hattie & E. M. Anderman (Eds.). *International Handbook of School Achievement* (pp. 196-198). New York, NY: Routledge Publishers.
- (6) **Gregory, A.** & Jagers, R. (2010). School as a resilient context for resilient African American youth. In N. Lange & M. Wagner (Eds.) *Community Psychology: New Developments* (pp. 193-206). Nova Science Publishers.
- (5) McKown, C., **Gregory, A.**, & Weinstein, R. S. (2010). Expectations, stereotypes, and self-fulfilling prophecies in classroom and school life. In J. Meece & J. Eccles (Eds.), *Handbook of research on schools, schooling, and human development* (pp. 256-274). Mahwah, NJ: Lawrence Erlbaum Associates.
- (4) **Gregory, A.**, & Cappella, E. (2008). Working with socio-emotional challenges: School Violence. In H. L. K. Coleman & C. J. Yeh (Eds.), *Handbook of School Counseling* (pp. 693-715). Mahwah, NJ: Lawrence Erlbaum.
- (3) Damon, W., & **Gregory, A.** (2002). Bringing in a new era in the field of youth development. In R. Lerner & P. Benson (Eds.), *Handbook of Applied Developmental Science* (pp. 407-420). Norwell, MA: Kluwer Academic.
- (2) **Gregory, A.**, Nygreen, K., & Moran, D. (2006). The discipline gap and the normalization of failure. In P. Noguera & J. Wing (Eds.), *Unfinished business: Closing the racial achievement gap in our schools* (pp. 121-150). San Francisco: Jossey-Bass.
- (1) Damon, W. & **Gregory, A.** (1997). The Youth Charter: Towards the formation of adolescent moral identity. *The Journal of Moral Education*, 26, 117-30. Reprinted (1999) in R. Lerner (Ed.), *Cognitive and moral development and academic achievement in adolescence*. New York: Garland Publication.

## UNPUBLISHED MEASURES

- Gregory, A.,** Korth, J.,\* Clawson, K.,\* Davis, A.,\* Gerewitz, J.,\* Green, C., Schotland, M. & Roderick, T. (2016). *RP-Observe Manual, v4*. Unpublished manual. Rutgers University, New Brunswick, New Jersey.
- Gregory, A.** (2013). *Technical notes for RP-Observe*. Unpublished report. Rutgers University, New Brunswick, New Jersey.

## PEER-REVIEWED SCHOLARLY REPORTS AND ONLINE ARTICLES

- Darling-Hammond, S., & **Gregory, A.** (2023, February). *Measuring restorative practices to support implementation in K–12 schools* [Report]. Policy Analysis for California Education. <https://edpolicyinca.org/publications/measuring-restorative-practices-support-implementation-k-12-schools>
- Gregory, A.,** Huang, F., & Ward-Seidel, A. R. (2021). *Evaluation of the Whole School Restorative Practices Project: One-Year Implementation and Impact on Discipline Incidents*. ERIC ED614590. <https://eric.ed.gov/?id=ED614590>
- Manassah, T., Roderick, T., & **Gregory, A.** (2018). A promising path toward equity: Restorative circles develop relationships, build communities, and bridge differences. *Learning Forward, 39*(4), pp. 36-40.
- Gregory, A.,** Bell, J., & Pollock, M. (2014). *How educators can eradicate disparities in school discipline: A briefing paper on school-based interventions*. Discipline Disparities: A Research-to-Practice Collaborative. Retrieve from <http://www.indiana.edu/~atlantic/>
- Jones, J.\* & **Gregory, A.** (2011). Examining the relationship between school discipline and dropout for Black students. *Psych Discourse*. Newsletter for the Association of Black Psychologists. Washington, DC.
- Coard, S., **Gregory, A.,** Jackson, Y., Jagers, R., Reese, L., Rodgers, C., & Thomas, A. (2008, approved by the APA governing board). *Task force on resiliency and strength in black children and adolescents*. American Psychological Association. Download from: <http://www.apa.org/pi/families/resources/task-force/resilience-af-am.aspx>
- Gregory, A.** (2006). *African American students and the discipline gap in high schools*. (UC ACCORD Public Policy Brief Series), PB=014-0507. 1-7.
- Gregory, A.** (2001). Book review of Cohen. R. and Cohen J.'s *Chiseled in sand: Perspectives on change in human service organizations*. *The Community Psychologist, SCRA, Div 27* of APA.

Gardner, H., **Gregory, A.**, Csikzentmihalyi, M., Damon, W. & Michaelson, M. (1997). *The Empirical Basis of Good Work: Methodological Considerations*. See [http://thegoodproject.org/pdf/3-Empirical-Basis-of-GW-6\\_97.pdf](http://thegoodproject.org/pdf/3-Empirical-Basis-of-GW-6_97.pdf)

**PROGRAM EVALUATION/RESEARCH REPORTS FOR DISTRICTS** (\* = doctoral students)

**Gregory, A.**, Ward-Seidel, A. R., Huang, F. (2021, July). *2021 Summary Report of Student and Staff i3 Survey Data*. Rutgers University, New Brunswick, NJ. Seventeen School Specific Confidential Reports.

**Gregory, A.**, Ward-Seidel, A. R., Huang, F., & Oliveira, A. (2020, June). *2020 Summary Report of Student and Staff i3 Survey Data*. Rutgers University, New Brunswick, NJ. Eighteen School Specific Confidential Reports.

**Gregory, A.**, Ward-Seidel, A., Carter, K.,\* & Kotamraju, V. (2019). *12 Restorative Practice Implementation Indicators: Checklists for Administrators*. Rutgers University, New Brunswick, NJ. Author. <https://tinyurl.com/tg4gaw3>

**Gregory, A.**, Hurley, A.,\* Gaines, E.,\* Molyneaux, C.,\* Oliveira, P.,\* Soffer, R.,\* & Barone, C.\* (2017, 2018, 2019). *Schoolwide RJ Climate Survey Reports*. Unpublished reports issued to schools. Rutgers University, New Brunswick, NJ.

**Gregory, A.**, Soffer, R.,\* Gaines, E.,\* Hurley, A.,\* & Karikehalli, N.\* (2016). *Implementing Restorative Justice in Schools: Lessons learned from Restorative Justice Practitioners in Four Brooklyn Schools*. Rutgers University, New Brunswick, New Jersey.  
DOI: 10.13140/RG.2.2.12834.22725

See: <https://www.brooklyncommunityfoundation.org/blog/2017/01/new-report-highlights-implementation-lessons-brooklyn-restorative-justice-project>

Downer, J. & **Gregory, A.** (2016). *Creating opportunities through relationships: Teacher professional development using an online program*. Evaluation in the Franklin Township Public School District. Franklin, NJ.

**Gregory, A.**, Davis, A.,\* Roberts, G.,\* Ross, R.,\* Velardi, B.,\* & Weiner, Y.,\* (2015). *Research result briefs issued to two NJ high schools: (a) Restorative Practices (RP) and sense of community, (b) Safety officials' reflections on RP, (c) Student and teacher perceptions of adult responsiveness, (d) Student perceptions of school security and safety in school*. Rutgers University, New Brunswick, NJ.

**Gregory, A.**, Clawson, K.,\* Davis, A.,\* & Gerewitz, A.\* (2013). *Student disciplinary referrals and consequences in two PA high schools implementing restorative practices*. Evaluation report to the district. Rutgers University, New Brunswick, NJ.

L'hospital, A. S.,\* **Gregory, A.**, Chen, W.,\* & Gewirtz, S.\* (2009). *Second Report to Albemarle County Schools: Teachers' perspectives on school based intervention teams (SBIT)*. Charlottesville: University of Virginia.



Cornell, D., **Gregory, A.**, Fan, X., Sheras, P., and graduate students (2008). *Virginia High School Safety Study: Descriptive Report of Survey Results from Ninth Grade Students and Teachers*. Report issued to Virginia's high school principals and superintendents.

**Gregory, A.** Chen, W.,\* Gewirtz, S.,\* Shargo, A.,\* & Mikami, A. (2008). *Report to Albemarle County Schools: Studies of School Based Intervention Teams (SBIT)*. Report issued to the County School Division.

**Gregory, A.** & Rimm-Kaufman, S. (2006). *Parenting predictors of school success from kindergarten to 12<sup>th</sup> grade*. Report issued to the Robin Hood Foundation. New York, New York.

## **PROGRAM DEVELOPMENT**

(\* = doctoral students)

Roderick, T., **Gregory A.**, & Green, C.\* (2015). *Restore360 Coaching: A Handbook for Staff Developers*. Unpublished coaching manual. Morningside Center for Teaching Social Responsibility. New York, New York. Morningside Center staff developers use *RP-Observe* (Gregory et al., 2015) to structure community-building circle observation and feedback. Circle keepers select *RP-Observe* dimensions of strength (Glows) and those needing further development (Grows). For further information, see: <http://www.morningsidecenter.org/restorative-circles>

*Creating Opportunities for Relationships: An online teacher professional development program*. Available at: <http://www.corclassrooms.org/> COR is a publically available and free on-line professional development program designed for kindergarten to eighth grade teachers. Teachers complete a suite of five modules, which together take about eight hours to complete. The modules focus on building positive relationships in classrooms with diverse learners to foster engagement and learning and reduce discipline disparities in classroom discipline. The COR was developed at the University of Virginia's Center for the Advanced Study of Teaching and Learning (CASTL), funded by Atlantic Philanthropies and the WT Grant Foundation.

**Gregory, A.** & Manuel, A.\* (2014). *Teacher Inquiry and Action (TIA)*. South Orange Maplewood School District, New Jersey. The TIA program brought together a motivated group of teachers on a monthly basis to engage in a cycle of inquiry as reflective practitioners. The teachers critically reflected on instructional practices, issues of diversity/equity, and school structures. They jointly examined research on best practices, shared successful strategies to address issues of equity, and tried out new approaches in their own classrooms.

## **ADVISORY BOARDS AND CONSULTATION ON GRANTS**

2023- CASEL Research Advisory Council

2020- Advisory Board, *Statewide Implementation of School Threat Assessment in Florida*, (PIs: Drs. Jennifer Maeng and Dewey Cornell) Funder: National Institute of Justice: Research and Evaluation on School Safety.

- 2019-2020 Consultation, *School-Based Marginalization, Social Behavioral Competencies, and Achievement: A Meta-Analysis*, (PI: Dr. Fatima Varner). Sponsor: U.S. Institute of Education Sciences
- 2018-2020 Consultation, grant proposal, *School and Classroom Discipline Practices in Oregon: A Descriptive Study*. Regional Education Lab, Northwest, (PIs: Drs. Vicki Nishioka & David Stevens). Possible funder: U.S. Institute of Education Sciences
- 2018-2020 Consultation, *Improvement of School Climate Assessment for Virginia Secondary Schools*, (PI: Dr. Dewey Cornell). Funder: U.S. Department of Justice.
- 2017-2020 Advisory Board, *Positive and Restorative Investment in Discipline Reform in Education (PRIDE): Integrating School-wide Positive Behavior Interventions and Supports (SWPBIS) and Restorative Discipline (RD) to Reduce Racially Inequitable Discipline Outcomes* (PIs: Drs. Claudia Vincent, Erik Girvan, John English and Heather McClure). Funder: U.S. Institute of Education Sciences, Goal 2: Development and Innovation
- 2017-2020 Consultation, *MTP-Team: A Scalable, Web-supported Peer-Learning Program for Implementing the My Teaching Partner-Secondary Approach* (PI: Bridget Hamre, Co-I's: Drs. Joseph Allen, Robert Pianta). Funder: U.S. Institute of Education Sciences, Goal 2: Development and Innovation
- 2017-2020 Advisory Board, *Development of RELATE, Relationships to Enhance Learners' Adjustment to Transitions and Engagement*, (PI: Mylien Duong, Ph.D.) Funder: U.S. Institute of Education Sciences, Goal 2: Development and Innovation
- 2017-2020 Advisory Board, *Project ReAct: Neutralizing the Effects of Implicit Bias on Racial Disproportionality in School Discipline* (PI: Kent McIntosh, Ph.D.) Funder: U.S. Institute of Education Sciences, Goal 2: Development and Innovation
- 2015-2018 Consultation to Maurice Elias (PI), *Enhancing Student Purpose with the Middle School Ambassador Program: Collaborative Action-Research Study*. Funded by John Templeton Foundation.
- 2016-2017 Consultation to Fania Davis (PI), *Identifying best practices: Restorative Justice in California Schools*. Restorative Justice for Oakland Youth.
- 2015 Consultation to Catherine Bradshaw (PI), *Maryland Safe and Supportive Schools*, Johns Hopkins University. Combining SWPBIS and Restorative approaches to discipline.

2013-2014 Advisory Board for *Turnaround for Children, Inc.* Reviewed curricula for diffusing disruptive behavior, teacher professional development materials.

## PROFESSIONAL PRESENTATIONS

(\* indicates doctoral students)

## CONGRESSIONAL BRIEFINGS

- (4) **Gregory, A.** (2014, March). *School interventions to eradicate discipline disparities*. Capitol Hill Briefing on Race and Gender Disparities in School Discipline. Washington, DC.
- (3) **Gregory, A.** (2013, April). *Reducing the racial disparity in classroom exclusionary discipline*. Capitol Hill Briefing on Race and Gender Disparities in School Discipline. Washington, DC.
- (2) **Gregory, A.** (2010, July). *Zero Tolerance policies, disproportionality, and school climate*. Capitol Hill Briefing on School Discipline and Race. Washington, DC.
- (1) **Gregory, A.** (2010, April). *Bullying and disproportionality*. In M. Mayer, A. Gregory, D. Osher & D. Cornell (Chairs). An AERA Capitol Hill Briefing on Empirically-based Approaches to School Safety. Washington, DC.

## PEER-REVIEWED NATIONAL AND INTERNATIONAL CONFERENCES

- (60) **Gregory, A.,** Huang, F., Ward-Seidel, A. (2024, April). *Adolescent exposure to restorative practices and their perceptions of support, structure, and bullying in the school climate*. AERA Annual Meeting, Philadelphia, PA
- (59) Huang, F., **Gregory, A.** & Ward-Seidel, A., (2023, April). *The Impact of Restorative Practices on the Use of Out-of-School Suspensions*. AERA Annual Meeting. Chicago, Illinois
- (58) **Gregory, A.,** Ward-Seidel, A., & Grayman, D. (2023, April). *SEL in Action. Striving for racial equity through restorative practices and social emotional learning*. AERA Annual Meeting. Chicago, Illinois
- (57) **Gregory, A.,** Ward-Seidel, A., Flaherty, G.,\* Hackshaw, J.,\* Krass, J.,\* Moya, G.,\* & Trent, A.,\* (2022, February). *Energizing change agents for schoolwide restorative practice implementation*. National Association of School Psychologists. Boston, MA
- (56) Ward-Seidel, A. & **Gregory, A.** (2020, Apr 17 - 21) *"I don't know what's expected of me": School staff perspectives on Restorative Practice implementation* [Roundtable Session]. AERA Annual Meeting San Francisco, CA <http://tinyurl.com/quje9nt> (Conference Canceled)
- (55) **Gregory, A.,** Hurley, A.,\* Molyneaux, C.,\* Soffer, R.,\* & Barone, C.\* (2020, February). *Implementing multi-tiered system of restorative practices support in schools*, National Association of School Psychology Convention, Baltimore, Maryland.

- (54) **Gregory, A.** (2019, August). *Strengthening relationships and repairing harm: A paradigm shift in school discipline*. Invited panelist on social justice and school discipline. American Sociological Association, New York City.
- (53) **Gregory, A.,** Ward-Seidel, A., Carter, K.,\* & Kotamraju, V. (2019, June). *Leading racial equity initiatives in schools: Lessons learned from recent research*. National Association of Community and Restorative Justice. Biannual Conference, Denver, Colorado.
- (52) Oliveira, P.\* & **Gregory, A.** (2018, May). *Converging student and staff perspectives on school climate in a school with high restorative justice programming*. Restorative Practices & Transformative Justice Conference. Lehman College, Bronx, New York.
- (51) Hurley, A.\* & **Gregory, A.** (2018, May). *Eleven indicators: A multi-informant evaluation tool for restorative justice implementation*. Restorative Practices & Transformative Justice Conference. Lehman College, Bronx, New York.
- (50) **Gregory, A.,** Molyneaux, C.,\* Hurley, A.,\* Gaines, E.,\* Soffer, R.,\* Oliveira, P.,\* Karikhehalli, N.,\* & Santiago, A. (2018, April). *Restorative justice and student voice: Student experience of community-building circles and conferences*. Panel presentation at the American Educational Research Association Annual Convention, New York, New York.
- (49) **Gregory, A.** (2018, February). *Closing the racial discipline gap by changing teacher practice*. National Association of School Psychologists Convention Chicago, Illinois.
- (48) **Gregory, A.** & Gaines, E.\* (2017, October). *Social Emotional Learning through Restorative Practices: Insights from four diverse, urban middle and high schools*. Annual Conference of the International Institute of Restorative Practices, Bethlehem, PA.
- (47) Sprague, J., Tobin, T. & **Gregory, A.** (2017, March). *Integrating and Aligning PBIS and Restorative Practices: The TFI-Restorative Practice Companion & More*. 14th International Conference on APBS, Denver, Colorado.
- (46) Tobin, T. Sprague, J. & **Gregory, A.** (2017, Feb). *Improving Outcomes for All: TFI-Restorative Practices Companion*. 2017 NWPBIS Network Annual Conference, Portland, Oregon.
- (45) **Gregory, A.** & Skiba, R. (2017, April). *Disproportionality in School Discipline and Directions for Equity-oriented Reform*. Council on Exceptional Children, Annual Convention. Boston, Massachusetts.
- (44) Green, C.,\* Manuel, A.,\* & **Gregory, A.** (2016, February). *Transforming Classrooms into Socio-Emotional Learning Communities using Restorative Circles*. Facilitated a mini-skills session at the 2016 National Association of School Psychologists Convention New Orleans, Louisiana.

- (43) **Gregory A.** (2015, March). Discussant for the panel *Working to End Racial Disparities in Schools*. Society for Research on Child Development Conference, Philadelphia, PA.
- (42) **Gregory, A.** (2015, February). *From Discipline to Dialogue: Engaging Student Voice and Building Strong Relationships*. Annual Convention of the National Association of School Psychologists, Orlando, Florida.
- (41) **Gregory, A.,** Clawson, K.,\* Davis, A.,\* & Gerewitz, J.,\* (2014, March). *The Promise of restorative practices for reducing the racial discipline gap and helping vulnerable students*. American Education Research Association. Washington DC.
- (40) **Gregory, A.** (2014, March) Invited speaker. *Transforming schools and classrooms to reduce racial disparities in school discipline*. Society for Research on Adolescence, Austin, Texas.
- (39) **Gregory, A.,** Korth, J.,\* Davis, A.,\* Clawson, K.,\* & Gerewitz, J.,\* (2014, February). *Transforming school climate through restorative approaches to school discipline*. National Association of School Psychologists. Washington DC.
- (38) **Gregory, A.,** Davis, A.,\* Clawson, K.,\* Gerewitz, J.,\* & Korth, J.\* (2014, February). *Good intentions are not enough: The science of implementing high quality restorative practices in schools*. Presentation at the Institute of International Restorative Practices (IIRP). Bethlehem, PA.
- (37) **Gregory, A.,** Hafen, C., Mikami, A., Allen, J. & Pianta. R. (2012, June). *Observing stability in a dynamic system with changing parts: The challenges of systematic observation of teacher-student interactions in middle and high school classrooms*. Paper symposium at the Society for Prevention Research, Washington, DC.
- (36) **Gregory, A. &** Huang, F. (2012, February). *A setting-sensitive approach to African American adolescents' strengths*. Poster presented at the themed conference on the positive development of ethnic minority youth, Society for Research on Child Development, Tampa, Florida.
- (35) **Gregory, A.** (chair), Cornell, D., & Fan, X. (2011, August). *The relationship of school structure and support to suspension rates for Black and White high school students*. In A. Gregory (Chair), *African American youth and disproportionality in school discipline*. Paper symposium conducted at the annual American Psychological Association convention. Washington DC.
- (34) **Gregory, A.** (2011, June). *The Universe of alternatives: Intervening with schools and teachers*. Paper on the panel, *Seymour Sarason in memorial: Prospects for community and social change*. Paper symposium conducted at the biennial meeting of the Society for Community Research and Action, Division 27, APA. Chicago, IL.

- (33) **Gregory, A.** (2011, April). *The achievement gap and the discipline gap: Two sides of the same coin?* Paper symposium conducted at the annual meeting of the American Educational Research Association. New Orleans, LA.
- (32) **Gregory, A.** (2011, March). *African American adolescents and their varying relationships with teachers across the school day.* Paper symposium conducted at the biennial meeting of the Society for Research on Child Development. Montreal, Canada.
- (31) Mikami, A., **Gregory, A.**, Luckner, A., Allen, J., & Pianta, R. (November, 2010). *Effects of a teacher professional development intervention on peer relationships in secondary classrooms.* Paper symposium conducted at the annual meeting of the Association for Behavioral and Cognitive Therapies. San Francisco, CA.
- (30) **Gregory, A.**, Jones, J.\*, & Thompson, A.\* (2010, July). *Closing the discipline gap: Restoring positive relationships between African American teens and their teachers.* Paper presented at the annual meeting of the Association of Black Psychologists, Chicago, IL.
- (29) **Gregory, A.**, Luckner, A. E., Allen, J. P., Lun, J., Mikami, A. Y., & Pianta, R. C. (2010, March). MyTeachingPartner – Secondary: Changing adolescent motivation and engagement in the classroom by increasing teacher capacity. In A. E. Luckner and A. Gregory (Chairs), *Enhancing adolescent well-being through rigorous intervention research: Four randomized control trials of school-based programs.* Paper symposium conducted at the biennial meeting of the Society for Research on Adolescence, Philadelphia, PA.
- (28) L'Hospital, A. S.\*, Luckner, A. E., **Gregory, A.** (2010, March). *Intervening at a CLASSroom level: Strategies for enhancing teacher consultation.* Mini-skills session presented at the annual convention of the National Association of School Psychologists, Chicago, IL.
- (27) Curtis, C.\* & **Gregory, A.** (2009, June). *How are Black adolescents coping with racism?* Paper presented at the meeting of the Association of Black Psychologists, Atlanta, GA.
- (26) **Gregory, A.**, Thompson, A.\*, Cornell, D., & Lee, T. (2009, April). *Surveillance, disciplinary structure, and student support as predictors of high school safety: Evidence for an authoritative rather than authoritarian approach.* Interactive symposium presented at the annual meeting of American Educational Research Association, San Diego, CA.
- (25) **Gregory, A.** (2009, February). *Teacher learning on pre-referral intervention teams.* Paper presented at the annual meeting of the National Association of School Psychologists, Boston, MA.

- (24) Chen, W.\*, & **Gregory, A.** (2009, February). *Parental participation in pre-referral interventions: A records review*. Paper presented at the annual meeting of the National Association of School Psychologists, Boston, MA.
- (23) **Gregory, A.** (2008, August). *Authoritative discipline in Virginia high schools*. Paper presented at the annual meeting of the American Psychological Association, Boston, MA.
- (22) Chen, W.\*, & **Gregory, A.** (2008, June). *Parental involvement in pre-referral interventions: Why it matters*. Poster presented at the annual meeting of the Institute for Education Sciences, Washington, DC.
- (21) **Gregory, A.**, Cornell, D., Xitao, F., Sheras, P., & Shih, T. (2008, March). *Authoritative school discipline: The promise of lowering student and teacher victimization*. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.
- (20) Chen, W.\*, & **Gregory, A.** (2008, March). *Parental involvement: What types matter for teens, and student perspectives on home-school contact*. Poster presented at the annual meeting of the American Educational Research Association, New York, NY.
- (19) Chen, W.\*, & **Gregory, A.** (2008, March). *Parental involvement in schooling: What types work for low-achieving adolescents and what does this mean for schools?* Poster presented at the annual meeting of the Society for Research on Educational Effectiveness, Crystal City, VA.
- (18) Ripski, M. B.\* & **Gregory, A.** (2008, February). *Engaging secondary students: The importance of fair and safe schools*. Poster presented at the annual meeting of the National Association of School Psychologists, New Orleans, LA.
- (17) Thompson, A.\* & **Gregory, A.** (2007, October). *Black youth: Their racial ideology and perceptions of teacher care*. Paper presented at the Diversity Challenge 2007: Race and Culture Intersections in Scientific Research and Mental Health Service Delivery for Children, Adolescents, and Families. Boston College, MA.
- (16) **Gregory, A.** (2007, August). *Social and behavioral resilience among African American children and youth*. Paper presented in at the annual meeting of the American Psychological Association, San Francisco, CA.
- (15) **Gregory, A.**, Cornell, D., Fan, X. & Sheras, P. (2007, August). *Discipline policies and safety supports in diverse schools*. Paper presented in at the annual meeting of the American Psychological Association, San Francisco, CA.
- (14) Ripski, M. B.\* & **Gregory, A.** (2007, August). *Increasing student engagement: Examining the role of school climate*. Poster presented at the annual convention of the American Psychological Association, San Francisco, CA.

- (13) Curtis, C.\* & **Gregory, A.** (2007, August). *Diversity-inclusive pedagogic reform in psychology classes*. Paper presented in at the annual meeting of the American Psychological Association, San Francisco, CA.
- (12) **Gregory, A.** & Ripski, M.\* (2007, April). *Making impressions with students: Teachers and the racial discipline gap*. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.
- (11) **Gregory, A.**, Gewirtz, S.,\* & Mikami, A. (2007, March). *Collaborative consultation in schools: Positive ripple effects of pre-referral interventions*. Poster presented at the meeting of the National Association of School Psychologists, New York, NY.
- (10) **Gregory, A.** (Chair and presenter, 2006, August). Symposium, Teacher-student relations: Prevention versus escalation of school aggression and violence. Paper, *Narrowing the discipline gap: Do we intervene with teachers or students?* Paper presented at the annual meeting of the American Psychological Association, New Orleans, LA.
- (9) **Gregory, A.** (2006, April). *Justice and care: Teacher practices to narrow the racial discipline gap*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.
- (8) **Gregory, A.** (2005, June). *School climate and implementation of a preventive intervention*. Poster presented in a multi-level modeling symposium at the biennial meeting of the Society for Community Research and Action, Urbana-Champaign, IL.
- (7) **Gregory, A.**, Weinstein, R. S., & Cobb, D.\* (2004, April). *Narrowing the discipline gap: Cooperation or defiance in the high school classroom*. Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.
- (6) **Gregory, A.** (2003, June). *White racial identity theory: Where do we go from here?* Paper presented at the biennial meeting of the Society for Community Research and Action, Las Vegas, NM.
- (5) **Gregory, A.**, (2001, June). *Relationships with teachers matter: Perceived teacher qualities and achievement growth*. Paper presented at a roundtable at the biennial meeting of the Society for Community Research and Action, Atlanta, GE.
- (4) Wing, J., **Gregory, A.**, Stahl, M., & Akom, A. (2000, April). *An uneven playing field: The social structure of privilege, power, and disadvantage at an integrated urban high school*. Paper presented at a symposium at the annual meeting American Education Research Association, New Orleans, LA.
- (3) **Gregory, A.**, (2000, April). *Adolescent development in home and school contexts: Part I Warm, yet demanding parents and predictors of academic growth for high schoolers*. Paper presented at a roundtable at the annual meeting of the American Education Research Association, New Orleans, LA.



- (2) Rodriguez, A., **Gregory, A.**, Wing, J., Mosely, M., Silva, E., Akom, A., and Route-Chapmon, L., (2000, April). *Student agency, from active resistance to responsibility for low academic achievement*. Roundtable presented at the annual meeting of the American Education Research Association, New Orleans, LA.
- (1) **Gregory, A.**, (1999, October). *Seen and unseen violence: Discipline in context*. Paper presented at Children, Culture, and Violence Conference. Adelphi University, New York, NY.

### INVITED SPEAKER AND REGIONAL PRESENTATIONS

- (84) **Gregory, A.** & Falaise, J. (March, 2024). Day-long workshop: *Guiding RJ into District Policy and Practice*. GOMO Educational Services. Rutgers/UBHC Piscataway, NJ (~25 school administrators in attendance).
- (83) **Gregory, A.** & Molyneaux, C. (2024, February). *School psychology: Diversifying the field*. Psi Chi student presentation. Rutgers University, Newark.
- (82) Darling-Hammond, S. & **Gregory, A.** (October, 2023). *Mind the RP Gap*. A selected presentation for a Spencer Foundation funded convening, “An Antiracist research agenda to advance restorative practices in PreK-12 Schools.” San Francisco, CA. (~25 scholars and practitioners in attendance).
- (81) **Gregory, A.** (July, 2023). Invited featured workshop. *Nurturing your inner change agent to increase equitable school discipline*. Advanced Skills Institute, NASP (~600 school psychologists in attendance).
- (80) **Gregory, A.** (May, 2023). Invited workshop. *Prioritizing relationships through RP in Schools*. School climate and anti-bullying conference. Ceceilyn Miller Institute. (~34 administrators and mental health service providers in attendance)
- (79) **Gregory, A.** & Falaise, J. (March, 2023). Day-long workshop: *Guiding RJ into District Policy and Practice*. GOMO Educational Services. Montclair State University, NJ (~50 administrators and teachers in attendance)
- (78) **Gregory, A.**, (December, 2022). Invited panelist, *Implementing restorative practices to foster social-emotional learning and well-being*. Promise Neighborhoods and Full-Service Community Schools National Network Conference. US Dept. of Education. (~40 in attendance)
- (77) **Gregory, A.** (July, 2022). Invited panelist, *Demystifying Systemic Social and Emotional Learning: Supportive Discipline*. CASEL. Chicago, Illinois.  
<https://casel.org/events/demystifying-systemic-social-and-emotional-learning-supportive-discipline>. (~400 in attendance)

- (76) **Gregory, A.**, (May, 2022). Invited webinar. *Theory to Practice: An Introduction to Effective Restorative Justice Practices in Schools*. New Jersey Principal and Superintendents Association, Foundation for Educational Administration. (~30 administrators and teachers in attendance).
- (75) **Gregory, A.**, (December, 2021). Invited keynote webinar. *Now more than ever. Strengthening relationships and repairing harm*. Bronx equity series. New York City Department of Education (~100 administrators and teachers in attendance).
- (74) **Gregory, A.**, (March, 2021). Invited keynote 90-minute webinar. *Strengthening relationships and repairing harm: A paradigm shift in school discipline and practice*. SMART Center, University of Washington, WA (~200 researchers and practitioners in attendance).
- (73) **Gregory, A.**, Ward-Seidel, A. R., Cohen, M., Hackshaw, J., Krass, J., & Trent, A. (January, 2021). *Equitable and restorative approach to school discipline policy and practice*. Coalition for Educational Equity day-long virtual workshop held for PA, DE, & NJ school districts.
- (72) **Gregory, A.** (November, 2020). *Implicit bias in public education. What schools are doing for racial equity in school discipline?* Somerset County Library system of New Jersey. <https://youtu.be/warubeR3RGs>
- (71) **Gregory, A.**, Reid, K. Ellis, A. & Soto, A. (October, 2020). *Spark change panel. Restorative Justice for racially just schools*. Brooklyn Community Foundation Panel. <https://www.brooklyncommunityfoundation.org/blog/2020/10/spark-change-restorative-justice-racially-just-schools>
- (70) **Gregory, A.** (August, 2020). *Interweaving restorative practices, equity and social emotional learning*. Forth Worth Independent School District, Facebook Live Stream. [https://www.facebook.com/watch/live/?v=3264365116965544&ref=watch\\_permalink](https://www.facebook.com/watch/live/?v=3264365116965544&ref=watch_permalink)
- (69) **Gregory, A.** (January, 2020). *Changing school discipline policy and practice to support social emotional learning*. Disrupted Youth Conference, Rutgers Newark Law School. Newark, NJ.
- (68) **Gregory, A.** & Hurley, A.\* (January, 2020). *Results from a four-year study of restorative justice implementation in three schools*. Brooklyn Community Foundation, Brooklyn, NY.
- (67) **Gregory, A.** (October, 2019). *Guiding Restorative Justice into district policy, code of conduct and practice*. (day-long presentation to 45 school administrators) Rutgers Institute for Improving Student Achievement (RIISA). Piscataway, NJ.

- (66) **Gregory, A.** (August, 2019). *Restorative Justice, SEL, and disparities*. Bullying, the Law and your Clients day-long seminar. New Jersey Institute of Continuing Legal Education. New Brunswick, NJ.
- (65) **Gregory, A.** (July, 2019). *Implementation science, equity, restorative justice and SEL initiatives*. Cherry Hill Public Schools administrator workshop. Cherry Hill, New Jersey.
- (64) **Gregory, A.** (June, 2019). *Reducing racial disparities in school discipline: Implications for school psychologist*. Continuing education workshop, Rutgers GSAPP, Piscataway, New Jersey.
- (63) **Gregory, A.** (June, 2019). *The highs and lows of rolling out restorative practices: Addressing the challenge of high quality implementation*. Minority Student Achievement Network, Chicago, Illinois.
- (62) **Gregory, A.** (November, 2018). Invited plenary, *Doing Research that Matters*. William T. Grant Foundations' Reducing Inequality Convening. Washington D.C.
- (61) **Gregory, A.** (September, 2018). Feature keynote at Perth Amboy School District Convocation. Perth Amboy, New Jersey.
- (60) **Gregory, A.** (August, 2018). *Culturally responsive schools and social emotional learning*. (3-hour workshop with district administrators). Rutgers Institute for Improving Student Achievement (RIISA). Monmouth County Vocational School District, Freehold, New Jersey.
- (59) **Gregory, A.** (May, 2018). *Confronting racial disproportionality through prevention*. New Jersey Principal and Superintendents Association, Foundation for Educational Administration, Monroe Township. New Jersey. Six-hour workshop for school administrators and educators on *corclassrooms.org*, an intervention to help strengthen relationships as a means to reduce disproportionality.
- (58) **Gregory, A.** (May, 2018, invited **keynote**). *How is school discipline a civil rights issue?* Rutgers School of Social Work, Racial Disparities Conference, Rutgers University. New Brunswick, New Jersey.
- (57) **Gregory, A.** (May, 2018, invited **keynote**). *Using data to drive the school climate change process for equity. 2018*. School Climate Showcase and Learning. School Climate Transformation Project. Rutgers University. New Brunswick, New Jersey.
- (56) **Gregory, A.** (April, 2018). *Reducing punitive approaches to school discipline Increasing restorative justice and equity*. Princeton Public Schools. Princeton, New Jersey.
- (55) **Gregory, A.** (April, 2018). *School discipline reform: Getting started with restorative practices*. Perth Amboy Public Schools. Perth Amboy, New Jersey.

- (54) **Gregory, A.** (February, 2018, workshop). *The highs and low of restorative justice implementation*. Rutgers Institute for Improving Student Achievement (RIISA), New Brunswick, New Jersey.
- (53) **Gregory, A.** (January, 2018, invited **keynote**). *Equity and discipline: Schools, rules and socialization effects for students*. Rutgers Institute for Improving Student Achievement (RIISA), Somerset, New Jersey.
- (52). **Gregory, A.** (October, 2017). *Restorative Justice: From Anecdote to Evidence*. Presentation at Ebbets Field Middle School for New York City Council Members, Brooklyn, New York.
- (51) **Gregory, A.** (September, 2017). Invited presentation to members of the Brooklyn Community Foundation (BCF). *Preliminary findings of the Brooklyn Restorative Justice Project*. Brooklyn, New York.
- (50) **Gregory, A.** (September, 2017). Invited guest on a *Panel Discussion on Restorative Justice Practices in Education*. Moderator: Kevin P. Grady, Ph.D., University of Arkansas.
- (49) **Gregory, A.** (June, 2017). Invited speaker. *Equity, Ecology, and Social and Emotional Learning*. Collaborative for Academic, Social, and Emotional Learning/Wallace Foundation. New Orleans, LA.
- (48) **Gregory A.** (March, 2017). *From Anecdote to Evidence: Restorative Practices in Schools*. Invited presentation for all district middle and high school teachers. Highland Park, NJ.
- (47) **Gregory, A.** (March, 2017, workshop). *Increasing Racial Equity in School Discipline*. SRI & ETTC, Stockton University. Professional development for school administrators and teachers. Galloway, NJ.
- (46) **Gregory, A.** (February, 2017, invited **keynote**). *Beyond technical change: Shifting mindsets and relationships for equity*. Workshop: *Equity, Ecology, and Social and Emotional Learning*: California SPP-TAP Leadership Team Workshop. South San Francisco, California.
- (45) **Gregory, A.** (November, 2016, Workshop). *Eliminating disparities in school discipline: Strengthening teacher-student relationships in diverse classrooms*. Education Northwest: Regional Education Lab. Tigard, Oregon, recorded and streaming event:  
<https://www.facebook.com/educationnorthwest/videos/10154535471991405/>
- (44) **Gregory A.** (October, 2016). *Racial disparities in school discipline and K-8 teacher professional development*. Imagine! FEA/NJPSA/NJASCD Fall Conference. Long Branch, New Jersey.

- (43) **Gregory A.** (September, 2016). Invited presentation on a panel *Taking our lead from the field: Learning from the Restorative Justice Movement*. Education Funder Strategy Group. New York, New York.
- (42) **Gregory, A.** (August, 2016). Invited presentation. *The COR: The power of relationships for reducing racial disparities in school discipline*. New Teacher Academy, Franklin Township Public Schools. Franklin, NJ.
- (41) **Gregory, A.** (August, 2016, invited **keynote**). *Racial disparities in school discipline: Widespread impacts on school communities*. Healthy Schools, Healthy Students Conference by the New Jersey School Health and Climate Coalition, United Way of Northern New Jersey. Princeton, NJ.
- (40) **Gregory, A.** (July, 2016). *Leveraging funding to eliminate racial disparities in school discipline*. Washington Regional Association of Grantmakers. Washington DC.
- (39) **Gregory, A.** (June, 2016, Workshop). *Racial disparities in school discipline*. Rutgers School of Social Work, Continuing Education. New Brunswick, NJ.
- (38) **Gregory, A.** (May, 2016, Workshop). *Racial disparities in school discipline: Widespread impacts on students and staff*. School Climate and anti-bullying conference. Stockton College, NJ.
- (37) **Gregory, A., Roberts, G.\* & Weiner, Y.\*** (2017 & 2016 January, & 2015, June, Workshops). *Reducing racial disparities in discipline through transformative action for equity*. New Jersey Principal and Superintendents Association, Foundation for Educational Administration, Monroe Township. New Jersey. Six-hour workshop for school administrators and educators on interventions for reducing disparities in school discipline.
- (36) **Gregory, A.** (October, 2015). Invited Presentation: *Engaging students in problem-solving: A civil rights remedy for racial disparities in discipline?* Annual Youth Nex Conference, Students of Color Matter. Charlottesville, Va.
- (35) **Gregory, A.** (2015, May, invited **keynote**). Invited Plenary. *Creating safe and caring schools: School discipline through equitable and responsive practices*. Technical Assistance Center on Disproportionality, Summer Institute. New York University, New York, NY.
- (34) **Gregory, A.** (2015, May, invited **keynote**) Invited Plenary: *Guiding principles & efficacy of Restorative Practices*. Restorative Practices in Action: A Conference for School and Justice Practitioners. John Jay College for Criminal Justice, CUNY, New York, NY.
- (33) **Gregory, A.** (2015, May) Invited Workshop: *Implementation and Scale Up of Restorative Practices Within & Across Schools*. Restorative Practices in Action: A Conference for

School and Justice Practitioners. John Jay College for Criminal Justice, CUNY, New York, NY.

- (32) **Gregory, A.** (2015, March). Invited Presentation: *Increasing equitable outcomes in classrooms and schools. The role of academic rigor, support, and student voice.* Raising the bar on academic achievement. Improving school climate and discipline for Westchester County's African American students. White Plains, NY.
- (31) **Gregory, A.** (2014, November). Invited Presentation: *Keeping Kids in Class: Improving teacher-student relationships to reduce discipline disparities.* Education Trust, Baltimore, MD.
- (30) **Gregory A. & Manuel, A.\*** (2014, October). Invited Workshop: *Transformative school discipline for equity.* Rutgers GSAPP Cultural Conference. Piscataway, NJ.
- (29) **Gregory, A.,** (2013). Invited Presentation: *The promise of restorative practices for reducing racial disparities in school discipline.* Collaborative on race and gender disparities. Chicago, Illinois.
- (28) **Gregory, A.,** Allen, J., Mikami, A., Hafen, C., & Pianta. R. (2013, March). Invited Presentation: *Reducing the racial disparity in classroom exclusionary discipline.* Spring 2013 IES Principal Investigator Meeting. Washington, DC.
- (27) **Gregory, A.,** Allen, J., Mikami, A., Hafen, C., & Pianta. R. (2013, January). Invited Presentation: *The promise of a teacher professional development program in reducing the racial disparity in classroom exclusionary discipline.* Center for Civil Rights Remedies National Conference. Closing the School to Research Gap: Research to Remedies Conference. Washington, DC.
- (26) **Gregory, A.** (2011, November). Invited Presentation: *Social media, bullying, and school climate.* Invited Speaker, Rutgers University Symposium on Social Media. Piscataway, NJ.
- (25) **Gregory, A.** (2011, March). Invited Workshop: *Promising interventions to reduce racial disparities in school discipline.* Irvington Public Schools, Irvington, NJ.
- (24) **Gregory, A.** (2010, December). Invited Presentation: *Race, discipline, and teacher professional development.* Faculty forum on race and ethnicity. Center for Race and Ethnicity, Rutgers University, New Brunswick, NJ.
- (23) **Gregory, A.** (2010, December). Invited **keynote.** *From research to policy: Increasing school equity through policy change,* 51<sup>st</sup> Annual Undergraduate Research Conference. Monmouth University, NJ.
- (22) **Gregory, A.** (2010, October). Invited Presentation: *Reducing the racial discipline gap..* Session presented at the Rutgers University Culture Conference. Piscataway, NJ.

- (21) **Gregory, A.** (2009, April). Invited Presentation: *Promising directions for change in school discipline practices*. Community psychology talk series, University of Virginia, Charlottesville, VA.
- (20) **Gregory, A.** (2008, August). Invited Presentation: *What makes high schools safe?* Virginia School Safety Conference. Hampton, VA.
- (19) **Gregory, A.,** Cornell, D., Fan, X., & Sheras, P. (2008, April). *The High School Safety Study in Virginia: Guiding Theory and preliminary results*. Paper presented at the Virginia Psychological Association: Spring 2008 Convention & Educational Conference. Charlottesville, VA.
- (18) Thompson, A.\* & **Gregory, A.** (2008, April). *Are social and physical aggression equally harmful: Examining the consequences of bullying behavior for victims and their perceptions of the school environment*. Paper presented at the Virginia Psychological Association: Spring 2008 Convention & Educational Conference. Charlottesville, VA.
- (17) Chen, W.,\* Shargo, A.,\* & **Gregory, A.** (2007, November). *Preliminary results from a research study examining the strengths and weaknesses of the School Based Intervention Team approach*. Presentation given at the Curry School of Education Continuing Education Workshop, "Response to Intervention (RTI), Learning Disabilities, and You: How Changes in Special Education Law Impact Diagnosis and Treatment of Students," Charlottesville, VA.
- (16) **Gregory, A.** (November, 2007). Invited Presentation: *Gnarled nesting: Addressing the complexity of statistical analyses when high school students traverse classrooms throughout the day*. Curry School of Education. Brown Bag series. Charlottesville, VA.
- (15) **Gregory, A.** (2007, June), Invited Presentation: *Race and discipline*. Monash University, Melbourne, Australia.
- (14) **Gregory, A.** (2006, December). Invited Presentation: *Leaving no child behind in the wake of Katrina: Conceptualizing quality education for all*. University of Virginia Symposium on Race and Society. Charlottesville, VA.
- (13) **Gregory, A.** (2006, April), Invited **keynote**: *The discipline gap*. Valley Region Visiting Teacher/School Social Worker Association, Charlottesville, VA.
- (12) **Gregory, A.** (2006, February). Invited Presentation: *Exploring race, discipline, and adolescents' need for "just care" in high school classrooms*. Developmental Psychology Series. University of Virginia, Charlottesville, VA.
- (11) **Gregory, A.** (2005, October). Invited Presentation: *From Capacity to sustainability*. Community Psychology Series, University of Virginia, Charlottesville, VA.

- (10) **Gregory, A.** (2005, September). Invited Presentation: *A Window on the discipline gap*. Invited speaker. Risk and Prevention Series. University of Virginia, Charlottesville, VA.
- (9) **Gregory, A.** (2005, April). Invited Presentation: *Truancy and teacher and student relationships*. University of Wisconsin Madison's Truancy Conference, Madison, WI.
- (8) **Gregory, A.** (2003, November). Invited Presentation: *Narrowing the discipline gap: High school teachers and student resistance*. Teachers' conference on Peace and Well-being in the Classroom, sponsored by U.C. Berkeley Institute of Human Development and Center for Peace and Well-being, Berkeley, CA.
- (7) **Gregory, A.** (2002, February). Invited Presentation: *Asperger's Syndrome and social skills training in high school*. Berkeley Extension School, Berkeley, CA.
- (6) **Gregory, A.** (2002, February). Invited Presentation: *White racial identity: Implications for understanding racism*. Psychology of African Americans undergraduate class, U.C. Berkeley, CA.
- (5) **Gregory, A. & Damon, W.** (1997, October). Invited Presentation: *Building a youth charter in your community*. Workshop at the New Hampshire Character Education Conference, NH.
- (4) **Gregory, A., & Gardner, H.** (1997, July). Invited Presentation: *Humane creativity*. Research presentation at the Multiple Intelligences and New Directions Institute, sponsored by Harvard Project Zero, Cambridge, MA.
- (3) **Gregory, A.** (1997, May). Invited Presentation: *Implementing a youth charter* workshop. Spurwink Institute's conference, Youth charters: Character and competence development through total community involvement, Newport, NH.
- (2) **Watts, C. & Gregory, A.** (1997, May). Invited Presentation: *Relationship building with traumatized children*. A pair therapy training presented at Massachusetts Department of Mental Health, Conference on Recent Development in the Research and Treatment of Youth with Serious Emotional Disturbance, MA.
- (1) **Gregory, A. & Damon, W.** (1996, September). Invited Presentation: *Implementing youth charter*. Worcester community coalition, Worcester, MA.

## INVITED BLOGS, PODCASTS, AND DOCUMENTARIES

- (14) **Gregory, A.** (June, 2022). *We need more than equity intentions to guide discipline reforms*. Deep Dives Blog Post. Collaborative for Academic, Social, and Emotional Learning (CASEL). Chicago, IL. <https://casel.org/blog/we-need-more-than-equity-intentions-to-guide-discipline-reforms/>



- (13) **Gregory, A.** (September, 2021). *Restorative Practice - Strengthening Community*. Podcast. Office of Professional Learning New Jersey Department of Education. <https://podcasts.apple.com/us/podcast/doe-digest-with-the-new-jersey-department-of-education/id1455515763#episodeGuid=2396ad93-183a-2c67-3681-13fb20d424d4>
- (12) **Gregory, A.** (April, 2019). Appearance in *documentary on educational inequality*: Firelight Media. Lisa Binns, Director. Produced for AERA Presidential Address, Toronto, CA.
- (11) **Gregory, A.** (November, 2018). *Future directions for SEL and Equity*. Invited, featured webinar presenter as an awardee of the Joseph E. Zins Early Career Contributions Award from CASEL.
- (10) **Gregory A.,** Johnston, B., Sabnis, S., Shriberg, D., Williams, S., Yohannan, J. (June, 2018). *The Future of Social Justice in School Psychology Training, Practice, and Research*. NASP Podcast. Host: Dan Florell. Facilitator: Sherrie Proctor.
- (9) **Gregory, A.** (October, 2017). *Shifting mindsets and relationships for equity*. California State Performance Plan Technical Assistance Project (SPP-TAP) Webinar to assist CA school districts notified for racial disproportionality in special education (~ 70 in attendance)
- (8) **Gregory, A.** (February, 2017). Invited webinar speaker. *Equity, Ecology, Cultural Competence, and Social and Emotional Learning*. Collaborative for Academic, Social, and Emotional Learning (CASEL). Chicago, IL.
- (7) **Gregory, A.** (January, 2017). Invited webinar speaker. *Program evaluation RJ and racial and social justice in Four Brooklyn Schools*. Funders group from the Brooklyn Community Foundation. Brooklyn, New York.
- (6) **Gregory, A.** (2016, May). *Blog: Four Lessons for Implementing Restorative Justice from Our Project Evaluator Anne Gregory*. Brooklyn Community Foundation. Available at: <http://www.brooklyncommunityfoundation.org/blog/2016/05/4-lessons-implementing-restorative-justice-our-project-evaluator-anne-gregory>
- (5) **Gregory, A.** (2015, November). Webinar speaker. *Restorative Practices and Fidelity of Implementation*. Webinar with members of the National Network of Restorative School Research (NNRSR).
- (4) **Gregory, A.** (2015, June). Invited webinar presenter. *Infusing restorative approaches to discipline in schools: Indicators of success and high quality implementation*. California Department of Education, Special Education Division's special project, State Performance Plan Technical Assistance Project. Napa, California.
- (3) **Gregory, A.** (2014, December). Invited presenter on American Youth Policy Forum Webinar. *From Discipline to Dialogue: Engaging Student Voice*.

- (2) **Gregory, A.** (2014, September). Invited Blogger. *From Discipline To Dialogue: Relationships Matter American Youth Policy Forum*. American Youth Policy Forum Blog. Available at: <http://www.aypf.org/uncategorized/from-discipline-to-dialogue->
- (1) **Gregory, A.** (2014, April). Invited presenter for the Safe and Supportive Discipline Webinar on US Federal guidance on school discipline. *Guiding Principle #3, Equity & Continuous Improvement*. Available at: <http://safesupportivelearning.ed.gov/events/webinar/ssd-webinar-series-event-guiding-principle-3-equity-continuous-improvement>

## **TEACHING AND SUPERVISORY EXPERIENCE**

- 2005-present Graduate-level teaching  
Systems Theory  
Introduction to Therapeutic Strategies  
Program Evaluation  
Social and Affective Processes in the Development of Children  
Child and Adult Psychopathology  
Empirically-based Psychosocial Treatment with Children  
Child Therapy  
Research advisor to doctoral students
- 2007-present Dissertation Chair  
Rutgers, The State University of New Jersey  
Successful defense and won the annual GSAPP Dissertation award:  
(31) Russi Soffer (30) Gabriella Roberts, (29) Shoshana Freidman, (28) Joshua Korth
- Rutgers, The State University of New Jersey  
Successful defense:  
(27) Gabriella Moya (26) Christina Barone (25) Hurley Aria, (24) Amy Oliveira, (23) Crystal Molyneaux, (22) Matt Samalin, (21) Rachel Levy, (20) Phil Oliveira, (19) Tamara Quezada, (18) Amanda Read, (17) Easton Gaines, (16) Neela Karikhalli, (15) Clarissa Green, (14) Danielle Zurawiecki, (13) Jennifer Jones, (12) Kevin Mundt, (11) Kate Garcia, (10) Ashley Dombrowski, (9) Alycia Davis, (8) Kathleen Clawson, (7) Jennifer Gerewitz.
- Curry Programs in Clinical and School Psychology, University of Virginia  
Successful defense: (6) Charles Curtis, (5) Wei-Bing Chen, (4) Shawn Gewirtz, (3) Ann L'Hospital, (2) Michael Ripski, (1) Aisha Thompson
- 2006-2009 Clinical Supervisor  
Curry Programs in Clinical and School Psychology, University of Virginia  
Supervised clinical work for doctoral students each year.
- 2022 Undergraduate Thesis Advisor, Rutgers, The State University of New Jersey  
Amalia Jimenez

- 2012-present Undergraduate Research Supervisor  
Rutgers University, GSAPP, lead a team of undergraduate RAs for course credit
- 2002-2004 Undergraduate Research Supervisor  
University of California, Berkeley, Psychology Department
- 2001, 2003 Co-Teacher, spring semesters  
San Quentin State Prison  
Introduction to Psychology
- 1998, 2002 Teaching Assistant  
University of California, Berkeley, Psychology Department  
American Cultures/Community Psychology  
Introduction to Psychology
- 1995-1998 Pair Therapy Site Coordinator  
Judge Baker Children's Center/Harvard University, Boston, MA.
- 1992-1993 Head Kindergarten and Afterschool Teacher  
Community Day School Association, Seattle, WA.
- 1991-1992 Children's ESL Instructor  
Smith Hill Community Center, Providence, RI.
- 1989 High School Teacher, Spring  
Public School 1, Providence, RI.

## **NATIONAL AND REGIONAL SERVICE**

### Editorial Boards

- SEL Journal* (2023-present)  
*School Psychology Review* (2015-2017, Associate Editor on Special Issue: *Closing in on disproportionality in discipline*)  
*Journal of School Violence* (2008-2014)  
*Child and Youth Care Forum* (2007-2008)  
*Journal of School Psychology* (2005-2007)

### Ad Hoc Reviewer

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| <i>American Educational Research Journal</i>       | <i>Journal of Educational Psychology</i> |
| <i>American Journal of Community Psychology</i>    | <i>Prevention Science</i>                |
| <i>Educational Research and Reviews</i>            | <i>Solutions Tree Press (book)</i>       |
| <i>Education Policy</i>                            | <i>Teachers College Record</i>           |
| <i>Journal of Applied Developmental Psychology</i> | <i>Urban Education</i>                   |
| <i>Journal of Community Psychology</i>             | <i>American Journal of Education</i>     |
| <i>Educational Researcher</i>                      | <i>Research in Human Development</i>     |

*Multicultural Perspectives*  
*Children and Youth Services Review*  
*Educational Administration Quarterly*  
*Teacher College Press (book proposal)*  
*PNAS*  
*AERA Open*  
*Journal of Research in Crime and Delinquency*  
*Journal of School Violence*  
*SEL: Research, Practice, & Policy*  
*Harvard Ed. Press (book review)*

*Journal of School Psychology*  
*Social Problems*  
*Review of Educational Research*  
*Sociology of Education*  
*RAND (2018 report)*  
*Pedagogy, Culture, and Society*  
*Science*  
*Child Development*  
*Russell Sage (book proposal)*

Grant and Conference submission Reviewer

William T Grant Foundation Scholar Award reviewer (2024-current)  
CASEL SEL conference reviewer (2023)  
AERA SIG-School Community, Climate, and Culture (2023-2024, 2024-2025)  
Institute of Education Sciences (IES). Panel reviewer (2014, 2015)  
UC ACCORD Pre and Post Doctoral Fellowships (2005-2008)  
William T Grant Foundation (ad-hoc basis, 2011- current)  
Spencer Foundation (ad-hoc basis, 2017- current)  
Russell Sage Foundation (ad-hoc, 2021)

Promotion/tenure external reviewer

Brown University  
Indiana University  
University of South Florida  
The University of Edinburgh, Scotland  
University of Virginia  
Memorial University of New Foundland  
University of Oregon  
Eastern Mennonite University  
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University of Massachusetts

**ASSOCIATION MEMBERSHIP**

American Educators Research Association (AERA)  
American Psychological Association, Division 53  
National Association of School Psychologists (NASP)

**CONSULTATION AND TRAINING WITH SCHOOL DISTRICTS AND NON-PROFITS**

Albemarle County Schools, Virginia  
Bridgeton Public Schools, New Jersey  
Charlottesville City Schools, Virginia  
Fairfax County Public Schools, Virginia  
Foundation for Educational Administration, Monroe Township, New Jersey

Forth Worth, Independent School District, Texas  
Franklin Township Public Schools, New Jersey  
Highland Park Public Schools, New Jersey  
Irvington Public Schools, New Jersey  
Legal Defense Fund, NAACP, New York, New York  
Morris School District, Morristown, New Jersey  
New Jersey School Boards Association, Trenton, New Jersey  
Contribution to their *What Makes Schools Safe* (2014). Available at  
[www.njsba.org/schoolsecurity2014](http://www.njsba.org/schoolsecurity2014)  
New York City Department of Education  
Newark Public Schools, New Jersey  
Perth Amboy Public Schools, New Jersey  
School District of South Orange Maplewood, New Jersey  
Turnaround for Children, New York City  
Tulsa Public Schools, Oklahoma  
National Conflict Resolution Center, San Diego

### **SAMPLE OF RECENT MEDIA COVERAGE**

- 2023 Najarro, I. (June 16). How teacher bias and school culture shape school discipline. *Education Week*. <https://www.edweek.org/leadership/how-teacher-bias-and-school-culture-shape-school-discipline/2023/06>
- 2022 Kopsa, A. (Dec 12). [The city that kicked cops out of schools and tried restorative practices instead - In These Times](https://inthesetimes.com/article/the-city-that-kicked-cops-out-of-schools-and-tried-restorative-practices-instead). <https://inthesetimes.com/article/the-city-that-kicked-cops-out-of-schools-and-tried-restorative-practices-instead>
- 2021 Gupta, S. (Feb 6). How schools can reduce excessive discipline of Black students: keeping Black students in schools requires changes to systems and mindsets. *Science News*. <https://www.sciencenews.org/article/school-discipline-gap-black-students-punishment-race-bias>
- 2020 Walker, T. (Jan 30). Restorative Practices in schools work... But they can work better. *NEA Today*. <http://neatoday.org/2020/01/30/restorative-justice-in-schools-works/>
- Marshall, K. (Jan 20). *Marshall Memo 820: A weekly round-up of important ideas and research in k-12 education*. <https://marshallmemo.com/>
- 2019 Pai, T. (Sept 9). Plugging NYC's School-To-Prison Pipeline *Plugging NYC's School-To-Prison Pipeline*, The Independent. <https://indypendent.org/2019/09/plugging-nycs-school-to-prison-pipeline/>
- Adely, H. (March 23). Why are black, hispanic students suspended more often? NJ's racial gap is one of the worst. *Northjersey.com*.

<https://www.northjersey.com/story/news/education/2019/03/22/nj-has-one-nations-worst-racial-gaps-school-suspensions/3140484002/>

PBISapps.org (Oct. 9). *Putting a Definition Back in Defiance*. Teach by Design. <https://www.pbisapps.org/community/Pages/Putting-a-Definition-Back-in-Defiance.aspx>

Dalton, M. (Sept. 23). A Cobb high school gets results for using “good” behavior referrals. *Atlanta NPR* <https://www.wabe.org/a-cobb-high-school-gets-results-using-good-behavior-referrals/>

2018 Huas, D. (July 25). *Restorative justice is about more than just reducing suspension*. Hechingerreport.org <https://hechingerreport.org/restorative-justice-is-about-more-than-just-reducing-suspensions/>

2017 Black students twice as likely to be suspended in Syracuse despite discipline overhaul. Syracuse.com. [http://www.syracuse.com/schools/index.ssf/2017/01/black\\_students\\_twice\\_as\\_likely\\_to\\_be\\_suspended\\_in\\_syracuse\\_despite\\_discipline\\_ov.html#incart\\_m-rpt-1](http://www.syracuse.com/schools/index.ssf/2017/01/black_students_twice_as_likely_to_be_suspended_in_syracuse_despite_discipline_ov.html#incart_m-rpt-1)

Kojo Nnamdi radio show (September 21). Understanding The Role of Discipline In Washington Schools. WAMU Education coverage

Marshall, Kim (July 17). A framework for improving equity in school discipline. Marshall Memo 695

2016 Brodsky, S. (June 28). Is discipline reform really helping decrease school violence. *The Atlantic*.

Blad, E. (July 29). Want to close the racial discipline gap: Try improving instruction. *Education Week*.

Weir, K. (Nov.). Cover story: Inequality in School. *Monitor on Psychology*. APA <https://www.apa.org/monitor/2016/11/cover-inequality-school>