

Letty Langton DiLeo, Ph.D., NCSP

New York Licensed Psychologist (027146)

lettydileo@gmail.com | 904-540-9974

EDUCATION

Ph.D.	School Psychology University of South Florida, August 2023 Area of Emphasis: School-Based Mental Health <i>APA Accredited, NASP Approved Program, GPA: 4.00</i>
M.A.	School Psychology University of South Florida, August 2019 <i>APA Accredited, NASP Approved Program, GPA: 4.00</i>
B.A.	Psychology (Major), Ancient Studies (Minor) Barnard College of Columbia University, May 2018 <i>Honors: Phi Beta Kappa, summa cum laude, GPA: 3.99</i>

ACADEMIC AWARDS AND HONORS

2022	Conference Presentation Grant, University of South Florida (\$500)
2021	Doctoral-Level Graduate Studies Award, Florida Association of School Psychologists (\$500)
2020	Dean's Conference Travel Fund, University of South Florida (\$500)
2019	Conference Presentation Grant, University of South Florida (\$500)
2018–2019	University Graduate Fellowship, University of South Florida (\$14,000)
2014–2018	Dean's List Award for eight consecutive semesters, Barnard College

PROFESSIONAL AND RESEARCH INTERESTS

- Implementing culturally inclusive mental health services in accessible service settings
- Conducting universal mental health screening in schools and community organizations
- Incorporating positive psychology, motivational interviewing, and mindfulness-based approaches into mental health interventions

PROFESSIONAL POSITIONS

2025–present	Licensed Psychologist State of New York, License Number 027146
2023–2024	Psychology Postdoctoral Fellow City University of New York, Center for Innovation in Mental Health
2022–2023	Pre-Doctoral Intern The School at Columbia University, Child Support Team
2021–2022	Psychological Extern Hillsborough County Public Schools, Dorothy Thomas School

GRANT EXPERIENCE

Connections to Care: Building Resilience in Youth (NYC Department of Health and Mental Hygiene), Award Amount \$2,157,958

Postdoctoral Fellow, July 2023–December 2024 | PI: Victoria Ngo, Ph.D.

Project manager and lead trainer for multi-site grant supporting mental health task-sharing in youth-serving community-based organizations across 33 neighborhoods with the highest health disparities in NYC. Developed and led 10 trainings on interpersonal communication and stress management for community-based staff, facilitated biweekly consultation sessions with 10 clinicians, provided tailored implementation problem-solving to 8 partner organizations, guided ongoing quality improvement, established and maintained detailed data tracking systems using Excel, Airtable, Moodle, and SAS, and developed grant applications to fund program expansion.

Harlem Strong Mental Health Coalition: A Multi-sector Community-Engaged Collaborative for System Transformation, Award Amount \$4,874,940 (NIH U01OD033245)

Postdoctoral Fellow, July 2023–December 2024 | PI: Victoria Ngo, Ph.D.

Training co-lead for multisectoral coalition of community-based organizations, medical providers, and behavioral health providers supporting mental health and social service integration in low-income housing developments and primary care settings. Developed and led 10 trainings on interpersonal communication and stress management, designed brief manualized mental health intervention, and provided ongoing consultation around program processes.

Project SOAR Promoting Middle School Student's Well-Being (Goal 3 IES Grant), Award Amount \$3,300,000 (R305A200035)

<https://ies.ed.gov/funding/grantsearch/details.asp?ID=4451>

Graduate Research Assistant, August 2020–June 2022 | PI: Shannon Suldo, Ph.D.

Multi-site IES grant to promote well-being among middle school students through a Tier 2 social-emotional intervention developed by Dr. Shannon Suldo (Well Being Promotion Program, WBPP). Supported development and delivery of 12-hour professional development series on positive psychology interventions for school mental health professionals. Conducted universal well-being screening at partner sites, delivered WBPP to approximately 50 students identified with room for growth in happiness, and managed collection of outcome data, weekly fidelity data, and student qualitative feedback. Facilitated communication between school and university partners (University of South Florida and University of Massachusetts, Amherst). Analyzed and disseminated quantitative and qualitative feedback from students and practitioners.

Advancing Coping and Engagement Program for Advanced Placement/ International Baccalaureate Students (Goal 2 IES Grant), Award Amount \$1,500,000 (R305A150543)

<https://ies.ed.gov/funding/grantsearch/details.asp?ID=1734>

Graduate Research Assistant, August 2018–July 2019 | PI: Shannon Suldo, Ph.D. and Elizabeth Shaunessy-Dedrick, Ph.D.

Aided in implementation, refinement, and dissemination of universal and selective interventions to facilitate success in high school students in Advanced Placement and International Baccalaureate programs. The project developed and piloted (a) a universal intervention to increase the use of coping strategies and school connectedness among incoming AP/IB students and (b) screening to identify and further support students who experience high levels of stress and burnout.

ADDITIONAL RESEARCH EXPERIENCE

Positive Psychology Research Group, University of South Florida

Graduate Research Assistant, August 2018–June 2022 | Faculty: Shannon Suldo, Ph.D.

Investigated efficacy of a positive psychology intervention aimed at increasing subjective well-being of youth in schools. Conducted universal screening with approximately 200 elementary school students to identify youth with room for growth in subjective well-being; delivered weekly individual, small group, and class-wide sessions; aided data collection and analysis to support development of IES grant application to further investigate intervention effectiveness.

Florida Positive Behavioral Interventions and Support Project, University of South Florida

Graduate Research Assistant, February 2019–August 2019 | Faculty: Heather George, Ph.D.

Supported statewide implementation of Positive Behavioral Interventions and Support (PBIS) through coding district discipline policies, analyzing school indicators of implementation fidelity, and contributing to the Year 5 report of the Project for Advancing Wellness and Resiliency in Education (AWARE). Facilitated online availability of technical assistance webinars and examined alignment between staff, parent, and student school climate surveys.

Adolescent Motivation & Development Research Group, University of South Florida

Graduate Research Assistant, August 2018–May 2019 | Faculty: Sarah Kiefer, Ph.D.

Aided design of study examining effects of motivation on middle school social and academic success; supported literature review, analysis, and writing for manuscript on self-determination, achievement goal orientations, and classroom goal structures in early adolescence.

School-Based Mental Health Research Group, University of South Florida

Graduate Research Assistant, August 2018–May 2019 | Faculty: Natalie Romer, Ph.D.

Reviewed manuscript submissions for book on school-based mental health and modified materials for professional development on data-based decision making with indicators of complete mental health.

Constraints, Variability, & Creativity Lab, Barnard College

Undergrad Research Assistant, September 2017–May 2018 | Faculty: Patricia Stokes, Ph.D.

Supported implementation of early mathematics curriculum in 4 partner schools, conducted pre- and post-tests to assess students' mathematics skills, analyzed and disseminated results.

CLINICAL EXPERIENCE

The School at Columbia University, New York, NY

Pre-Doctoral Intern, August 2022–June 2023 | Supervisor: Samara Blei, Ph.D.

Delivered individual and group mental health counseling to 20 K–8 students experiencing anxiety, depression, interpersonal challenges, executive functioning difficulties, and/or navigating challenging life experiences; developed and led weekly social-emotional learning lessons for 10 classes; conducted risk assessments and crisis interventions as needed. Provided supervision focused on classroom management for 5 master's level students from Columbia University's Mailman School of Public Health. Conducted 3 comprehensive psychoeducation assessments and served as a consultant for teachers, parents, administrators, and learning support specialists.

Hillsborough County Public Schools, Dorothy Thomas School, Tampa, FL

Psychological Extern, July 2021–June 2022 | **Supervisors**: Shannon Suldo, Ph.D. and Marcia Pita, Ph.D.

Delivered individual counseling and social skills training to 16 students in grades 5–12 identified with emotional/behavioral disabilities (EBD) or autism spectrum disorder (ASD) on their Individualized Educational Plan (IEP). Administered ratings scales and conducted records reviews, clinical interviews, and parent/teacher interviews to develop case conceptualizations and treatment plans; regularly monitored therapeutic alliance and treatment outcomes.

Pasco County School District, Thomas E. Weightman Middle School, Wesley Chapel, FL

Advanced School-Based Practicum Student, September 2020– May 2021 | **Supervisors**: Sarah Dickinson, Ph.D., Shannon Suldo, Ph.D., and Christina Leon, Ed.S.

Provided individual and small group mental health counseling to 3 middle school students demonstrating anxiety, depression, traumatic stress, interpersonal challenges, and low well-being. Administered ratings scales and conducted records reviews, clinical interviews, and parent/teacher interviews to develop case conceptualizations and treatment plans; regularly monitored therapeutic alliance and treatment outcomes.

Pinellas County Schools, Kings Highway Elementary Magnet School, Clearwater, FL

Second Year School-Based Practicum Student, August 2019–May 2020 | **Supervisors**: Kahlila Lawrence, Ph.D. and Amy Baker, Ed.S.

Supported students' academic, behavioral, and social-emotional functioning within a multitiered systems of support (MTSS) by collecting and analyzing schoolwide data, serving as consultant for teachers and administrators to bolster classwide and schoolwide Positive Behavioral Interventions and Support (PBIS), conducting functional behavior assessments and implementing individual behavior plans, and developing and co-presenting teacher in-service training on trauma-informed care. Advocated for, coordinated, and implemented universal screening for well-being, analyzed and presented results to MTSS team, and delivered small group positive psychology intervention to students with room for growth in well-being.

Hillsborough County Public Schools, Citrus Park Elementary School, Tampa, FL

First Year School-Based Practicum Student, August 2018–May 2019 | **Supervisors**: Diana Ginns, Ph.D., BCBA-D and Melissa Leonard, Psy.S.

Conducted comprehensive cognitive and behavioral assessments and served as consultant for teachers, parents, and administrators to support students' academic and behavioral needs. Provided weekly mentorship to second grade student; participated in monthly problem-solving team meetings; observed crisis assessments, individual and group counseling sessions, PreK–5 instruction in general education, gifted, and special education classrooms with low-incidence populations and varying exceptionalities.

The School at Columbia University, New York, NY

Undergraduate Psychology Intern, January 2018–May 2018 | **Supervisors**: Marjorie Silverman, Ph.D., Julia Sheehy, Ph.D., and Margo Abrams, Psy.D.

Co-led weekly classwide and small group social-emotional learning lessons for 5 classes, assisted with weekly social skills groups, delivered individual math supports to fourth grade student, and conducted classroom behavioral observations.

TEACHING EXPERIENCE

Social Psychology Lab, Barnard College

Teaching Assistant, September 2017–December 2017 | Supervisor: Robert Brotherton, Ph.D.

Supervised 20 undergraduate students as they developed and conducted research on social psychology constructs. Held weekly office hours, monitored student attendance and participation, and provided structured feedback on weekly assignments.

Personality Lab, Barnard College

Teaching Assistant, January 2017–May 2017 | Supervisor: Robert Brotherton, Ph.D.

Assisted 20 undergraduate students with research design, data collection, and data analysis focused on theories of personality. Held weekly office hours, monitored student attendance and participation, and provided structured feedback on weekly assignments.

ASSESSMENT EXPERIENCE

Internalizing and Externalizing Behaviors

- Achenbach System of Empirically Based Assessments (ASEBA)
- Behavioral Assessment System for Children, Third Edition (BASC-3)
- Behavioral Observation of Students in Schools (BOSS)
- Child PTSD Symptom Scale for DSM-5 (CPSS-V)
- Children's Depression Inventory 2 (CDI-2)
- Conners Third Edition, Self-Report
- Multidimensional Anxiety Scale for Children–Second Edition (MASC-2)
- Screen for Child Anxiety Related Disorders (SCARED)
- Strengths and Difficulties Questionnaire (SDQ)
- Structured Antecedent-Behavior-Consequence Analysis
- Systematic Direct Observation

Subjective Well-Being

- Brief Multidimensional Students' Life Satisfaction Scale (BMSLSS)
- Multidimensional Students' Life Satisfaction Scale (MSLSS)
- Students' Life Satisfaction Scale (SLSS)
- 10-Item Positive and Negative Affect Scale for Children (PANAS-C-10)

Cognitive

- Wechsler Intelligence Scale for Children, Fifth Edition (WISC-V)
- Woodcock Johnson IV Tests of Cognitive Ability (WJ-IV)

Achievement

- AIMSweb Curriculum-Based Measurement (CBM)
- Comprehensive Test of Phonological Processing, Second Edition (CTOPP-2)
- Gray Oral Reading Test Fifth Edition (GORT-5)
- Kaufman Test of Educational Achievement, Third Edition (KTEA-3)
- Wechsler Individual Achievement Test, Third Edition (WIAT-III)
- Woodcock Johnson IV Tests of Achievement (WJ-IV)

Neuropsychological

- Behavior Rating Inventory of Executive Function, Second Edition (BRIEF-2)
- Child and Adolescent Memory Profile (ChAMP)
- Delis-Kaplan Executive Function System (D-KEFS)
- A Developmental Neuropsychological Assessment, Second Edition (NEPSY-II)

Visual-Motor

- Beery-Buktenica Developmental Test of Visual-Motor Integration, Sixth Edition (VMI)

SCHOLARLY WORK

Published Book Chapters and Peer-Reviewed Manuscripts

1. Shum, K. Z., Barry, E., Kiefer, S., Fefer, S., Suldo, S. M., Mahony-Atallah, K., Ferron, J., Blass, J., **DiLeo, L. L.**, Lothrop, H., & Bauermeister, N. (2024). Adapting a positive psychology intervention using the ecological validity model: Process and lessons learned. *Contemporary School Psychology*. <https://doi.org/10.1007/s40688-024-00505-8>
2. Suldo, S. M., **DiLeo, L. L.**, & Scarimbolo, K. (2023). Positive psychology in education. In L. Theodore, M. Bray, & B. Bracken (Eds.), *Desk Reference in School Psychology*. Oxford University Press.
3. **DiLeo, L. L.**, Suldo, S. M., Ferron, J. & Shaunessy-Dedrick, E. (2022). Three-wave longitudinal study of a dual-factor model: Mental health status and academic outcomes for high school students in academically accelerated curricula. *School Mental Health*, 14, 514–530. <https://doi.org/10.1007/s12310-021-09497-9>
4. Shaunessy-Dedrick, E., Suldo, S. M., O'Brennan, L., Dedrick, R., Parker, J., Ferron, J., & **DiLeo, L. L.** (2022). Acceptability of a preventative coping and connectedness curriculum for high school students entering accelerated curricula. *Journal for the Education of the Gifted*, 45(3), 203–237. <https://doi.org/10.1177/01623532221105307>
5. Suldo, S. M., Wang, J. H., O'Brennan, L., Shaunessy-Dedrick, E., Dedrick, R., **DiLeo, L. L.**, Ferron, J., & Lee, J. (2021). A motivational interviewing intervention for adolescents in accelerated high school curricula: Applicability and acceptability in a second sample. *Prevention Science*, 22, 811–825. <https://doi.org/10.1007/s11121-021-01204-z>
6. **DiLeo, L. L.**, & Stokes, P. (2019). Pilot to district: Rolling out an early math intervention. *The New Jersey Mathematics Teacher*, 77(1), 5–16.

Manuscripts in Preparation

1. Shum, K. Z., **DiLeo, L. L.**, Suldo, S., & Fefer, S. (in progress). *Exploring the value of maintenance sessions for positive psychology interventions*. Manuscript under review.
2. Suldo, S. M., Taylor, A., Scarimbolo, K., **DiLeo, L. L.**, Francis, G., Shum, K. Z., & Bauermeister, N. (in progress). *Providing positive psychology interventions to youth using telehealth: Process and outcomes*. Manuscript in preparation.

Papers and Posters Presented

1. Weiss, M. R., **DiLeo, L. L.**, Goldman, E., & Ngo, V. K. (2024, March 14). *Towards public mental health equity through connections to care: Comparing task sharing models in NYC* [Panel discussion]. City University of New York (CUNY) Inclusion, Diversity, Equity, & Access Conference, New York, NY, United States.
2. Weiss, M. R., **DiLeo, L. L.**, & Ngo, V. K. (2024, February 1–3). *From global strategy to local reality: Lessons in implementation and adaptation of community-based mental health task sharing models to promote mental health equity* [Paper presentation]. Society For Clinical Psychology Inaugural Conference, Atlanta, GA, United States.
3. **DiLeo, L. L.**, Suldo, S. M., Fefer, S. A., Barry, E. C., Bauermeister, N., Shum, K. Z., Kiefer, S. M., Ferron, J. M., Coolman, F., Koza, T., & Pacateque, N. (2022, August 4–6). *Value of maintenance sessions after time-limited positive psychology interventions* [Poster presentation]. American Psychological Association 2022 Convention, Minneapolis, MN, United States.
4. Suldo, S. M., Cole, A., Coolman, F., **DiLeo, L. L.**, Francis, G., & Taylor, A. (2022, August 4–6). *Promoting teachers' mental health through professional development in positive psychology* [Poster presentation]. American Psychological Association 2022 Convention, Minneapolis, MN, United States.
5. **DiLeo, L. L.**, Suldo, S. M., Fefer, S. A., Barry, E. C., Bauermeister, N., Shum, K. Z., Kiefer, S. M., & Ferron, J. M. (2022, February 15–18). *Acceptability of maintenance sessions for time-limited group counseling in schools* [Poster presentation]. National Association of School Psychologists 2022 Annual Convention, Boston, MA, United States.
6. Suldo, S. M., Shum, K. Z., **DiLeo, L. L.**, Bauermeister, N., Fefer, S. A., Barry, E. C., Kiefer, S. M., & Ferron, J. M. (2022, February 15–18). *Creating experts in positive psychology interventions through virtual professional development* [Poster presentation]. National Association of School Psychologists 2022 Annual Convention, Boston, MA, United States.
7. Morgan, M., **DiLeo, L. L.**, Taylor, A., Petrie, A., Gray, J., & Suldo, S. M. (2022, February 15–18). *Promoting children's happiness through a one-day positive psychology intervention*. [Paper presentation]. National Association of School Psychologists 2022 Annual Convention, Boston, MA, United States.
8. Scarimbolo, K., Bauermeister, N., Gray, J., Cole, A., Ross, D., Elvy, A., **DiLeo, L. L.**, Pinnock, T. (2022, February 15–18). *Providing positive psychology interventions to children and adolescents via telehealth* [Paper presentation]. National Association of School Psychologists 2022 Annual Convention, Boston, MA, United States.
9. Suldo, S. M., Shum, K., Z., Fefer, S., Barry, E., **DiLeo, L. L.**, & Bauermeister, N. (2021, October 14–15). *Using virtual professional development to expand use of Tier 2 positive psychology practices* [Poster presentation]. 2021 Annual Conference on Advancing School Mental Health, Virtual.

10. Fefer, S., Barry, E., Suldo, S. M., Shum, K. Z., DeFelice, K., Kiefer, S. M., & **DiLeo, L. L.** (2021, October 14–15). *Integrated coaching model to enhance small group mental health interventions*. [Poster presentation]. 2021 Annual Conference on Advancing School Mental Health, Virtual.
11. Suldo, S. M., Shum, K. Z., **DiLeo, L. L.**, Bauermeister, N., Fefer, S. A., Barry, E. C., DeFelice, K., Kiefer, S. M., & Ferron, J. M. (2021, August 12–14). *Virtual professional development: Developing positive psychology experts during a pandemic* [Poster presentation]. American Psychological Association 2021 Virtual Convention.
12. Fefer, S., Barry, E., DeFelice, K., Suldo, S. M., Shum, K., Z. **DiLeo, L. L.**, Bauermeister, N., Keifer, S., & Ferron, J. (2021, August 12–14). *Coaching school mental health staff to implement a small group positive psychology intervention* [Poster presentation]. American Psychological Association 2021 Virtual Convention.
13. **DiLeo, L. L.**, Morgan, M., Scarimbolo, K., & Suldo, S. M. (2021, August 12–14). *Reconceptualizing student wellness: An exploration of positive psychotherapy* [Poster presentation]. American Psychological Association 2021 Virtual Convention.
14. **DiLeo, L. L.**, Suldo, S. M., Ferron, J. M., & Shaunessy-Dedrick, E. (2021, February 23–26). *Mental health trajectories and academic adjustment in high-achieving youth* [Pre-recorded paper presentation]. National Association of School Psychologists 2021 Virtual Convention.
15. **DiLeo, L. L.**, Gilfix, H., Morgan, M., Ahrendt, D., & Scarimbolo, K. (2021, February 23–26). *Reconceptualizing student wellness: An exploration of positive psychotherapy* [Pre-recorded paper presentation]. National Association of School Psychologists 2021 Virtual Convention.
16. Lazarus, P. J., Suldo, S. M. Doll, B., **DiLeo, L. L.**, & Morgan, M. (2021, February 23–26). *Let's talk about mental health promotion—Not just prevention* [Pre-recorded paper presentation]. National Association of School Psychologists 2021 Virtual Convention.
17. Wingate, E. J., Gilfix, H., **DiLeo, L. L.**, Scarimbolo, K., & Suldo, S. M. (2020, February 18–21). *Building university-school partnerships to expand positive school mental health resources: A service-learning approach* [Poster presentation]. National Association of School Psychologists 2020 Annual Convention, Baltimore, MD, United States.
18. **DiLeo, L. L.**, Scott, A., Ahrendt, D., & Gray, J. (2020, February 18–21). *MAPping it out: Coaching high-achieving students with motivational interviewing* [Paper presentation]. National Association of School Psychologists 2020 Annual Convention, Baltimore, MD, United States.
19. Wingate, E. J., Gilfix, H., **DiLeo, L. L.**, Scarimbolo, K., & Suldo, S. M. (2019, November 7–9). *Building university-school partnerships to expand positive school mental health*

resources: A service-learning approach [Poster presentation]. Annual Conference on Advancing School Mental Health, Austin, TX, United States.

20. DiLeo, L. L., & Stokes, P. (2018, April 23). *Evaluating the expansion of an early math intervention to an entire NJ school district* [Poster presentation]. Barnard Department of Psychology Spring Research Festival, New York, NY, United States.

PROFESSIONAL AND COMMUNITY SERVICE

- Invited Presenter, Professional Development Series for School Psychology Predoctoral Interns, The School at Columbia (2024, 2025)
- Invited Panelist, Predoctoral APPIC Internship Panel, University of South Florida (2023)
- Presenter, Teach21 Professional Development Series, The School at Columbia (2023)
- Invited Panelist, Applying to Graduate School for Psychology, Barnard College of Columbia University (2018)

CERTIFICATIONS AND SIGNIFICANT PROFESSIONAL DEVELOPMENT

- 200-Hour Yoga Teacher Training, YogaFit (2024)
- Mandated Reporter Training: Identifying and Reporting Child Abuse and Maltreatment, New York State Office of Children and Family Services (2023)
- PREPaRE Training (Third Edition), National Association of School Psychologists (2021)
- Trauma-Focused Cognitive-Behavioral Therapy Web 2.0, Medical University of South Carolina (2021)
- The Science of Well-Being, Yale University (2020)
- Telepsychology Best Practice 101 Series, American Psychological Association (2020)
- Youth Mental Health First Aid, University of South Florida (2018)

PROFESSIONAL AFFILIATIONS

- American Psychological Association (APA)
- National Association of School Psychologists (NASP)

SKILLS

- Active listening, communication, collaboration
- Organization, time management, attention to detail
- Planning, creativity, problem-solving, adaptability
- Data Analysis (SAS, SPSS), REDCap, Moodle, Zotero
- Google Workspace, Word, Excel, PowerPoint, Outlook, Canva
- Adobe Photoshop, Lightroom, Premier Pro