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FACULTY POSITIONS

- 2017-present **Associate Professor**
 Department of School Psychology
 Rutgers University-New Brunswick
- 2019-2020 **Associate Professor and Chair/Director of Clinical Training**
 Department of School Psychology
 Rutgers University-New Brunswick
- 2013-2017 **Assistant Professor**, School Psychology Program
 Rutgers University-New Brunswick
- 2006-2013 **Research Assistant Professor of Psychology in Psychiatry**
 Institute for Juvenile Research
 University of Illinois at Chicago

EDUCATION and TRAINING**Postdoctoral Research Associate (2005-2006)**

University of Chicago, Chicago, IL

Psychology Intern (2003-2004)

Illinois School Psychology Internship Consortium, Chicago, IL

PhD in Educational Psychology (2004)

University of Wisconsin-Madison, Madison, WI

Specialization in School Psychology

Minor in Prevention Science

MS in Educational Psychology (2003)

University of Wisconsin-Madison, Madison, WI

MS in Counseling Psychology (1992)

Villanova University, Villanova, PA

BA in Psychology (1989)
 Pennsylvania State University, State College, PA

PERSONAL STATEMENT

I direct a program of research designed to: (1) examine models of training, support, and supervision to maximize teachers' use of positive behavioral supports in underrepresented communities, and (2) leverage technology to enhance teacher training and support. Since 2009, I have secured continuous funding from the Institute of Education Sciences and private foundations. My work reflects a strong commitment to ensuring equitable access to high quality instruction in urban, high poverty schools where rates of punitive and exclusionary discipline practices erode safe and nurturing schools. My grant-funded research provides extensive opportunities for Rutgers undergraduate and graduate students (approximately 15 per year) to contribute to strengthening schools in underrepresented communities and promoting equitable access to high-quality instruction.

In addition, I have developed methodological expertise in mixed-method design and analysis and have found that mixed-method designs are especially relevant to questions of information transfer, acceptability, and implementation of evidence-based practices in high poverty schools. This area of methodological expertise has resulted in extensive mentoring of early career faculty nationally along with collaborative scientific work reflected in grant applications, peer-reviewed publications, and guest editor of special issues (<https://www.apa.org/pubs/journals/spq/call-for-papers-using-mixed-methods>)

FUNDED GRANTS (CURRENT)

The Role of Agency and Interactivity to Support Teacher Training in High Poverty Schools

Role: Co-Principal Investigator (PI Dr. Mubassir Kapadia)

Funder: National Science Foundation

Website:

https://www.nsf.gov/awardsearch/showAward?AWD_ID=2119265&HistoricalAwards=false

Total Project Costs: \$849,733

Proposed Dates of Award: 9/21-8/24

Description: This grant is designed to systematically study the impact of embodied conversational agents on teachers' use of positive behavioral supports and student engagement and learning.

Examining the Executive Function and Stress Loop and its Association with Student Outcomes: Implications for Middle Schoolers with or At-Risk for Emotional and Behavioral Disorders

Role: Advisory Board Member

Funder: Institute of Education Sciences

Total Project Costs: \$499,992

Dates of Award: 8/19-7/23

Description: This Early Career Development Award (PI Dr. Michelle Cumming) is designed to examine pathways of academic underachievement and behavior problems among children at risk for special education.

PENDING GRANTS

Promoting the Social and Emotional Well-being of Middle School Students in Visual Arts Classrooms

Role: Mixed-Method Consultant

Total Project Costs: \$51,672

Proposed Dates of Award: 9/1/22 to 8/30/24

Funder: National Institutes of Health

Description: This NRSA F31 (PI May Yuan) is designed to examine SEL practices that achieve optimal social and emotional outcomes using a mixed-methods design. As a mixed-methods consultant, I will provide mentorship on research design, data collection, analyses, and interpretation of the mixed-methods findings.

iCOMP-EBP: An Online Learning Platform to Increase the Capability, Opportunity, and Motivation for Principals to Adopt EBPs

Role: Advisory Board Member

Total Project Costs: \$1,678,764

Proposed Dates of Award: 7/1/22-6/30/26

Funder: Institute of Education Sciences

Description: This development and innovation study (PI Dr. Morsi) is designed to increase the validity and reliability of assessment and online learning experience of secondary principals. I will provide feedback on the virtual professional development models designed to support students' behavioral outcomes.

Paraprofessional Behavior Support Coaching to Promote Pandemic Recovery for Elementary School Students with Emotional and Behavioral Disorders

Role: Mixed Method Consultant

Total Project Costs: \$1,428,762

Proposed Dates of Award: 9/1/22-8/30/25

Funder: Institute of Education Sciences

Description: PI Reddy enhancing school districts' capacity to offer professional development and training to their paraprofessionals by equipping school-based coaches and behavioral support staff with *Behavior Support Coaching for Paraprofessionals*, an evidence-based coaching model supporting paraprofessional behavior intervention implementation. Aim 1 mixed-method design study in for your proposal

FUNDED GRANTS (COMPLETED)

Promoting Adult and Youth Resilience and Well-Being

Role: Co-Sponsor

Funder: National Institute of Child Health and Human Development

Total Project Costs:\$71,658

Dates of Award: 8/19-8/21

Description: This application (PI Rachel Ouellette) brings peer-to-peer workforce support to urban after-school programs for middle school youth in disenfranchised Black and Hispanic communities. We will examine the impacts of peer-to-peer support on staff interactions with youth, staff interactions with each other, and changes in youth and staff resilience and well-being.

Interactive Virtual Training (IVT) for Early Career Teachers in High Poverty Schools

Role: Principal Investigator

Funder: Institute of Education Sciences

Website: ies.ed.gov/ncer/projects/grant.asp?ProgID=21&grantid=1725&NameID=258

Website: <https://gsapp.rutgers.edu/research/technology-focused/PRF4T/about-us>

Total Project Costs: \$1,466,183

Dates of Award: 7/15-6/20

Description: This grant is designed to develop and pilot test Interactive Virtual Training, an advanced video game technology in which early career teachers working in high poverty schools can hone their behavior management skills with disruptive avatars in a virtual training environment. Project featured in *Rutgers Today* and *Ethos*

https://issuu.com/gsap/docs/gsap_magazine_final3/6

<https://www.youtube.com/watch?v=CGqnJmUmc2c>

<https://www.rutgers.edu/news/battlefield-classroom-new-way-help-teachers-deal-disruptive-students>

Iterative Development of Early Childhood Literature to Promote Healthy Emotion Understanding Through Parent-Child Discourse

Role: Mixed-Method Consultant

Funder: National Institute of Child Health and Human Development (NIMH)

Total Project Costs: \$ \$76,248

Dates of Award: 8/18-6/20

Description: This proposed National Research Service Award grant (PI Tommy Chou) is designed to extend Thomas Chou's program of research focused on dissemination and implementation science in emotional literacy in preschool children at risk for learning problems. My role will include providing expert consultation in mixed-methods research and iterative research design and analysis.

Collaborative Coaching: Improving Teacher Classroom Practices and Student Achievement in High Poverty Schools

Role: Co-Principal Investigator

Funder: Brady Education Foundation

Website: <https://gsapp.rutgers.edu/research/rutgers-collaborative-coaching-project>

Total Project Costs: \$276,365

Dates of Award: 8/14-7/18

Description: Randomized controlled trial evaluating the impact of a coaching model on teachers' use of evidence-based instructional and behavior management strategies and student achievement in high poverty elementary schools.

Enhancing Effectiveness and Connectedness among Early Career Teachers in Urban Schools

Role: Principal Investigator

Funder: Institute of Education Sciences

Website: <https://ies.ed.gov/ncer/projects/grant.asp?ProgID=21&grantid=734&InvID=575>

Total Project Costs: \$1,012,697

Dates of Award: 5/09-4/13

Description: Development and Innovation award examining the feasibility and promise of a multi-component intervention for urban early career teachers to enhance their effectiveness in classroom management, engaging learners, and connectedness to colleagues.

Mental Health Services & Predictors of Learning in Urban Schools

Role: Co-Investigator

Funder: National Institute of Mental Health

Website: <http://www.psych.uic.edu/internship/ChildMentalHealthService.htm>

Total Project Costs: \$2,040,000

Dates of Award: 6/05-5/10

Description: Randomized controlled trial examining a school and home-based mental health services model in high poverty urban communities. The model focused on enhancing the predictors of children's learning, including effective instruction, classroom management, and home-school communication.

Stress and Coping Among Urban Teachers: An Exploratory Study

Role: Principal Investigator

Funder: Great Cities Institute, University of Illinois at Chicago

Total Project Costs: \$2,500

Dates of Award: 7/07-6/08

Description: Qualitative research methods were used to explore the phenomenology of urban teacher stress, including understanding the sources and impact of stress, and the resources needed to address identified stressors.

GRANTS SUBMITTED (NOT FUNDED)

Evaluating the Role of Agency in Embodied Conversational Characters for Virtual Training of Early Career Teachers in High Poverty Schools

Role: Co-Principal Investigator

Funder: Spencer Foundation

Description: This application (PI Dr. Mubassir Kapadia) proposed to systematically study the role that agency plays in learning outcomes of teachers, in interactions with embodied conversational virtual avatars (virtual students) when using virtual training platforms.

Promoting Educational Equity in Communities Disproportionally Affected By COVID-19: Supporting Pedagogically Rich and Trauma-Responsive Instruction

Role: Co-Principal Investigator (PI Dr. Erum Nadeem)

Funder: Spencer Foundation

Description: The aim of this proposal was to adapt and pilot test an already developed virtual professional development and simulation training model that reinforces positive behavioral support, instructional, and trauma-responsive practices in the wake of the COVID-19 pandemic.

Enhancing Wellness and Instructional Effectiveness in Urban High Poverty Schools in Response to the COVID Pandemic

Role: Principal Investigator

Funder: Rutgers Center for COVID-19 Intramural Funding for the Social Sciences

Description: The aim of this proposal was to adapt and deploy a time-limited, targeted virtual professional development model that reinforces behavioral and trauma-responsive practices in the wake of the COVID pandemic. A secondary aim was to ensure that teachers, who are themselves impacted by COVID, are provided social and instrumental support.

UNIVERSITY TEACHING

Rutgers University, Graduate School of Applied and Professional Psychology

School-Based Psychological Interventions (Spring 2014- 2019, Fall 2019, Fall 2021)

Consultation Methods (Fall 2013- Fall 2016)

Dissertation Preparation and Research (Spring, 2022)

Internship Seminar (Spring, 2022)

**Institute for Juvenile Research, University of Illinois at Chicago, Dept. of Psychiatry
Research Assistant Professor**

Efficacy to Effectiveness in Services Research: Issues and Controversies (Fall 2011 and Fall 2012)

Principles and Best Practices to Promote School Success for Students with Disruptive Behavior Disorders (Fall 2007)

Northern Illinois University

Adjunct Professor

Child Behavior and Development (Spring, Summer, and Fall 2005)

**University of Wisconsin-Madison, Department of Educational Psychology
Teaching Assistant**

Introduction to School Psychology (Fall 2001)

Cognitive Assessment (Fall 2001)

Applied Behavior Analysis in Classrooms (Spring 2002)

PEER REVIEWED PUBLICATIONS

- Yuan, M. Elias, M.J., Farris, S.G., Selby, E.A. & **Shernoff, E.S.** (under review). Triangulating youth purpose across three measures: A mixed-methods study. *Journal of Youth and Adolescence*.
- Shernoff, E.S.**, Lekwa, A.L., Delmarre, A., Gabbard, J., Stokes-Tyler, D., Lisetti, C.L., & Frazier, S.L. (accepted for publication). Bridging simulation technology with positive behavioral supports to promote student engagement and behavior. *Journal of School Psychology*.
- Nadeem, E., **Shernoff, E.S.**, Cocarro, C., & Stokes-Tyler, D. (in press). Supporting teachers during the COVID-19 pandemic: A community-partnered rapid needs assessment. *School Psychology*.
- Shernoff, E.S.**, Ruork, A.K., Nadeem, E. & Rizvi, S.L. (in press). The feasibility and promise of Dialectical Behavior Therapy Skills Training with teachers and school personnel in high poverty schools. *Psychology in the Schools*.
- Shernoff, E.S.**, Frazier, S.L, Lisetti, C.L., Delmarre, A., Bibi, Z., & Gabbard, J., (2021). Supporting the implementation of evidence-based behavior management practices through simulation: A mixed method study. *Journal of Educational and Psychological Consultation*, 31(4), 463-497. <https://doi.org/10.1080/10474412.2021.1875840>
- Shernoff, E.S.**, Lekwa, A.L., Frazier, S.L., Delamarre, A., Gabbard, J., Zhang, D., Bhuamik, D., & Lisetti, C.L. (2021). Predicting teacher use and benefit from virtual training in positive behavioral supports. *School Mental Health*, 1-17. <https://doi.org/10.1007/s12310-02109469-z>
- Maesaka, T.J., **Shernoff, E.S.**, & Nakamura, B.J. (2021). An evaluation of the practice element response form in a sample of preservice trainees. *Evidence-Based Practice in Child and Adolescent Mental Health*.
- Reddy, L.A., **Shernoff, E.S.**, & Lekwa, A.L. (2021). A randomized controlled trial of instructional coaching in high-poverty schools: Examining teacher practices and student outcomes. *Journal of School Psychology*, 86, 151-168. <https://doi.org/10.1016/j.jsp.2021.04.001>
- Delamarre, A., **Shernoff, E.S.**, Buche, C., Frazier, S.L., & Lisetti, C. (2021). The interactive virtual training for teachers (IVT-T) to practice classroom behavior management. *International Journal of Human-Computer Studies*, 152. <https://doi.org/10.1016/j.ijhcs.2021.102646>
- Maríñez-Lora, A.M., Cua, G., Frazier, S., **Shernoff, E.S.**, & Atkins, M.S. (2021). Caregiver strain, social support and mental health service use among urban African American mothers. *Journal of Child and Family Studies*, 30, 1633-1649.

<https://doi.org/10.1007/s10826-021-01964-w>

- Weiner, Y., **Shernoff, E.S.**, & Kettler, R.J. (2021). A survey of newly enrolled school psychology trainees: Estimates of key role and function. *Psychology in the Schools, 1*, 1-16. <https://doi.org/10.1002/pits.22499>
- Reddy, L.A., Lekwa, A.L. & **Shernoff, E.S.**, (2020). Comparison of the effects of coaching for general and special education teachers in high-poverty elementary schools. *Journal of Learning Disabilities, 1*-18. <https://doi.org/10.1177/0022219420970194>
- Shernoff, E.S.**, Von Schalscha, K., Gabbard, J., Delamarre, A., Frazier, S.L., Buche, C. & Lisetti, C.S. (2020). Evaluating the usability and instructional design quality of Interactive Virtual Training for Teachers (IVT-T). *Educational Technology Research and Development, 68*, 3235–3262. <https://doi.org/10.1007/s11423-020-09819-9>
- *Lekwa, A.L., Reddy, L.A., & **Shernoff, E.S.** (2020). The magnitude and precision of estimates of change in formative teacher assessment. *School Psychology Quarterly 35*(2), 137-145. <https://doi.org/10.1037/spq0000355>
- Shernoff, E.S.**, Lekwa, A.L., Reddy, L., & Davis, W. (2020). Teachers' use and beliefs about praise: A mixed-method study. *School Psychology Review, 49*(3), 256-274 <https://doi.org/10.1080/2372966X.2020.1732146>
- Reddy, L. A., **Shernoff, E.**, Lekwa, A., Matthews, C., Davis, W., & Dudek, C. M. (2019). Coaching to improve teacher instruction and behavior management in a high poverty school: A case study. *School Psychology Quarterly, 34*(1), 14-21. <http://doi.org/10.1037/spq0000302>
- Lekwa, A. J., Reddy, L. A., & **Shernoff, E.S.** (2019). Measuring teacher practices and student academic engagement: A convergent validity study. *School Psychology Quarterly, 34*(1), 109-118. <https://doi.org/10.1037/spq0000268>
- Shernoff, E.S.**, Frazier, S.L., Lisetti, C., Buche, C., Lunn, S., Brown, C., Delamarre, A., Chou, T., Gabbard, J. & Morgan, E. (2018). Early career teacher professional development: Bridging simulation technology with evidence-based behavior management. *Journal of Technology and Teacher Education, 26*(2), 299-326.
- Ouellette, R. R., Frazier, S. L., **Shernoff, E. S.**, Cappella, E., Mehta, T. G., Maríñez-Lora, A., Cua, G., & Atkins, M. S. (2018). Teacher job stress and satisfaction in urban schools: Disentangling individual, classroom, and organizational level influences. *Behavior Therapy, 49*, 494-508. <https://doi.org/10.1016/j.beth.2017.11.011>

*Voted *School Psychology's* 2020 Article of the Year

- Atkins, M.S., Cappella, E.C., **Shernoff, E.S.**, Mehta, T.G. & Gufstafson, E. (2017). Schooling and children's mental health: Realigning resources to reduce disparities and advance public health. Invited paper to the *Annual Review of Clinical Psychology*, 13.1. <https://doi.org/10.1146/annurev-clinpsy-032816-045234>
- Shernoff, E.S.**, Bearman, S.K., & Kratochwill, T.R. (2017). Training the next generation of school psychologists to deliver evidence-based mental health practices: Current challenges and future directions. *School Psychology Review*, 46, 219-232.
- Shernoff, E.S.**, Lekwa, A.J., Reddy, L.A. & Coccaro, C. (2017). Examining teachers' attitudes and experiences with coaching to inform research-based practice: An iterative developmental design study. *Journal of Educational and Psychological Consultation*, 27(4) 459-485. <https://doi.org/10.1080/10474412.2016.1255850>
- Shernoff, E.S.**, Frazier, S.L. Marinez-Lora, A., Lakind, D., Atkins, M.S., Jakobsons, L., Bhaumik, D., Hamre, B.K., Patel, D., Parker Katz, M., Neal, J. & Smylie, M. (2016). Expanding the role of school psychologists to support early career teachers: A mixed-method study. *School Psychology Review*, 45(2), 226-249.
- Shernoff, E.S.**, Lakind, D., Frazier, S.L. & Jakobsons, L. (2015). Coaching early career teachers in urban elementary schools: A mixed-method study. *School Mental Health*, 7, 6-20. <http://doi.org/10.1007/s12310-014-9136-6>
- Atkins, M.S., **Shernoff, E.S.**, Frazier, S.L., Schoenwald, S.K., Cappella, E., Marinez-Lora, A., Mehta, T.G., Lakind, D., B, Bhaumik, R. & Bhaumik, D. (2015). Re-designing community mental health services for urban children: Supporting schooling to promote mental health. *Journal of Consulting and Clinical Psychology*, 83, 839-852. <http://doi.org/10.1037/a0039661>
- Shernoff, E.S.**, Hill, C., Danis, B.D., Leventhal, B.L. & Wakschlag, L.S. (2014). Integrative Consensus: A systematic approach to integrating comprehensive assessment data for young children with behavior problems. *Infants & Young Children*, 27, 92-110. <http://doi.org/10.1097/IYC.0000000000000008>
- Schoenwald, S., Mehta, T.G., Frazier, S.L., & **Shernoff, E. S.** (2013). Clinical supervision in effectiveness and implementation research. *Clinical Psychology: Science and Practice*, 20, 44-59. <http://doi.org/10.1111/cpsp.12022>
- Shernoff, E.S.**, Mehta, T., Atkins, M.S., Torf, R. & Spencer, J. (2011). A qualitative study of the sources and impact of stress among urban teachers. *School Mental Health*, 3, 59-69. <http://dx.doi.org/10.1007/s12310-011-9051-z>
- Shernoff, E.S.**, Mariñez-Lora, A., Frazier, S.L., Jakobsons, L.J., Atkins, M.S., & Bonner, D. (2011). Teachers Supporting Teachers in Urban Schools: What iterative research designs can teach us. *School Psychology Review*, 40(4), 465-485.

- Atkins, M.S., **Shernoff, E.S.**, & Mariñez-Lora, A. (2009). Next steps for research on SACD programs: Embracing complexity. *Journal of Research in Character Education*, 7, 123-130.
- Neal, J.W., **Shernoff, E.S.**, Frazier, S.L., Stachowicz, E., Frangos, R., & Atkins, M.S. (2008). Change from within: Engaging teacher key opinion leaders in the diffusion of interventions in urban schools. *The Community Psychologist*, 41, 37-57.
- Shernoff, E. S.**, & Kratochwill, T. R. (2007). Transporting an evidence-based classroom management program for preschoolers with disruptive behavior problems to a school: An analysis of implementation, outcomes, and contextual variables. *School Psychology Quarterly*, 22, 449-472. <http://doi.org/10.1037/1045-3830.22.3.449>
- Kratochwill, T. R., **Shernoff, E. S.**, & Sanetti, L. (2004). Promotion of academic careers in school psychology: A conceptual framework of impact points, recommended strategies, and hopeful outcomes. *School Psychology Quarterly*, 19, 342-364. <http://doi.org/10.1521/scpq.19.4.342.53499>
- Kratochwill, T. R., Albers, C. A., & **Shernoff, E. S.** (2004). School-based interventions. *Child and Adolescent Psychiatric Clinics of North America*, 13, 885-903. <http://doi.org/10.1016/j.chc.2004.05.003>
- Kratochwill, T. R., & **Shernoff, E. S.** (2003). Evidence-based practice: Promoting evidence-based interventions in school psychology. *School Psychology Quarterly*, 18, 389-408. <http://doi.org/10.1521/scpq.18.4.389.27000>
- Shernoff, E.S.**, Kratochwill, T. R., & Stoiber, K. C. (2003). Training in evidence-based interventions: What are school psychology programs teaching? *Journal of School Psychology*, 41, 467-483. <http://doi.org/10.1016/j.jsp.2003.07.002>
- Shernoff, D. J., Csikszentmihalyi, M., Schneider, B., & **Shernoff, E. S.** (2003). Student engagement in high school classrooms from the perspective of flow theory. *School Psychology Quarterly*, 18, 158-176. <http://doi.org/10.1521/scpq.18.2.158.21860>
- Shernoff, E. S.**, Kratochwill, T. R., & Stoiber, K. C. (2002). Evidence-based interventions in school psychology: An illustration of task force coding criteria using single-participant research design. *School Psychology Quarterly*, 17, 390-422. <http://doi.org/10.1521/scpq.17.4.390.20863>
- South, M., Williams, B. J. McMahon, W. M., Owley, T., Filipek, P. A., **Shernoff, E.S.**, Corsello, C., Lainhart, J., Landa, R. & Ozonoff, S. (2002). Utility of the Gilliam Autism Rating Scales in research and clinical populations. *Journal of Autism and Developmental Disorders*, 32, 593-599. <http://doi.org/10.1023/A:1021211232023>
- Owley, T., McMahon, W., Cook, E. H., Lauthere, T., South, M., Mays, L. Z., **Shernoff, E. S.**, Lainhart, J., Modahl, C. B., Corsello, C., Ozonoff, S., Risi, S., Lord, C., Leventhal, B. L.,

& Filapek, P. A. (2001). Multi-site, double-blind, placebo-controlled trial of porcine secretin in autism. *Journal of the American Academy of Child and Adolescent Psychiatry*, 40, 1293-1299. <http://doi.org/10.1097/00004583-200111000-00009>

King, B. H., Wright, D. M., Handen, B. L., Sikich, L., Zimmerman, A. W., McMahon, W., Cantwell, E., Davanzo, P. A., Dourish, C., Dykens, E. M., Hooper, S. R., Jaselskis, C. A., Leventhal, B. L., Levitt, J., Lord, C., Lubetsky, M. J., Myers, S. M., Ozonoff, S., Shah, B. G., Snape, M., **Shernoff, E. S.**, Williamson, K., & Cook, E. H. (2001). Double-blind, placebo-controlled study of amantadine hydrochloride in the treatment of children with autistic disorder. *Journal of the American Academy of Child and Adolescent Psychiatry*, 40, 658-665. <http://doi.org/10.1097/00004583-200106000-00010>

PEER REVIEWED PUBLICATIONS (IN PREPARATION)

Cohen-Weiss, S., **Shernoff, E.S.**, Lekwa, A.L., & Shahidullah, J. (in preparation). Predictors of school psychologists' use of exposure interventions

Shernoff, E.S., Ruork, A., Kleinman, E., Rizvi, S.L. (in preparation). *Predicting changes in teacher stress via a DBT-Skills Training group.*

Brown, C., **Shernoff, E.S.**, & Lekwa, A.(in preparation). Developing and validating the Evidence-Based Behavior Management Strategy Coding System.

BOOK CHAPTERS

Lekwa, A. L., Reddy, L.A., & **Shernoff, E.S.** (2016). Advancing instructional coaching with teacher formative assessment and input. In S. A. Lawrence, (Ed.), *Literacy program evaluation and development initiatives for P-12 teaching* (pp. 48-75). Hershey, PA: IGI Global.

Reddy, L., Dudek, C. & **Shernoff, E.S.** (2016). Teacher formative assessment: The missing link in response to intervention. In S. R. Jimerson, M. K. Burns, & A. M. VanDerHeyden (Eds.), *Handbook of response to intervention: The science and practice of multi-tiered systems of support* (2nd ed., pp. 607-626). New York: Springer Science. http://doi.org/10.1007/978-1-4899-7568-3_34

Braden, J. P., & **Shernoff, E. S.** (2008). Why the need for evidence-based interventions? In R. J. Morris & N. Mather (Eds.), *Evidence-based interventions for students with learning and behavioral challenges* (pp. 9-30). Mahwah, NJ: Lawrence Erlbaum Associates.

Shernoff, E. S. & Kratochwill, T. R. (2005). Evidence-based practice. In M. Hersen, G. Sugai, & R. Horner (Eds.), *Encyclopedia of behavior modification and cognitive behavior therapy* (pp. 1306-1311). Thousand Oaks, CA: Sage. <http://doi.org/10.4135/9781412950534.n3062>

Shernoff, E. S., & Kratochwill, T. R. (2003). The application of behavioral assessment methodologies in educational settings. In S. N. Haynes & E. H. Heiby (Eds.), *Comprehensive handbook of psychological assessment* (pp. 365-385). New York: John Wiley & Sons.

MASTHEAD OR MIXED MASTHEAD PUBLICATIONS

Frazier, S. L., Mehta, T. G., Atkins, M. S., Glisson, C., Green, P., Gibbons, R., Kim, J. B., Chapman, J., Schoenwald, S., Cua, G., Ogle, R., & The LINKS (Linking Neighborhoods, Kids, and Schools) Center (2015). The social context of urban classrooms: Measuring student psychological climate. *Journal of Early Adolescence*, 35, 759-789.
<http://doi.org/10.1177/0272431615570056>

Evidence-Based Interventions Work Group (2005). Theories of change and adoption of innovations: The evolving evidence-based interventions and practice movement in school psychology. *Psychology in the Schools*, 42, 475-494. <http://doi.org/10.1002/pits.20086>

PAPER PRESENTATIONS and SYMPOSIA

Shernoff, E.S., Ruork, A.K., & Rizvi, S.L. (2023, February 15-18). *A new approach to supporting teacher stress using DBT-ST*. [Paper Presentation Submission]. Annual Conference of the National Association of School Psychologists, Boston, MA, United States.

Shernoff, E.S., (2023, February 15-18). *Can school psychologists be everything to everyone?* [Paper Presentation Submission]. Annual Conference of the National Association of School Psychologists, Boston, MA, United States.

Shernoff, E.S., Lekwa, A.L., Frazier, S.L., Delmarre, A., & Lisetti, C. (2020, October). *Engaging teachers, caregivers, and students in evidence-based interventions*. [Symposium]. Annual Conference on Advancing School Mental Health hosted by the National Center for School Mental Health, Baltimore, MD.

Shernoff, E.S., Tinio, K., Robinson, L., Sohn, S. & Muniz, C., & Kapadia, M. (2020, March). *Transforming technology-driven training in classroom management for teachers: The role of artificial intelligence*. Presentation at the Annual Rutgers Online Learning Conference, New Brunswick, NJ.

Denis, M., Lekwa, A.L., **Shernoff, E.S., & Reddy, L.A.** (2020, February). *Does instruction influence relationships between behavior management and disruptive behaviors?* [Paper presentation]. National Association of School Psychologists Annual Meeting, Baltimore, MD.

- Delmarre, A., & Lunn, S., Buche, C. **Shernoff, E.S.**, Frazier, S. & Lisetti, C. (2019, July). *Interdisciplinary collaboration and establishment of requirements for a 3D interactive virtual training for teachers*. Annual International Conference International on Intelligent Virtual Agents, Paris, France. <https://doi.org/10.1145/3308532.3329439>
- Shernoff, E.S.**, Lisetti, C., Bhaumik, D., Delmarre, A., & Frazier, S.L. (2019, March). *Leveraging technology to support early career teachers in high poverty schools: A feasibility study*. [Symposium]. Society for Research in Child Development Biennial Meeting, Baltimore, MD.
- Reddy, L.A., **Shernoff, E.S.**, & Lekwa, A.L. (2019, February). *Efficacy of instructional coaching in high poverty elementary schools*. [Paper presentation]. National Association of School Psychologists Annual Meeting, Atlanta, GA.
- Shernoff, E.S.**, Lekwa, A.L., & Reddy, L.A. (2019, February). *A mixed-method study of teachers use and perceptions of praise*. [Paper presentation]. National Association of School Psychologists Annual Meeting, Atlanta, GA.
- Shernoff, E.S.**, Lisetti, C., Delamarre, A., Bibi, Z., White, M., & Cohen-Weiss, S. (2019, February). *Bringing behavior management supports to scale: The role of technology*. [Paper Presentation]. National Association of School Psychologists Annual Meeting, Atlanta, GA.
- Cohen-Weiss, S., Shahidullah, J., & **Shernoff, E.S.** (2019, February). *Collaborative Conversations about Exposure-Based Interventions*. [Paper Presentation]. National Association of School Psychologists, Atlanta, GA.
- Lekwa, A. L., Reddy, L. A., & **Shernoff, E. S.** (2018, April). *Convergent and predictive validity of the Classroom Strategies Assessment System for student academic engagement*. [Paper presentation]. American Education Research Association Annual Meeting, New York, NY.
- Reddy, L. A., **Shernoff, E. S.**, & Lekwa, A. L. (2018, February). *Enhancing student learning with data-based teacher coaching*. [Paper presentation]. National Association of School Psychologists Annual Meeting, Chicago, IL.
- Shernoff, E.S.**, Lekwa, A.L., Reddy, L., Davis, W., Matthews, C., & Ziemba, H. (2018, February). *A mixed-method study of the impact and consequences of teacher praise*. [Paper presentation]. National Association of School Psychologists Annual Meeting, Chicago, IL.
- Delamarre, A., Buche, C., Polceanu, M., Lunn, S., Ruiz, G., Bolivar, S., **Shernoff, E.**, & Lisetti, C. (2017, May). *An Interactive Virtual Training (IVT) simulation for early career teachers to practice in 3D classrooms with student avatars*. Proceedings of the 30th International Florida Artificial Intelligence Research Society Conference, Sarasota, FL.

- Reddy, L., **Shernoff, E.S.**, & Lekwa, A.L. (2017, February). *Examining the efficacy of the Collaborative Coaching Model implemented in high poverty schools*. In A. Holdaway (Chair), *Coaching teachers in universal SEB programming: Promising research-practice models*. [Symposium]. National Association of School Psychologists Annual Meeting, San Antonio, TX.
- Lekwa, A. L., Reddy, L. A., Lefkowitz, R, **Shernoff, E.S.**, Davis, W. & Mathews, C. (2017, February). *Practically and reliably measuring change in teaching practices*. [Paper presentation]. National Association of School Psychologists Annual Meeting, San Antonio, TX.
- Maríñez-Lora, A., M., Cua, G., Atkins, M., Mehta, T., **Shernoff, E.S.**, & Frazier, S (2016, October). *The effect of received and perceived support on caregiver strain and participation in treatment*. In D. Santiago (Chair), *Implementing School-Based Interventions: Promoting Effectiveness, Adoption, and Engagement*. [Symposium]. Association for Behavioral and Cognitive Therapies Conference Annual Meeting, New York, NY.
- Reddy, L., & **Shernoff, E.S.**, (2016, October). The Collaborative Coaching Model. In A. Lekwa (Chair), *Advancing coaching research and practice with formative assessment of teacher practices in high poverty schools*. [Symposium]. Northeastern Educational Research Association Annual Meeting, Trumbull, CT.
- Shernoff, E.S.**, Cua, G., Cappella, E., & Atkins, M.S. (2016, February). *Evidence-based classroom practices to support student learning in high poverty schools*. [Paper presentation]. National Association of School Psychologists Annual Meeting, New Orleans, LA.
- Shernoff, E.S.**, Lekwa, A., Reddy, L., & Eichert, B. (2016, February). *Examining implementation context before deploying coaching in high poverty schools*. [Paper presentation]. National Association of School Psychologists Annual Meeting, New Orleans, LA.
- Shernoff, E.S.** (2014, February). *Discussant*. In J. Green (Chair), *The gap between real-world mental health practices and evidence-based strategies*. [Symposium]. National Association of School Psychologists Annual Meeting, Washington, DC.
- Atkins, M.S., Mehta, T.G., **Shernoff, E.S.**, Frazier, S.L., Maríñez-Lora, A., Cappella, E., Schoenwald, S.K., Solomon, B., Neal, J. & Lakind, D. (2013, November). *Adoption of evidence-based programs through key opinion leader teachers*. [Paper presentation]. Association for Behavioral and Cognitive Therapies, National Harbor, MD.
- Shernoff, E.S.**, Jakobsons, L., Lakind, D., Gabel, S., Patel, D., & Cole, K. (2012, May). *The role of coaching in supporting early career teachers in urban schools*. In K. Becker (Chair), *Beyond the intervention: Multidimensional considerations for high quality implementation in schools*. [Symposium]. Society for Prevention Research Annual

Meeting, Washington, DC.

Shernoff, E.S. & Mariñez-Lora, A. (2012, March). *Integrating qualitative and quantitative data into a funded development study*. [Paper presentation]. Institute of Education Sciences Research Conference Annual Meeting, Washington, DC.

Herrell, K. & **Shernoff, E.S.** (2012, March). *Using thematic analysis to explore early career teacher experiences in urban schools*. [Paper presentation]. Graduate Student Research Association Conference Annual Meeting, DeKalb, IL.

Shernoff, E.S., Frazier, S.L., Mariñez-Lora, A., Jakobsons, L.S., Atkins, M.S., & Keel, J. (2011, March). *Development of the teachers supporting teachers in urban schools program: What iterative research designs can teach us*. [Paper presentation]. Society for Research on Educational Effectiveness Annual Meeting, Washington, DC.

Cappella, E., Yeon Kim, H., **Shernoff, E.S.**, & Atkins, M.S. (2010, June). *Systematic observations of classroom context and student engagement: Research and intervention implications for students with behavioral challenges*. [Paper presentation]. Society for Prevention Research Annual Meeting, Denver, CO.

Shernoff, E.S., Jakobsons, L., Frazier, S.L., Marinez-Lora, A., & Atkins, M. S. (2010, March). *Teachers supporting teachers in urban schools*. In J. Sprague (Chair), *Five Programs to Strengthen the Classroom Environment*. [Symposium]. 7th International Conference on Positive Behavior Support, St. Louis, MO.

Shernoff, E.S., Neal, J.W., Frazier, S.L., Wainer, A., & Atkins, M.S. (2009, August). *Using key opinion leaders to diffuse interventions in urban schools*. In S. Torres-Harding (Chair), *Adolescents, schools, and community contexts*. [Paper presentation]. American Psychological Association Annual Meeting, Toronto, Canada.

Cappella, E., **Shernoff, E.S.**, Mehta, T., & Atkins, M.S. (2009, April). *Strengths and stressors in urban classrooms: Mixed-method analysis to inform program adaptation*. [Symposium]. Society for Research in Child Development Biennial Meeting, Denver, CO.

Atkins, M., Frazier, S., **Shernoff, E.**, Marinez-Lora, A., Mehta, T., & Rusch, D. (2008, November). *Links to Learning: A model of school-based mental health services for urban children*. In J. Hambrick (Chair), *Closing the gap: Challenges and solutions for service delivery in minority communities*. [Symposium]. Association for Behavior and Cognitive Therapies Annual Meeting, Orlando, FL.

Atkins, M.S., Mehta, T., Frazier, S. L., Cappella, E., Marinez-Lora, A., **Shernoff, E. S.**, Rusch, D., Neal, J. W., Stachowicz, E., Frangos, U., Dawes, N., Dirks, M., Rosen, P., Ogo, M. Y., Williamson, J., & Schoenwald, S. (2008, August). *Links to Learning: School and community mental health resources alignment in support of children's learning in high-poverty urban schools*. In T. Power (Chair), *Multisystemic intervention for ADHD*:

- Innovations in urban school settings*. [Symposium]. American Psychological Association Annual Meeting, Boston, MA.
- Atkins, M., Mehta, T., Frazier, S., Cappella, E., Maríñez -Lora, A., **Shernoff, E.S.**, Rusch, D., Neal, J.W., Stachowicz, E., Frangos, R., Dawes, N., Dirks, M., Rosen, P., Ogo, M.Y., Williamson, J., & Schoenwald, S. (2008, August). *Links to Learning: School and community mental health resources alignment in support of children's learning in high-poverty urban schools*. [Paper presentation]. American Psychological Association Annual Meeting, Boston, MA.
- Shernoff, E. S.** (2006, August). *Transporting an evidence-based classroom management program to a school: An analysis of implementation, outcomes, and contextual variables*. [Paper presentation]. American Psychological Association Annual Meeting, New Orleans, LA.
- Kratochwill, T. R., & **Shernoff, E. S.** (2006, August). *Response to intervention*. [Paper presentation]. American Psychological Association Annual Meeting, New Orleans, LA.
- Atkins, M., Frazier, S., Birman, D., Graczyk, P., Marinez-Lora, A., Formoso, D., Cappella, E., **Shernoff, E.S.**, Nierman, P., & Gibbons, R. (2006, May). *Mental health collaboration with key informants on predictors of children's learning: A model for mental health services in urban, high poverty communities*. In C. Mueller (Chair). *Bringing science to everyday children's mental health practices: Models and evidence*. [Symposium]. Association for Psychological Science Annual Meeting, New York, NY.
- Simon, D. J., **Shernoff, E. S.**, & Goldberg, C. A. (2004, February). *School-based interventions for children with bipolar disorder*. [Paper presentation]. Illinois School Psychologists Association Annual Meeting, Springfield, IL.
- Kratochwill, T. R., & **Shernoff, E. S.** (2003, January). *Implementation of evidence-based interventions in schools: Conceptual and practice issues*. [Symposium]. American Association of Colleges for Teacher Education Annual Meeting, New Orleans, LA.
- Kratochwill, T. R., & **Shernoff, E. S.** (2002, August). *Research to practice: The role of practitioners in evidence-based interventions*. In S. P. Hinshaw (Chair), *Moving empirically -supported treatments into the everyday lives of children*. [Symposium]. American Psychological Association Annual Meeting, Chicago, IL.
- Kettler, R. J., & **Shernoff, E. S.**, (2001, August). *Critique of the validity evidence of the Academic Competence Evaluation Scales*. In J.P. Braden (Chair) *New validity standards for educational and psychological tests: An overview and application*. [Symposium]. National Association of School Psychologists Annual Meeting, Washington, DC.
- Niebling, B. N., Aleman, P., **Shernoff, E. S.**, Kettler, R., Green, L., Bruno, L., & Braden, J. P. (2001, February). *Evaluating the Woodcock-Johnson III using the 1999 Validity Standards for Educational and Psychological Testing*. [Presentation]. Madison, WI.

POSTER PRESENTATIONS

- Mui, L., Selby, E., & **Shernoff, E.S.** (2022, April). *Impact of health and wellness workshops on teacher stress during the COVID-19 pandemic*. [Poster presentation]. Undergraduate Psychology Honors Thesis Poster Presentation, Piscataway, NJ.
- Mui, L. Ji, Y., **Shernoff, E.S.**, DelMarre, A. & Lisetti, C. (2020, April). *Teacher efficacy and skill in managing behavior problems: A feasibility study in high poverty schools*. [Poster presentation]. Undergraduate Aresty Symposium 16th Annual Meeting, Piscataway, NJ (canceled due to Covid-19).
- Diaz-Martinez, A.M., **Shernoff, E.S.**, Hoyos Nervi, Constanza, & John, Gabriella (2020, January). *The Graduate School of Applied & Professional Psychology (GSAPP): An affirmative approach to diversity*. [Poster presentation]. National Council of Schools and Programs of Professional Psychology (NCSPP) Mid-Winter Conference, San Diego, CA.
- Shernoff, E.S.**, Delmarre, A., Tinio, K., Bhaumik, R., Daheng Zhang, H., Frazier, S.L., & Lisetti, C. (2020, January). *Technology-based training to support teachers in behavior management: A feasibility study*. [Poster presentation]. IES Principal Investigators Conference Annual Meeting, Washington, DC.
- Maesaka, T.J., DeMotta, T., **Shernoff, E.S.**, Nakamura, B.J. (2019, November). *An evaluation of the Practice Element Response Form in a sample of preservice trainees*. [Poster presentation]. Association for Behavioral and Cognitive Therapies 53rd Annual Meeting, Atlanta, GA.
- *Kahn, S., Aganja, A., & **Shernoff, E.S.** (2019, April). *Examining use of Interactive Virtual Training for Teachers (IVT-T)*. [Poster presentation]. Undergraduate Aresty Symposium 15th Annual Meeting, Piscataway, NJ.
- Brown, C., **Shernoff, E.S.**, Von Schalscha, K., Hanks, O., Chou, P., Walzer, A., ... Lisetti, C. (2018, April). *Development and evaluation of the evidence-based behavior management strategy coding system*. [Poster presentation]. American Educational Research Association Annual Meeting, New York, NY.
- Shernoff, E.S.**, Gabbard, J., Lisetti, C.S., Brown, C., Delamarre, A., Lunn, S., Liz, S., Bibi, Z., & White, M. (2018, February). *Formative evaluation of Interactive Virtual Training: A Mixed-Method Study*. [Poster presentation]. National Association of School Psychologists Annual Meeting, Chicago, IL.
- Lekwa, A. L., Reddy, L. A., **Shernoff, E. S.**, & Buscetta, D. (2018, February). *Helping teachers help students: Assessing teacher stress and support*. [Poster presentation]. National Association of School Psychologists Annual Meeting, Chicago, IL.

*Voted best poster session for 2019 in the Aresty Social Sciences category

- Chou, T., Frazier, S.L., & **Shernoff, E.S.** (2017, November). *Parent-Preschooler emotion narratives: Reading to promote literacy and socioemotional competency in urban communities of poverty*. [Poster presentation]. National Association of School Psychologists Annual Meeting, San Diego, CA.
- Shernoff, E.S.**, Walzer, A., Morgan, E., Lunn, S., Lisetti, C.S., & Frazier, S.L. (2017, February). *The development and refinement of Interactive Virtual Training Model (IVT)*. [Poster presentation]. National Association of School Psychologists Annual Meeting, San Antonio, TX.
- Chou, T., **Shernoff, E.S.**, Sanchez, A., Frazier, S.L., Lisetti, C., Lunn, S., & Brown, C. (2016, October). *Iterative development in action: Building Interactive Virtual Training for early career educators*. [Poster presentation]. Association for Behavioral and Cognitive Therapies Annual Meeting. New York, NY.
- Maríñez-Lora, A., M., Cua, G., Atkins, M., Mehta, T., **Shernoff, E.**, & Frazier, S (2016, May). *The effect of perceived and enacted support on caregiver strain and participation in treatment*. [Poster presentation]. Association for Psychological Science Annual Meeting, Chicago, IL.
- Lekwa, A., Reddy, L., Glover, T., & **Shernoff, E.S.** (2016, February). *Importance of instructional coach's behavior for classroom improvement*. [Poster presentation]. National Association of School Psychologists Annual Meeting, New Orleans, LA.
- Lorenzo, A.C. & **Shernoff, E.S.** (2016, February). *Preservice training for teachers and classroom management outcomes*. [Poster presentation]. National Association of School Psychologists Annual Meeting, New Orleans, LA.
- Franza, N.A., **Shernoff, E.S.**, Kratochwill, T.R., & Bearman, S.K. (2016, February). *Examining the alignment between school psychology service delivery and evidence-based practices*. [Poster presentation]. National Association of School Psychologists Annual Meeting, New Orleans, LA.
- Franza, N.A. Eichert, B.W., Lorenzo, A.C., & **Shernoff, E.S.** (2015, February). *Early career teacher effectiveness and connectedness in urban schools: A mixed-method study*. [Poster presentation]. National Association of School Psychologists Annual Meeting, Orlando, FL.
- Lorenzo, A.C. & **Shernoff, E.S.** (2015, February). *Professional learning communities: Connecting and supporting urban teachers*. [Poster presentation]. National Association of School Psychologists Annual Meeting, Orlando, FL.
- Newell, M., **Shernoff, E.S.**, & Lorenzo, A. (2014, April). *Baby steps: Urban early career teachers' development of effectiveness*. [Poster presentation]. Rutgers University Honors Thesis Presentations Annual Meeting, Piscataway, NJ.
- Patel, D., Lakind, D., & **Shernoff, E.S.** (2012, September). *Coaching early career teachers in*

- urban schools: A mixed-method study of evidence-based practices*. [Poster presentation]. Department of Psychiatry Research Conference Annual Meeting, Chicago, IL.
- Bhaumik, R., **Shernoff, E.S.**, Zao, W., Lakind, D., Solomon, B. Bhaumik, D. Schoenwald, S. & Atkins, M.S. (2012, September). *Multilevel regression and SEM approaches to growth curve modeling*. [Poster presentation]. Department of Psychiatry Research Conference Annual Meeting, Chicago, IL.
- Maríñez-Lora, A.M., Atkins, M.S., Hopper, K., Frazier, L.F., **Shernoff, E.S.**, & Mehta, T. (2010, August). *African American mothers: social support and parenting strain at multiple time points*. [Poster presentation]. American Psychological Association Annual Meeting, San Diego, CA.
- Shernoff, E.S.**, Jakobsons, L., Frazier, S.L., Maríñez-Lora, A., Atkins, M.S., Hamre, B., Kolacz, J., Parker-Katz, M. & Smylie, M. (2010, June). *Teachers Supporting Teachers in Urban Schools: An initial examination of fidelity and consumer satisfaction*. [Poster presentation]. Institute of Education Sciences Research Conference Annual Meeting, National Harbor, MD.
- Clark, E. & **Shernoff, E.S.** (2009, August). *Parent and teacher consensus regarding disruptive behavior: Implications for parent involvement and service use*. [Poster presentation]. UIC Summer Research Opportunities Program Annual Meeting, Chicago, IL.
- Shernoff, E.S.**, Mehta, T., Torf, R. Spencer, J. & Atkins, M.S. (2008, August). *Teacher stress in urban schools: Who's looking out for teachers?* [Poster presentation]. American Psychological Association Annual Meeting, Boston, MA.
- Maríñez-Lora, A., Atkins, M.S., Hopper, K., Frazier, S., **Shernoff, E.S.**, & Mehta, T. (2008, August). *Urban poor African American mothers: Social support and parenting strain*. [Poster presentation]. American Psychological Association Annual Meeting, Boston, MA.
- Cappella, E., **Shernoff, E.S.**, Neal, J.W., Mehta, T., Marinez-Lora, A., Rusch, D., Stachowicz, E., Frazier, S.L. & Atkins, M.S. (2008, May). *Links to Learning in urban schools: Classroom context and program adaptation*. [Poster presentation]. Society for Prevention Research Annual Meeting, San Francisco, CA.
- Maríñez-Lora, A.M., Atkins, M.S., Hopper, K., Frazier, L.F., **Shernoff, E.S.**, & Mehta, T. (2008, May). *Urban African American mothers: Parenting strain and social support*. [Poster presentation]. Association for Psychological Science Annual Meeting, Chicago, IL.
- Shernoff, E. S.**, Hill, C., Danis, B., Leventhal, B. L., Keenan, K., & Wakschlag, L. S. (2006, August). *A manualized approach for clinical decision making in multi-method assessments*. [Poster presentation]. American Psychological Association Annual Meeting, New Orleans, LA.

- Atkins, M. S., Frazier, S. L., Schoenwald, S., Cappella, E., **Shernoff, E.S.**, Marinez-Lora, A., & Birman, D. (2006, May). *Links to learning stage I: Formative research to develop an accessible, effective, and sustainable mental health model for children in urban poor schools*. [Poster presentation]. National Institutes of Mental Health Conference, Washington, DC.
- Shernoff, E. S.** & Kratochwill, T. R. (2004, August). *Transporting an evidence-based intervention for preschoolers with disruptive behaviors*. [Poster presentation]. American Psychological Association Annual Meeting, Honolulu, HI.
- Shernoff, E. S.**, Quintana, S. M., Kratochwill, T. R., & Roach, A. T. (2003, April). *Evidence-based interventions in school psychology: Focusing on cultural and ethnic diversity in reviewing the intervention literature*. [Poster presentation]. National Association of School Psychologists Annual Meeting, Toronto, Canada.
- Shernoff, E. S.**, Kratochwill, T. R., & Stoiber, K. C. (2001, August). *Training in evidence-based interventions: What are school psychology programs teaching?* [Poster presentation]. American Psychological Association Annual Meeting, San Francisco, CA.
- South, M., Ozonoff, S., Williams, B. J., McMahon, W. M., Filipek, P. A., **Shernoff, E. S.**, Corsello, C. & Landa, R. (2001, April). *Limitations of the Gilliam Autism Rating Scales as a measure of autism diagnosis and severity*. [Poster presentation]. Society for Research in Child Development Biennial Meeting, Minneapolis, MN.
- King, B. H., Wright, D. M, Handen, B. L., Sikich, L., Zimmerman, A. W., McMahon, W., Cantwell, E., Davanzo, P. A., Dourish, C., Dykens, E. M., Jaselskis, C. A., Leventhal, B. L., Lord, C., Lubetsky, M. J., Myers, S. M., Ozonoff, S., Shah, B. G., Leavitt, J., Snape, M., **Steele, E.**, Williamson, W., & Cook, E. H. (1999, October). *A double-blind, placebo-controlled study of amantadine hydrochloride in the treatment of children with autistic disorder*. [Poster presentation]. American Association of Child and Adolescent Psychiatry Annual Meeting, Chicago, IL.
- Steele, E.**, Komosa, K., Bohnert, A., Keenan, K. & Wakschlag, L. S. (1998, October). *Evaluation of a developmental approach to the treatment of preschoolers with behavior problems*. [Poster presentation]. Illinois Association for Infant Mental Health Conference, Chicago, IL.

INVITED PRESENTATIONS and PROFESSIONAL WORKSHOPS

- Shernoff, E.S.** (2022, May). *School psychology as a vehicle for prevention science*. [Invited Presentation]. University of Wisconsin Training Grant Seminar Series.
- Shernoff, E.S.** (2022, April). *Building culturally responsive behavioral interventions in schools*. [Workshop Presentation]. GSAPP Continuing Education Program. Piscataway, NJ.
- Shernoff, E.S.** (2020, September). *Teachers' use and beliefs about praise: A mixed method*

- study*. [Invited Presentation]. *School Psychology Review* special series on 120 Second Summaries. <https://www.youtube.com/watch?v=iIorZA6Ggjk>
- Shernoff, E.S.** (2019, August). *Preventing and managing disruptive behaviors* [Workshop Presentation]. East Orange Public Schools New Teacher Orientation. East Orange, NJ.
- Shernoff, E.S.** (2019, June). *Supporting teachers to build strong family-school partnerships*. [Workshop Presentation]. GSAPP Supervisor Workshops (NJPSA) Annual Meeting, Piscataway, NJ.
- Shernoff, E.S.** (2019, February). *Understanding the function of behavior*. [Workshop Presentation]. East Orange Public Schools New Teacher Professional Development. East Orange, NJ.
- Shernoff, E.S. & Bibi, Z.** (2018, May). *A vision for college in your future*. [Invited Presentation]. Hubbard Middle School, Plainfield, NJ.
- Shernoff, E.S.** (2018, August). *Preventing and managing disruptive behaviors* [Workshop Presentation]. East Orange Public Schools New Teacher Orientation, East Orange, NJ.
- Shernoff, E.S. & Von Schalscha, K.** (2017, October). *A vision for college in your future*. [Invited Presentation]. Hubbard Middle School, Plainfield, NJ.
- Shernoff, E.S.** (2017, October). *Preventing challenging behaviors using positive discipline approaches*. [Workshop Presentation]. Hubbard Middle School, Plainfield, NJ.
- Shernoff, E.S.** (2017, August). *Applying an equity lens to school discipline*. [Workshop Presentation]. Washington Township Public School District, Washington Township, NJ.
- Shernoff, E.S.** (2017, March). *De-escalating class conflict: Reducing racial disparities in school discipline*. [Workshop Presentation]. New Jersey Principals and Supervisors Association (NJPSA), Monroe Township, NJ.
- Shernoff, E.S.** (2016, March). *Effective classroom management in inclusive classrooms: Part 2*. [Workshop Presentation]. Woodrow Wilson Fellowship Professional Development Series, Piscataway, NJ.
- Shernoff, E.S.** (2015, August). *Effective classroom management in inclusive classrooms: Part 1*. [Workshop Presentation]. Woodrow Fellowship Professional Development Series, Piscataway, NJ.
- Shernoff, E.S.** (2013, December). *Effective teacher support: A key link in the chain of mental health promotion for urban children*. [Colloquia]. Ferkauf Graduate School of Psychology at Yeshiva University, Bronx, NY.
- Shernoff, E.S.** (2012, June). *Targeted teacher support in high poverty, urban schools*.

[Presentation]. 10 Year Anniversary Conference for the Illinois School Psychology Internship Consortium, Highland Park, IL.

Shernoff, E.S. (2010, September). *The ABCs of behavior*. [Workshop presentation]. Brown Elementary School, Chicago, IL.

Shernoff, E.S. (2010, August). *Positive Behavior Interventions & Supports (PBIS) in urban schools: Universal/tier 1 strategies*. [Workshop presentation]. Henderson Elementary School, Chicago, IL.

Shernoff, E.S., Meyer, D., & Donahue, M. (2010, June). *Scholarly writing for presentation: To dos and not to dos*. [Workshop presentation]. STEP=UP Leadership Summer Institute at the College of Education at the University of Illinois Annual Meeting, Chicago, IL.

Frazier, S. L., & **Shernoff, E. S.** (2009, November). *Links to learning: A school mental health service model for children in urban poverty*. [Colloquia]. Department of Psychology at Northern Illinois University, Dekalb, IL.

Shernoff, E.S. (2009, March). *Preventing and managing disruptive behaviors in urban classrooms*. [Workshop presentation]. Nathaniel Dett Elementary School, Chicago, IL.

Shernoff, E.S., Mehta, T., & Atkins, M.S. (2008, October). *Stress and coping among urban teachers: An exploratory study*. [Presentation]. Great Cities Institute Seminar Series, Chicago, IL.

Frazier, S.L. & **Shernoff, E.S.** (2008, March). *ADHD in Classrooms*. [Workshop presentation]. Evanston/Skokie School District, Evanston, IL.

Kratochwill, T. R., **Shernoff, E. S.**, O'Connor, E. & Rhoades, M. (2004, February). *Evidence-based practices: Externalizing disorders of childhood*. [Workshop presentation]. Wisconsin School Psychologists Association Annual Meeting, Wisconsin Rapids, WI.

AWARDS AND FELLOWSHIPS

2021 Chancellor-Provost Celebration of Faculty Excellence Honoree (Rutgers University – New Brunswick)

2021 Research featured in the *School Psychology Review 120 Second Summary* which features contemporary topics related to publishing in school psychology.
<https://www.youtube.com/watch?v=iIorZA6Ggjk>

2016 Research featured in *Ethos, The Magazine for Rutgers GSAPP* illustrating innovations in grant funded activity designed to support teachers in high poverty schools.
https://issuu.com/gsappp/docs/gsappp_magazine_final3/6

- 2015 Research featured in *Rutgers Today*, highlighting major research accomplishments in leveraging technology to support schools.
- 2009 Early Career Scholar, Society for the Study of School Psychology
- 2004 Outstanding Dissertation Award of Division 16 of the American Psychological Association
- 2003 Thora Wick Homme Fellowship through the School of Education at University of Wisconsin-Madison (\$5000)

SERVICE TO THE UNIVERSITY and UNIT

Co-Chair Inclusive Scholarship Committee (2021 – present). Co-chair of Inclusive Scholarship Committee at GSAPP focused on reviewing and showcasing scholarship at GSAPP in relation to diversity, equity and inclusion.

New Brunswick Faculty Council (2021-present). Participate in monthly NB Faculty Council meetings (Chaired by Dr. Marybeth Gasman) in addition to participating in the monthly Faculty Personnel Affairs Subcommittee (Chaired by Dr. Francios Berthiaume).

Interim Chair and Director of Clinical Training (2019-2020). General administrative responsibility for the school psychology department, including ongoing development and improvement of existing training programs, faculty evaluation, collect and maintain thorough records of each member's teaching, scholarship and service, assess teaching effectiveness, oversee student clinical training and student experience.

Committee on Admissions (2019-2020). Developed GSAPP admission policies and reviewed data on number of applicants, acceptance rates, and competitive fellowship opportunities.

Academic Leadership Committee (2019-2020). Reviewed and implemented University, GSAPP, and department policies and initiatives to enhance academic operations, advance instructional best practices, promote academic integrity, and support excellence in teaching and learning (2019-2020).

Executive Committee (2019-2020). Support and direct overall operations of GSAPP.

Operations and Planning Committee (2019-2020). Operational functions from a strategic level

Appointments and Promotion Standing Committee Member (2018-2020). Review appointments and promotions and makes advisement to dean.

Ad Hoc Tenure Review Committees (2018-2022). Chair of one appointment and promotion, committee member for three appointment reviews.

Enhancing Student Experience Committee (2018-2020). Developed policies and procedures to enhance student experience across school, clinical, and applied program.

Continuing Education Committee (2017-2019). Screened and approved continuing education proposals at GSAPP focused on supporting evidence-based practices

Co-Chair Dissertation Committee (2017-2019): Developed transparent procedures and benchmarks for the dissertation process and support students in the process. Organized and facilitated a four series workshop to help doctoral students navigate the dissertation process.

Co-Chair of Dean-Appointed Workgroup (2016-2017). Part of strategic planning committee for Dean Conway focused on strengthening the academic quality of existing programs to enrich student learning and success

GSAPP Website Committee (2015-2016). Led plans for redesigning and enhancing the functionality and usability of the GSAPP website

Co-Chair of Recruitment Committee (2013-2016). Developed videotapes of alumni to showcase our doctoral training program (<http://gsappweb.rutgers.edu/pstudents/gsap-alumni-interviews.php#>) and working to increase our applicant pool by developing direct advertisement methods to undergraduate institutions in the tri state area with a strong focus on recruitment of undergraduate students from traditionally underserved communities.

School Psychology Admissions Committee (2013-present). Conduct yearly reviews of applications to the program, interview applicants, actively recruit accepted students, and participate in orientation activities for new students

SERVICE TO THE FIELD

Guest Editor, Special Issue on Using Mixed Methods to Advance Research and Practice in School Psychology, <https://apadivision16.org/2021/05/school-psychology-call-for-papers-using-mixed-methods-to-advance-science-practice-in-school-psychology/>

External Tenure Reviewer (2019-present). Serve as an external reviewer as a part of the promotion and tenure process for candidates outside Rutgers University. I review candidates given I am nationally recognized for my expertise in teacher professional development, consultation, and mixed-methods design and analysis.

Editorial Board, *School Psychology* (2020-present), *School Psychology Review* (2015-Present), *Journal of School Psychology* (2011 – Present).

Grant Reviewer, Dutch Research Council (2020-present)

Grant Reviewer, Institute of Education Sciences Panel Member, Unsolicited Grant Applications Reviewer (2017-present).

Grant Reviewer, Institute of Education Sciences Panel Member, Social and Behavioral Context for Academic Learning (2014-2019).

Consultant, Substance Abuse and Mental Health Services Administration (SAMHSA) Grant awarded to Chicago Public Schools (2010-2014).

Ad Hoc Reviewer, *American Educational Research Journal, School Mental Health, Remedial and Special Education* (2009-Present).

Conference Reviewer, Division 16 of the American Psychological Association (2009).

Conference Reviewer, Society for Research on Educational Effectiveness (2011, 2015).

Consultant, Illinois State Office of Mental Health, Evidence-Based Practice Committee (2007-2014).

Member of the Task Force on Evidence-Based Interventions in School Psychology, Division 16 of the American Psychological Association (1999-2004).

FACULTY and POSTDOCTORAL MENTORING

Faculty Mentor for the GSAPP New Faculty Mentoring Program, Dr. Erum Nadeem, 2020-2022

Faculty Mentor for the GSAPP New Faculty Mentoring Program, Dr. Matthew Lee, 2018-2020.

Research mentor to Michelle Cumming, PhD, Assistant Professor in the Department of Teaching and Learning (Florida International University).

Research mentor to Roberta Holzmueller, PhD *Using Disability Awareness Education to Develop Students' Social Understanding and Improve Classroom Climate* (IES Grant Submitted 9/10)

Research mentor to Lara Jakobsons, PhD, Postdoctoral fellow. Supported the submission of *Development of a Teacher, Peer, and Family Intervention Model to Promote Students' Behavior, Motivation and Reading* (IES Grant Submitted 8/12).

Jenna Watling Neal, PhD, Research mentor. Supported the submission of *Creating Caring and Safe Classrooms to Promote Academic Achievement: An Efficacy Study of Connected Schools* (IES Grant Submitted 6/11)

PREDOCTORAL STUDENT MENTORING AND ADVISING

Graduate Student Advising (Rutgers University, Graduate School of Applied and Professional Psychology)

Advise 8-10 doctoral students/year in the School Psychology Program at Rutgers University on academic progress, course sequence, and career trajectories (2013-2022)

Dissertation Committee Chair (Rutgers University, Graduate School of Applied and Professional Psychology)

Angel DeCuapa, *Simulation Training to Promote Teachers' Use of Positive Behavioral Supports* (11/21-present)

Gianna Rinaldi, *Using DBT-ST to Promote Teacher Health and Wellness* (9/21-present)

Henry Zhang, *Factors Predicting Readability in School Psychologists' Assessment Reports* (5/21-present)

Melisa Denis, *The Role of Differentiated Instruction in Improving Student Behavior* (1/19-present)

Madeline White, *The Relationship between Fidelity and Outcomes in a Technology Based Professional Development* (9/18-present)

Sarah Lederer, *Cyberbullying in Schools: A Survey of Administrator Needs* (5/18-present)

Kayla Carter, *The Intersection of Race and Sense of Belonging among Early Career Teachers in High Poverty Schools: A Qualitative Analysis* (1/19 to 4/21).

Sheva Cohen-Weiss, *School Psychologist' Attitudes, Training, and Use of Exposure-Based Interventions* (4/19 to 12/20)

Tzipora Halberstam, *Teachers' Perceptions of Their Role in Identifying and Referring Students for Mental Health Services in Orthodox Communities: A Survey Study* (9/17 to 8/20)

Stephanie Anismatta, *Trauma Impact on Children and Adolescents in Schools* (1/18-7/20)

Shaindl Kirzner, *The Association Between Connectedness and Commitment Among Teachers in Urban High Poverty Schools: An Exploration Study* (7/17 to 3/20)

Emily Morgan, *General Educators Knowledge and Experience with Special Education Training* (9/17 to 7/19)

Claire LeGarde, *A Pilot Study of the Effects of a Relaxation Movement Group on Students Attending a Partial Hospitalization Program* (5/16 to 4/17)

Yaacov Weiner, *Perceptions of School Psychologist Function Among Newly Enrolled School Psychology Graduate Students* (5/16 to 7/17)

Angela Gonnella, *School Psychology Graduate Training in Evidenced-Based Interventions for Mental Health* (3/15 to 6/17)

Ava Lorenzo, *A Qualitative Study of Urban Early Career Teachers' Perceptions of Difficult Student Behavior* (1/15 to 12/16)

Dissertation Committee Member (Rutgers University, Graduate School of Applied and Professional Psychology, Northern Illinois University)

Samantha Silber, *Teacher Needs Assessment During Covid: A Mixed Method Study* (2/22-present)

Benjamin Madsen, *A Preliminary Study of Intervention Services for Students with Emotional, Social, and Behavioral Problems in Orthodox Jewish Lower Schools* (12/19 - present).

Caroline Kleeman, *See Amazing" in The Classroom: Evaluating Opportunities for Educating About Autism in Early Childhood Classrooms* (1/17 to 2/22)

Gabrielle John, *The Association Between Traumatic Stress and Health Outcomes and Risk Behaviors in Ethnic Minority Children and Adolescents* (12/19 to 5/21)

Rachel Levy Wang, *Parent Perspectives on Collaborating with Schools to Support their Transgender Children* (3/19 to 8/20)

Christina Diaz, *An Examination of the Content and Quality of Forensic Evaluations in Child Welfare* (1/18 to 3/20)

Natalie Woszczak, *The Impact of Principal Support on School Climate Initiatives* (1/18 to 3/18)

Kristy Herrell, *Exploring the Role of Urban Early Career Teachers' Perceptions of Social Elements of the School Context and Their Feelings of Efficacy Development* (Northern Illinois University, 5/15 to 4/18)

Brian Eichert, *Examining the Functioning of Implementation Support Teams in Social-Emotional Learning and Positive Culture and Climate Program Implementation* (5/17 to 3/18)

Nina Franza, *Youth Engagement in Leadership Programs in High Poverty Schools* (7/16 to 11/17)

Julie Lodato, *Emotionally-based School Refusal and the School's Response: A Survey of School Principal and School Psychologist Practices* (8/16 to 10/17)

Kristen Axelsen, *Developing Compassionate Schools and Trauma-Informed School-Based Services: An Expanded Needs Assessment and Preliminary Pilot Study* (5/17 to 9/17)

Clarissa Green, *Bridging the Implementation Gap in Schools: Evaluating a Coaching Model to Support High Quality Restorative Circles* (10/15 to 4/17).

Ramona Ross, *This Will Only Hurt a Bit: Evaluating the Usage of Patient Focused Empathy Among General Surgery Residents* (8/15 to 4/17).

Susan Polkowski, *Accommodations for Learning and Assessment: Educator Practices in the United States across Instruction and Assessment Situations for Students with Disabilities* (5/16 to 4/17).

Kristy Langione, *Confirmatory Factor Analysis of Appreciation as a Higher Order Construct* (1/15 to 5/16).

Kerri Smith, *Trait Emotional Intelligence and Burnout in School Psychologists* (4/14 to 6/15).

Nina Weisling, *Experiences and Practices of General Education Teachers Supporting Students with Emotional Disturbance* (University of Illinois at Chicago, 5/11 to 5/13).

Graduate Student Research Mentorship (Rutgers University)

May Yuan, Rutgers Psychology Doctoral Student, mixed method research mentor (2021-present).

Morgan Iskowitz, Research internship to support teachers' use of culturally competent teaching practices (2021-2022).

Jordyn Loya, Research internship to support teachers' use of culturally competent teaching practices (2021-2022).

Rachel Hurvitz, Research internship to support teachers' use of culturally competent teaching practices (2021-2022).

Gjon Tinaj, Research internship to support teacher health and wellness project (2020-2021)

Gianna Rinaldi, Research internship to support teacher health and wellness project (2020-2021)

Laura Robinson, Research internship to design a virtual teacher training model through the mentored research program (2019-2020)

Kim Messano, Research internship to design a virtual teacher training model through the mentored research program (2019-2020)

Jinmu Meng, Research internship to design a virtual teacher training model through the mentored research program (2019-2020)

Henry Zhang, Research internship to design a virtual teacher training model through the mentored research program (2018-present)

Brianne Logan, Research internship to design a virtual teacher training model through the mentored research program (2018-present)

Gabrielle John, Research internship to design a virtual teacher training model through the mentored research program (2017-present)

Madeline White, Research internship to design a virtual teacher training model through the mentored research program (2017-present)

Melisa Denis, Research internship to design a virtual teacher training model through the mentored research program (2017-2018)

Shira Donath, Research internship to design a virtual teacher training model through the mentored research program (2017-2018)

Sheva Cohen, Research internship to design a virtual teacher training model through the mentored research program (2016-2018)

Shaindl Kirzner, Research internship to design a virtual teacher training model through the mentored research program (2016-2018)

Christina Diaz, Research internship to design a virtual teacher training model through the mentored research program (2015-2016)

Amanda Read, Research internship to design a virtual teacher training model through the mentored research program (2015-2016)

Arielle Walzer, Research internship to design a virtual teacher training model through the mentored research program (2015-2017)

Emily Morgan, Research internship to design a virtual teacher training model through the mentored research program (2015-2019)

Brian Eichert, Research internship on examining models of training, support, and supervision to teachers through the mentored research program (2014-2015)

Nina Franza, Research internship on examining models of training, support, and supervision to teachers through the mentored research program (2014-2015)

Ava Lorenzo, Research internship on examining models of training, support, and supervision to teachers through the mentored research program (2013-2014)

Undergraduate Research Mentorship (Rutgers University and University of Illinois at Chicago)

Long Mui, chair *Teacher stress and coping in urban schools during COVID-19*. Undergraduate Honors Thesis Chair (2020-2022)

Yuan Ji, *Teacher efficacy and skill in managing behavior problems*. Aresty Research Assistant Program (2019-2020)

Sabeen Khan, *Examining the use of Interactive Virtual Training for Teachers*. Aresty Research Assistant Program (2018-2019)

Ashim Aganja, *Examining the use of Interactive Virtual Training for Teachers*. Aresty Research Assistant Program (2018-2019)

Maura Newell, *Baby Steps: Urban early career teachers' development of effectiveness*, Undergraduate Honors Thesis Chair (2013-2014)

Eren Clark, *Parent and teacher consensus regarding disruptive behavior: Implications for parent involvement and service use* (Undergraduate Research Mentor; 6/09-8/09)

PROFESSIONAL MEMBERSHIPS

National Association of School Psychologists (2005)

American Psychological Association [Division 16, School Psychology] (2006)