

CURRICULUM VITAE

CYNTHIA EICHORN HAZEL
University of Denver
Morgridge College of Education
Teaching and Learning Sciences Department
School Psychology Program
Katherine Ruffatto Hall
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Education

Year	Degree	Institution	Area of Study
2004	Ph.D. Dissertation: <i>School Safety Sacrificed to Standardized Assessment of Achievement: The Story of One Neighborhood Elementary School Community</i>	University of Northern Colorado	School Psychology
1993	MA Thesis: <i>Blue Stallion, Sister Snake, and Other Objects: A Case Study of Art Therapy with an Abused Boy</i>	Vermont College	Art Therapy
1987	BS	Arizona State University	Architecture

Academic Experience and Leadership

- 2016-Present
- Professor, Child, Family, and School Psychology Program, Morgridge College of Education, University of Denver*
- Teach 5-6 graduate courses (18 to 20 credits) each year:
- Classroom Management and Consultation (Taught 20 times, 4 credits); expanded in 2021-2022 to:
 - Consultation in School and Organizational Settings I (Taught 1 time, 3 credits)
 - Consultation in School and Organizational Settings II (Taught 1 time, 3 credits)
 - Program Development and Evaluation (Taught 13 times, 3 credits)
 - Learning Application and Analysis (Taught 7 times, 3 credits)
 - Risk, Resiliency, and Prevention (Taught 5 times, 3 credits)

- Diversity in School and Community Settings (Taught 5 times, 3 credits)
- Educational Measurement (Taught 3 times, 3 credits)
- Professional Issues in School Psychology (Taught 3 times, 3 credits)
- Supervision in School Psychology (Taught 2 times, 2 credits)
- Project Ecuador (an international service learning course in Ecuador; Taught 2 times, 4 credits)
- Family-School Partnering and Consultation (Taught 1 time, 3 credits)
- Positive Psychology and Historically Marginalized Populations (Taught 1 time, 1 credit)
- Therapeutic Use of Art in School-Based Mental Health Services (Taught 1 time, 1 credit)
- Exceptional Child (Taught 1 time, 3 credits)

2015-2019

*Department Chair, Teaching and Learning Sciences,
Morgridge College of Education, University of Denver*

Responsible for department leadership including supervision and evaluation of 20 faculty and 2 staff, program administration, budget management, and outcomes for approximately 300 students. Programs include:

- Child, Family, and School Psychology (*now: School Psychology*) (Masters, Educational Specialist, and Doctor of Philosophy degrees)
- Early Childhood Special Education (Certificate and Masters degrees)
- Curriculum and Instruction (Certificates, Masters, Doctor of Education, and Doctor of Philosophy degrees)
- Teacher Education Programs (Certificate and Masters degrees)

2010-2015

*Program Coordinator, Child, Family, and School Psychology Program,
Morgridge College of Education, University of Denver*

Responsible for the program administration, budget management, and student outcomes for the Masters, Educational Specialist, and Doctor of Philosophy degrees. Successfully obtained National Association of School Psychologists' continued approval for the Educational Specialist degree and first time approval for the Doctor of Philosophy degree.

2010-2016

*Associate Professor, Child, Family, and School Psychology Program,
Morgridge College of Education, University of Denver*

2004-2010

*Assistant Professor, Child, Family, and School Psychology Program,
Morgridge College of Education, University of Denver*

Practitioner Experience and Leadership

- 2003-2004 *School Psychologist, Adams County School District 50*
Provided full psychological services to preschool, elementary, and middle schools in impoverished neighborhoods; responsibilities included school-wide implementation of Positive Behavioral Supports and transitioning a contained program for students with emotional disturbance to an inclusionary model
- 2002-2003 *Behavior Evaluation Support Team (BEST) Coordinator, Colorado Department of Education*
State-wide liaison for 37 multi-disciplinary positive behavior and mental health promotion district teams; provided team support and training as well as coordinating regional and state conferences for teams
- 1998-1999 *Graduate Assistant to the McNair Scholars Program*
Responsible for year-long research instruction and evaluation of individual research projects of underrepresented undergraduates who wish to pursue doctoral degrees
- 1995-1997 *Art Therapist, Golden Family Resource Center/Tying Neighborhoods Together*
Facilitated art therapy groups for children and adolescents who had been convicted of socially deviant crimes, were failing school courses, or had a family history of drug abuse
- 1995-1997 *Assistant Program Director, Children's Center for Arts and Learning*
Assistant director of an art-enhancement after-school and summer program for elementary-aged children from impoverished neighborhoods; provided art therapy, consulted with families, and developed and taught visual arts curriculum
- 1992-1993 *Art Therapist, Tennyson Center*
Created individual, group, and family art therapy component of residential- and day treatment program for abused children

Professional Leadership

International Listening Association

- 2021-present: Editor, *Education Listening Journal*
- 2021-present: Executive Committee Member
- 2020-present: Education Committee Chair
- 2020-present: Diversity Initiatives Planning Committee Member

International School Psychology Association

2021-Present: Co-Chair, Consultation Taskforce

Council of Directors of School Psychology Programs

2018-2019: Past Chair

2017-2018: Chair

2016-2017: Chair Elect

2015-2019: Executive Board Member

2011-2019: Competencies Workgroup

Trainers of School Psychologists

2015-2018: Advisory Board Member

2014-2015: Past President

2013-2014: President

2012-2013: President-Elect

2009-2015: Executive Board Member

Colorado Society of School Psychologists

2008-2011: Research Committee Chair

2004-2007: Executive Board Member

Research Interests: Love and Fear in Relationships; Allyship, Equity, and Disproportionality; Listening, Conflict, and Understanding; Student School Engagement; Multi-tiered System of Supports at the Secondary Level; Positive Youth Development; Consultation and Supervision

Publications: Blind Peer-Reviewed Professional Journals

(Self in bold; student colleagues underlined)

Published and In Press

Newman, D. S., **Hazel, C. E.**, Faler, A., & Pomerantz, L. (2021). Supervision training in APA accredited school psychology doctoral programs: An analysis of syllabi. *Training and Education in Professional Psychology, 15*, 176-188.
<http://dx.doi.org/10.1037/tep0000310>

Thompson, T., Talapatra, D., **Hazel, C. E.**, Coleman, J., & Cutforth, N. (2020). Thriving with down syndrome: A qualitative multiple case study. *Journal of Applied Research in Intellectual Disabilities, 2020; 00*: 1– 15. <https://doi-org.du.idm.oclc.org/10.1111/jar.12767>

Hazel, C. E., & Seigler, L. (2019). Utilizing a vertical structure to train school psychology students in supervision. *Trainers' Forum, 36 (1)*, 18-27.

- Hazel, C. E.**, Walls, N. E., & Pomerantz, L. (2018). Gender and sexual minority students' engagement with school: the impact of grades, feeling unsafe, and gay/straight alliances. *Contemporary School Psychology*. <https://doi-org.du.idm.oclc.org/10.1007/s40688-018-0199-5>
- Newman, D. S., **Hazel, C. E.**, Barrett, C. A., Das Chaudhuri, S., & Fetterman, H. (2018). Early-career school psychologists' perceptions of consultative service delivery: The more things change, the more they stay the same. *Journal of Educational and Psychological Consultation*, 28 (2), 105-136.
- Hess, R. S., Pearrow, M., **Hazel, C. E.**, Sander, J. B., & Wille, A. (2017). Enhancing the behavioral and mental health services within school-based contexts. *Journal of Applied School Psychology*, 33 (30), 214-232.
- Barrett, C., Newman, D., & **Hazel, C. E.** (2017). Training confident school-based consultants: The role of course content, process, and supervision. *Training and Education in Professional Psychology*, 11, 41-48. doi:10.1037/tep0000128
- Anyon, Y., Zhang, D., & **Hazel, C. E.** (2016). Race, exclusionary discipline, and connectedness in secondary schools. *American Journal of Community Psychology*, 57, 342-352. doi: 10.1002/ajcp.12061.
- Hazel, C. E.**, Newman, D., & Barrett, C. (2016). Conducting rigorous survey research in the study of school-based consultation. *Journal of Educational and Psychological Consultation*, 26, 111-138.
- Newman, D., Barrett, C., & **Hazel, C. E.** (2015). School consultation practices in the early career: Does training matter? *Consulting Psychology Journal: Practice and Research*, 67, 326-347. doi: 10.1037/cpb0000048
- Fenning, P., Valley-Gray, S., Cash, G., **Hazel, C.**, Harris, A., Riccio, A., Spearman, C., Diaz, Y., & Grunewald, S. (2015). School Psychology Trainers' and Practitioners' Perceptions of Competencies. *Psychology in the Schools*, 52, 1032-1041. doi: 10.1002/pits.21877
- Hazel, C. E.**, Vazirabadi, G. E., Albanes, J., & Gallagher, J. (2014). Evidence of Convergent and Discriminant Validity of the Student School Engagement Measure. *Psychological Assessment*, 26, 806-814. doi: 10.1037/a0036277
- Hazel, C. E.**, Pfaff, K., Albanes, J., & Gallagher, J. (2014). Multi-level consultation with an urban school district to promote 9th grade supports for on-time graduation. *Psychology in the Schools*, 51, 395-420. doi: 1002/pits.21752
- Hazel, C. E.**, Vazirabadi, G. E., & Gallagher, J. (2013). Measuring Aspirations, Belonging, and Productivity in Secondary Students: Validation of the Student School Engagement Measure. *Psychology in the Schools*, 50, 689-704. doi: 10.1002/pits.21703.

Hazel, C. E., & Allen, W. (2013). Creating inclusive communities through pedagogy at three elementary schools. *School Effectiveness and School Improvement: An International Journal of Research, Policy and Practice*, 24, 336-356.
doi:10.1080/09243453.2012.692696

Seelman, K., Walls, N. E., **Hazel, C.**, & Wisneski, H. (2011). Student school engagement among sexual minority students: Understanding the contributors to predicting academic outcomes. *Journal of Social Service Research*, 38, 3-17.

Hazel, C. E., Lavolette, G. T., & Lineman, J. M. (2010). Training Professional Psychologists in School-Based Consultation: What the Syllabi Suggest. *Training and Education in Professional Psychology*, 4, 235-243. doi: 10.1037/a0020072

Hazel, C. (2010). Interactions between bullying and high-stakes testing at the elementary school level. *Journal of School Violence*, 9, 339 -356. doi: 10.1080/15388220.2010.507142

Engelman, A., & **Hazel, C. E.** (2009). Partnering for Youth Empowerment in Urban Middle Schools: An Autoethnography Examining the Synergies and Tensions between Positive Youth Development and Youth Participatory Action Research. *Information for Action: A Journal for Service-Learning Research with Children and Youth*, 2 (1), 1-26.

Athanasidou, M. S., **Hazel, C. E.**, & Geil, M. (2007). Listening to Participants: Bi-Directional Effects of Consultation Research and Practice. *Canadian Journal of School Psychology*, 22, 191-204.

Hazel, C. E. (2007). Timeless and Timely Advice: A commentary on *Consultation to Facilitate Planned Organizational Change in Schools*, an article by Joseph E. Zins and Robert J. Illback (1995). *Journal of Educational and Psychological Consultation*, 17, 125-132.

Athanasidou, M. S., Geil, M., **Hazel, C. E.**, & Copeland, E. P. (2002). The importance of attributions in school-based consultation: A qualitative inquiry into school psychologists' and teachers' perceptions. *School Psychology Quarterly*, 17, 258-298.

Publications: Books

Hazel, C. E. (2016). *Empowered Learning in Secondary Schools: Promoting Positive Youth Development through a Multi-Tiered System of Supports*. Washington, DC: American Psychological Association.

Hess, R., Short, R., & **Hazel, C. E.** (2012). *Comprehensive children's mental health services in schools and communities: A Public Health Problem-Solving Model*. Boca Raton, FL: Taylor & Francis.

Publications: Chapters in Edited Books

Hess, R., & **Hazel, C.E.** (2021). School Programs that Prevent School Failure and School Dropout. In P. Lazarus, S. Suldo, & B. Doll (Eds.), *Fostering the Emotional Well-Being of our Youth: A School-Based Approach* (pp. 395-412). London, England: Oxford.

Hazel, C. E. (2017). Ecological Consultation as a Means to Promote Child Rights. In C. Hatzichristou & S. Rosenfield (Eds.), *International Handbook of Consultation in Educational Settings* (pp. 264-288). Boca Raton, FL: Taylor & Francis.

Publications: Technical Reports

(Self in bold; student colleagues underlined)

Naineni, K., & Hazel, C. E. (Eds.) (2021). International Listening Association (ILA) Swap Shop 2021. Available online at: <https://www.listen.org/Swap-Shop>

Hazel, C. E. (Ed.) (2021). *Analysis of Multi-Tiered System of Supports Programming Across States*. Denver, CO: University of Denver, Morgridge College of Education.

Hazel, C. E. (Ed.) (2021). *The Colorado School Bullying Prevention and Education Grant Program (BPEG): Current Grantee Evaluation Report*. Denver, CO: University of Denver, Morgridge College of Education.

Hazel, C. E. (Ed.) (2021). *A Review of Equitable Grant Distribution Research: Next Steps for the Colorado Department of Education's School Bullying Prevention and Education Grant (BPEG) Program*. Denver, CO: University of Denver, Morgridge College of Education.

Hazel, C. E. (Ed.) (2021). *School Bully Prevention and Education Grant (BPEG): Past Grantees Feedback Evaluation Report*. Denver, CO: University of Denver, Morgridge College of Education.

Lerner, J., **Hazel, C. E.**, & Michalec, P. (2017). *Novice teacher effectiveness: Listening tour in Jefferson County Public Schools*. Denver, CO: University of Denver, Morgridge College of Education.

Hazel, C. E. (Ed.) (2016). *Fisher Early Learning Center Self-Improvement Plan*. Denver, CO: University of Denver, Morgridge College of Education.

Hazel, C. E. (Ed.) (2016). *Student Climate Evaluation Report: Ricks Center for Gifted Children*. Denver, CO: University of Denver, Morgridge College of Education.

Hazel, C. E. (Ed.) (2015). *Fisher Early Learning Center Teaching Strategies GOLD® Reports and Planning Tool Project*. Denver, CO: University of Denver, Morgridge College of Education.

- Hazel, C. E.** (Ed.) (2015). *Student Climate Evaluation Report for the Ricks Center*. Denver, CO: University of Denver, Morgridge College of Education.
- Hazel, C. E.** (Ed.) (2014). *Increasing Attendance at George Washington High School*. Denver, CO: University of Denver, Morgridge College of Education.
- Hazel, C. E., Soberay, A., & Voroselo, K.** (2013). *Expanded Learning Opportunities in Colorado: Concepts, Case Studies, and Implications*. Denver, CO: University of Denver, Morgridge College of Education.
- Hazel, C. E.** (Ed.) (2013). *Markers of Academic Success at Intensive Pathways High Schools*. Denver, CO: University of Denver, Morgridge College of Education.
- Hazel, C. E., Soberay, A., & Voroselo, K.** (2012). *Current State of Expanded Learning Opportunities in Colorado*. Denver, CO: University of Denver, Morgridge College of Education.
- Hazel, C. E.** (Ed.) (2012). *Evaluation of the 2011-2012 Reading, Writing, and Math Interim Assessments: Denver Public Schools Kindergarten through 8th Grade*. Denver, CO: University of Denver, Morgridge College of Education.
- Hazel, C. E.** (Ed.) (2011a). *2010-2011 Transitions Initiative: Pilot School Outcomes, Lessons Learned, and Recommendations for Continued Supports to Increase the Number of DPS Students on Track for 4-Year High School Graduation at the End of 9th Grade*. Denver, CO: University of Denver, Morgridge College of Education.
- Hazel, C. E.** (Ed.) (2011b). *Safety, belonging, and learning in the 21st Century at Highline Academy*. Denver, CO: University of Denver, Morgridge College of Education.
- Hazel, C. E.** (Ed.) (2010). *Transitions Initiative Pilot Year 2009-2010: Abraham Lincoln High School Evaluation Report*. Denver, CO: University of Denver, Morgridge College of Education.
- Hazel, C. E.** (Ed.) (2010). *Moving to the Next Level: Utilizing Family-School Partnering, Multicultural Improvements, and Service Learning to Promote Civic Excellence at Highline Academy*. Denver, CO: University of Denver, Morgridge College of Education.
- Hazel, C. E., Vazirabadi, G. E., Albanes, J., & Gallagher, J.** (2009). *Student School Engagement at Three Denver Middle Schools: Results, Relationship to the ABC Stoplight Report, and Implications*. Denver, CO: University of Denver, Morgridge College of Education.
- Hazel, C. E.** (Ed.) (2009). *Basing Decisions on Annual Student Data: Compilation of DU's 2009 Program Development and Evaluation Projects for Highline Academy Elementary and Middle School*. Denver, CO: University of Denver, Morgridge College of Education.

Hazel, C. E. (Ed.) (2009). *Rainbow Alley 7th through 12th Grade Clients' Reports of Student School Engagement*. Denver, CO: University of Denver, Morgridge College of Education.

Hazel, C. E. (Ed.) (2008). *Asking, Listening, and Responding: What Highline Academy Middle School Students Can Tell Us: Compilation of DU's 2008 Program Development and Evaluation Projects*. Denver, CO: University of Denver, Morgridge College of Education.

Hazel, C. E. (Ed.) (2007). *Increasing Sense of Community and Belonging at Highline Academy: Compilation of DU's 2007 Program Development and Evaluation Projects*. Denver, CO: University of Denver, Morgridge College of Education.

Hazel, C. E. (Ed.) (2007). *Bruce Randolph 2006-2007 6th and 9th Grade Literacy Tests Reports*. Denver, CO: University of Denver, Morgridge College of Education.

Publications: Peer-Reviewed Professional Newsletters

(Self in bold; student colleagues underlined)

Hazel, C. E. (2014). President's Message: Turning a Critical Eye upon Ourselves: Are Trainers of School Psychologists Practicing the Values We Espouse? *Trainers of School Psychologists Forum*, 33(2), 5-9.

Martinez Reid, R., & **Hazel, C. E.** (2010). Entry level issues in school psychology. *Trainers of School Psychologists Forum*, 29 (2), 9-10.

Lineman, J. N., Figueroa, S. C., & Hazel, C. E. (2009). A Pilot Study: Assessment Practices with English Language Learner Students. *Colorado Society of School Psychologists*, 23(3), 7-13.

Hazel, C. E., & Folzenlogen, S. (2007). Reconnaissance for an international service learning course in Ecuador: So much already gained. *World Go Around*, 34 (2), 5-6.

Short, R., Kaufman, J., Desrochers, J., Fournier, C., **Hazel, C.,** Hess, R., & Pearrow, M. (2006). Public health and school psychology: The Future of School Psychology Goal 5 working group. *The School Psychologist*, 60, 36.

Hazel, C. E. (2006). Similarities and Differences in an Ecuadorian and United States School Psychology Training Program. *World Go Around*, 33 (2), 6-8.

Hazel, C. E. (2005). Making schools safe for all children: Let's not hit the snooze button again. *The School Psychologist*, 59, 97-103.

Hazel, C. E. (2005). Individual perspectives on the Futures Conference. In J. E. Desrochers (Ed.), Reflections on the second anniversary of the Conference on the Future of School Psychology. *Communiqué*, 33(4), 28-29.

Hazel, C. E., Athanasiou, M. S., & Lines, C. L. (2003). On site/remote site: Colorado reflections on the Future of School Psychology. *Communiqué*, 31 (5), 11-12.

Publications: Book and Test Reviews

(Self in bold; student colleagues underlined)

Hazel, C. E., & McDonald, S. (2012). Test review: Anger Regulation and Expression Scale (ARES) by R. DiGiuseppe & R. C. Trafrate. In J. F. Carlson, K. F. Geisinger, & J. L. Jonson (Eds.), *Nineteenth Buro's Mental Measurement Yearbook* (pp. 3-14). Lincoln, NE: University of Nebraska Press.

Hazel, C. E. (2010). Test review: Structured Assessment of Violence Risk in Youth (SAVRY) by R. Borum, P. Bartel, & A. Forth. In R. A. Spies, J. F. Carlson, & K. F. Geisinger (Eds.), *Eighteenth Buro's Mental Measurement Yearbook* (pp. 591-593). University of Nebraska Press.

Hazel, C. E. (2005). Review of the book *School-based mental health services: Creating comprehensive and culturally specific programs*, by B. K. Nastasi, R. B Moore, & K. M. Varjas. *Communiqué*, 33(8), 44.

Hazel, C. E. (2005). Review of the book *Building positive behavior support systems in schools: Functional behavioral assessment*, by D. A. Crone & R. H. Horner. *Psychology in the Schools*, 42, 217-218.

Grants

Received and Administered

2019 Colorado Department of Higher Education CDHE Plan into Action Grant: *Increasing recruitment of school mental health professionals in Southeast Colorado*. **\$123,950** (PI: Dr. Elaine Belansky; Consultant and Content Expert for Project ECHO sessions)

2019 Professional Research Opportunities for Faculty: *Shortening Research to Practice Delay*. **\$20,000** (Co-PI with Drs. Elaine Belansky and Nick Cutforth)

2017 Jefferson County Public Schools: *Novice teacher effectiveness: Listening tour in Jefferson County Public Schools*. **\$5096** (Co-PI with Ms. Jessica Lerner and Dr. Paul Michalec)

2014 Consulting Psychology Journal: Practice and Research/Society of Consulting Psychology (CPJ/SCP) Small Grants Program: *School Consultation Practices in the Early Career:*

- Does Training Matter?* **\$3,245** (Co-PI with Drs. Daniel Newman, National Louis University, & Courtenay Barrett, Utah State University)
- 2012 Colorado Legacy Foundation: *Expanded Learning Opportunities in Colorado*. **\$150,000** (PI)
- 2011 Denver Public Schools: *Consultation, Technical Support, and Evaluation for the 2011-2012 RtI Toolkit Secondary Schools Pilot Initiative*. **\$58,055** (PI)
- 2010 Ford Foundation: “*Multiple Pathways*” *Model Development: A Comprehensive Local, State, and National Scan of Assets, Needs, and Partnerships for Denver Public Schools*” **\$250,000** (Co-PI with five Morgridge College of Education colleagues).
- 2010 Denver Public Schools: *Consultation, Technical Support, and Evaluation for the 2010-2011 Transitions Intervention*. **\$38,040** (PI)
- 2009 Denver Public Schools: *Consultation, Technical Support, and Evaluation for the 2009-2010 Transitions Intervention*. **\$30,300** (PI)
- 2008 University of Denver Internationalization Small Grant: *Working with Ecuadorian Faculty to Develop a Comprehensive Screening System for Indigenous Andean Preschoolers*. **\$600** (PI)
- 2007 University of Denver PROF Grant: *Assessing Elementary Students’ School Engagement and the School’s Capacity to Support School Engagement*. **\$14,900** (PI)
- 2006 University of Denver Internationalization Small Grant: *Visiting Ecuador to Finalize a Proposed Project Ecuador International Service Learning Course*. **\$1400** (\$700 from the grant matched by \$700 from the College of Education) (PI)
- 2006 University of Denver Public Good Scholarship: *Continuing to Enhance Family and Community Engagement with Horace Mann Middle School*. **\$9,000** (PI)
- 2005 University of Denver Internationalization Small Grant: *Forging Relationships in Ecuador to Promote the Practice and Understanding of School Psychology in Ecuador and the United States*. **\$800** (PI)
- 2005 University of Denver Public Good Scholarship: *Defining and developing a process to enhance family and community engagement with DPS middle schools*. **\$10,000** (PI)
- 2005 University of Denver Women’s Library Association Collection Development Program: *Linking assessment to intervention to improve outcomes at school*. **\$3200** (PI)
- 2004-2006 University of Denver Faculty Research Fund: *Perceptions of Elementary School Safety Based on Pedagogy*. **\$2477** (PI)

Unfunded

- 2017 Westat submittal to Girls Inc. *Impact Evaluation of The Girls Inc. Experience*. **\$138,071** for my work exclusively. (Co-PI with Dr. Emily Price, Westat)
- 2015 Institute of Educational Science, Special Education: *Educational Success for Students with Emotional Disturbances*. **\$673,844**. (Co-PI with Drs. Duan Zhang, Research Methods and Statistics, Morgridge College of Education, University of Denver, and Samuel Song, School Psychology, College of Education, Seattle University)
- 2014 Institute of Educational Science, Special Education: *Educational Success for Students with Emotional Disturbances*. **\$606,948**. (Co-PI with Drs. Duan Zhang, Research Methods and Statistics, Morgridge College of Education, University of Denver, and Samuel Song, School Psychology, College of Education, Seattle University)
- 2012 Institute of Educational Science, Special Education: *Validation of the Student School Engagement Measure with Middle School Students Who Qualify, or are at Risk of Qualifying, for Special Education with Specific Learning Disabilities or Emotional Disturbances*. **\$1,525,827**. (Co-PI with Dr. Duan Zhang, Research Methods and Statistics, Morgridge College of Education, University of Denver)
- 2011 University of Denver PROF Grant: *Bullying, School Engagement, and Sexual Minority Youth*. **\$29,443** (Co-PI with Dr. Eugene Walls, Graduate School of Social Work, University of Denver)
- 2009 University of Denver PROF Grant: *Gay-Straight Alliances and the School Experiences of Sexual Minority Youth*. **\$23,820** (Co-PI with Dr. Eugene Walls, Graduate School of Social Work, University of Denver)

Presentations

(**Self** in bold; student colleagues underlined)

Juried Presentations

- Manion, A., Pietruszewski, L., & Ritchie, G. (2021). *Exploring Therapeutic Art-Making In School Psychology: A Single Case Study*. Paper presented at the 52nd Annual Conference of the American Art Therapy Association. (Contributor)
- Manion, A., Pietruszewski, L., & Ritchie, G. (2021). *The therapeutic use of art with school-aged children: A systematic review*. Paper presented at the 52nd Annual Conference of the American Art Therapy Association. (Contributor)

- Hazel, C. E., Bowers, K., Levenson, R., & Ritchie, G.** (2021). Considerations for consultation professional development during the COVI-19 Pandemic. Poster presented at the 41st International School Psychology Conference.
- Hazel, C. E., Bowers, K., Levenson, R., & Ritchie, G.** (2021). Considerations for consultation professional development during the COVI-19 Pandemic. Roundtable discussion facilitated at the 41st International School Psychology Conference.
- Hazel, C. E., Maras, E., Fatigate, B., Manion, A., Ford, A., & Montoya, C.** (2021). *Systematic review of the therapeutic use of art with school-aged children*. Poster presented at the 129th annual conference of the American Psychological Association.
- Hazel, C. E., Ford, A. J., Maras, E. Q., Ritchie, G., & Rhodes-Doudna, C.** (2021). *The LovePOEM: The Intersection of Listening & Allyship*. Paper presented at the International Listening Association's 2021 Convention.
- Manion, A., Fatigue, B., Thomas, M., & Hazel, C. E.** (2021). *Creative Connection: Using Visual Art to Enhance Listening*. Paper presented at the International Listening Association's 2021 Convention.
- Hazel, C. E.** (2021). *Listening Through Walking: What I heard as a Pilgrim of the Camino Frances*. Paper presented at the International Listening Association's 2021 Convention.
- Newman, D. S., Hazel, C. E., Faler, A., & Pomerantz, L.** (2021). *Supervision training in APA-accredited school psychology doctoral programs: An analysis of syllabi*. University Directors of Clinical Psychology Midwinter Meeting Virtual Poster Session, Denton, TX.
- Hazel, C. E.** (2019). *Listening to children to enhance their development: the LovePOEM*. Paper presented at the 41st Annual Conference of the International School Psychology Association, Basel, Switzerland.
- Hazel, C. E.** (2019). *Utilizing our privilege as school psychology to ally with marginalized populations and disrupt systemic inequities*. Roundtable facilitated at the 41st Annual Conference of the International School Psychology Association, Basel, Switzerland.
- Hazel, C. E.** (2019). *Listening to diffuse conflict: the LovePOEM*. Workshop presented at the 40th annual conference of the International Listening Association, Vancouver, Canada.
- Hazel, C. E.** (2019). *Listening to be an ally in disrupting systems of oppression*. Lecture presented at the 40th annual conference of the International Listening Association, Vancouver, Canada.
- Hazel, C. E.** (2018). *Students' school engagement internationally: Findings from four countries*. Poster presented at the 126th annual conference of the American Psychological Association, San Francisco, CA.

- Hazel, C. E.** (2018). *Mentorship, Community Engaged Research, and Citizen Psychology*. Cochair and discussant of symposium presented at the 126th annual conference of the American Psychological Association, San Francisco, CA.
- Hazel, C. E.** (2018). *Supporting adults in listening to children and adolescents: the Ecodevelopmental Listening Model*. Poster presented at the 39th annual conference of the International Listening Association, Dublin, Ireland.
- Barrett, C., Newman, D. S., & **Hazel, C. E.** (2018). *Systems-level consultation: Expanding your role for the benefit of all*. Mini-skills presentation at the 49th annual national conference of the National Association of School Psychologists, Chicago, IL.
- Das Chaudhuri, S., & **Hazel, C. E.** (2018). *Promoting novice teacher development, resilience, and retention through consultation*. Mini-skills presentation at the 49th annual national conference of the National Association of School Psychologists, Chicago, IL.
- Hazel, C. E.** (2017). *Conceptualizing and Measuring Students' Engagement with School Internationally: Key Findings from Four Countries*. Paper presented at the 39th Annual Conference of the International School Psychology Association, Manchester, England.
- Rosenfield, S., Hatzichristou, C., Bowles, T., Farrell, P., **Hazel, C. E.**, Hughes, C., Hylander, I., Maital, S., Nastasi, B., & Worrell, F. (2017). *School-Based Consultation in the 21st Century: Perspective of an International Panel*. Roundtable presentation at the 39th Annual Conference of the International School Psychology Association, Manchester, England.
- Newman, D., **Hazel, C. E.**, & Barrett, C. (2016). School based consultation training and practice: Trends and linkages from a national survey. In D. Newman (Chair), *School-based consultation—From training to practice across the globe*. Symposium conducted at the annual convention of the American Psychological Association, Denver, CO.
- Hazel, C. E.** (2016). *Supporting the School Success of Students with Emotional Disturbance*. Poster presented at the 38th Annual Conference of the International School Psychology Association, Amsterdam, Netherlands.
- Newman, D., **Hazel, C. E.**, & Barrett, C. (2016). *School consultation practices in the early career: Does training matter?* Paper presented at the 48th annual national conference of the National Association of School Psychologists, New Orleans, LA.
- Reinhardt, J. S., Holtz, J., & **Hazel, C. E.** (2015). *Training the (Future) Trainer: A Proposed Model of Teaching Future Faculty*. Poster presented at the Annual Meeting of the Trainers of School Psychologists, Orlando, FL.

- Song, S., & **Hazel, C. E.** (2015). *Emotional Disturbance and School Success: Preventing High School Dropout*. Paper presented at the 47th annual national conference of the National Association of School Psychologists, Orlando, FL.
- Hazel, C. E., & Klabo, K.** (2014). *Using the Public Health Problem-Solving Model to consult with a United States urban high school to implement Multi-Tiered Systems of Support*. Poster presented at the 36th annual international conference of the International School Psychology Association, Kaunas, Lithuania.
- Hess, R., & **Hazel, C. E.** (2014). *A problem solving model for promoting mental health in schools*. Mini-skills paper presented at the 46th Annual National Conference of the National Association of School Psychologists, Washington, DC.
- Diaz, Y., Spearman, C., Grunewald, S., Fenning, P., Valley-Gray, S., Cash, R. E., & **Hazel, C. E.** (2014). *School psychology trainers' and practitioners' perceptions of competencies*. Poster presented at the Annual Meeting of the Trainers of School Psychologists, Washington, DC.
- Sovran, B., Miller, G., & Hazel, C. E. (2014). *A programmatic journey to enhance professional advocacy during graduate training*. Poster presented at the Annual Meeting of the Trainers of School Psychologists, Washington, DC.
- Hazel, C. E., McDonald, S., & Grossinger, A.** (2012). *Demographic predictors of Student School Engagement in sexual minority youth: Creating a predictive model*. Poster presented at the 44th annual national conference of the National Association of School Psychologists, Philadelphia, PA.
- Hazel, C. E.** (2011). *Increase students' post-secondary readiness through supporting the 8th to 9th grade transition, so that more students enter 10th grade on track for 4 year graduation*. In B. Nastasi (Discussant), *Effective Programs to enhance the positive development of youth*. Symposium presented at the 43rd annual national conference of the National Association of School Psychologists, San Francisco, CA.
- Hazel, C., Gallagher, J., & Albanes, J.** (2011). *Validation of a measure of Student School Engagement*. Paper presented at the 43rd annual national conference of the National Association of School Psychologists, San Francisco, CA.
- Hazel, C., Albanes, J., & McDonald, S.** (2011). *Demographic predictors of Student School Engagement in sexual minority youth*. Poster presented at the 43rd annual national conference of the National Association of School Psychologists, San Francisco, CA.
- Vazirabadi, G. E., & Hazel, C. (2010). *Using Structural Equation Modeling to Understand Student School Engagement*. Paper presented at the 2010 American Educational Research Association Annual Meeting, Denver, CO.

- Hazel, C. E., Albanes, J., & Gallagher, J.** (2010). *Supporting 9th Grade Teams in Promoting School Success through the Use of School Completion Indicators and Student School Engagement Assessment*. Poster presented at the 42nd annual national conference of the National Association of School Psychologists, Chicago, IL.
- Hazel, C. E., Vazirabadi, G. E., & Jack, C.** (2009). *Using Structural Equation Modeling to Understand Student School Engagement*. Poster presented at the 117th annual convention of the American Psychological Association, Toronto, ON, Canada.
- Hazel, C. E., Pearrow, M., & Shriberg, D.** (2009). *The school psychologist as researcher and change agent using PAR*. Mini-skills paper presented at the 41st annual national conference of the National Association of School Psychologists, Boston, MA.
- Hazel, C. E., Jack, C., Wonner, R., & Albanes, J.** (2009). *Measuring Student School Engagement: Analysis of Three Models*. Poster presented at the 41st annual national conference of the National Association of School Psychologists, Boston, MA.
- Hazel, C. E., Wonner, R., & Jack, C.** (2008). *School Engagement: What is It and How to Get More of It*. Paper presented at the 33th annual convention of the Colorado Society of School Psychologists, Avon, CO.
- Hazel, C. E., Bickford, W., & Callahan, P.** (2008). *How pedagogy impacts school safety and belonging: Lessons from three schools*. Paper presented at the 40th annual national conference of the National Association of School Psychologists, New Orleans, LA.
- Short, R. J., Hess, R. S., Kaufman, J., & **Hazel, C. E.** (2007). *Advanced Professional Training—Promoting Children’s Mental Health: A Public Health Approach*. Two-day workshop presented at the 39th annual national conference of the National Association of School Psychologists, New York, NY.
- Hazel, C., & Laviolette, G.** (2006). *Consultation Training: Perspectives Drawn from Faculty, Students, and Community Members*. Poster presented at the 114th annual convention of the American Psychological Association, New Orleans, LA.
- Hazel, C., & Athanasiou, M.** (2006). *Listening to Participants: Bi-Directional Effects of Consultation Research and Practice*. Poster presented at the 38th annual national conference of the National Association of School Psychologists, Anaheim, CA.
- Short, R. J., Kaufman, J., Desrochers, J., Fournier, C., **Hazel, C. E.**, & Pearrow, M. (2006). *Prevention and the future: A public health model for school psychology*. Colloquium presented at the 38th annual national conference of the National Association of School Psychologists, Anaheim, CA.
- Hazel, C. E.** (2005, June). *Understanding elementary school safety through children’s drawings and words*. In A. Mulvey & E. Thomas (Chairs), *Arts & Community Psychology: Creating Selves, Building Community, and Making Meaning, Parts I & II*. Presented at

the 10th Biennial Conference of the Society for Community Research and Action, Champaign/Urbana, IL.

Hazel, C. E., & Laviolette, G. (2005, March). *Qualitative dissertations in school psychology*. Paper presented at the 37th annual national conference of the National Association of School Psychologists, Atlanta, GA.

Athanasίου, M., **Hazel, C.**, Miller, G., Bieber, B., Manning, A., Lines, C., Reeves, M., Peabody, K., & Wochos, G. (2004, November). *The "Future" in Colorado*. Symposium conducted at the 29th annual convention of the Colorado Society of School Psychologists, Avon, CO.

Hazel, C. E., & Bieber, B. (2004, March). *Improving academic and behavioral success with district-wide behavior support teams*. Paper presented at the 36th annual national conference of the National Association of School Psychologists, Dallas, TX.

Bieber, B., **Hazel, C.**, & Ulmer, T. (2003). *What's Cookin' at CDE?* Paper presented at the 28th annual convention of the Colorado Society of School Psychologists, Avon, CO.

Bieber, B., Lines, C., Athanasίου, M., & **Hazel, C.** (2003). *Impacts of the Futures Conference for Colorado*. Paper presented at the 28th annual convention of the Colorado Society of School Psychologists, Avon, CO.

Hazel, C. E. (2003). *Experiences of female school psychology professors: A panel discussion*. Paper presented at the Student Association of School Psychology Annual Mini-Convention at the 111th annual convention of the American Psychological Association, Toronto, Canada.

Hazel, C. E. (2003). *Positive psychology informing elementary school safety: A case study*. Poster presented at the 111th annual convention of the American Psychological Association, Toronto, ON, Canada.

Hazel, C. E. (2003). *Making and interpreting duality drawings: Participant art as qualitative data*. Paper presented at the 9th Biennial Conference on Community Research and Action, Las Vegas, NM.

Hazel, C. E. (2003). *Elementary school safety on the periphery of violence: A qualitative multiple case study of a community in Jefferson County, Colorado*. Paper presentation at the 35th annual national conference of the National Association of School Psychologists, Toronto, Canada.

Hazel, C. E. (2002). *What's a BEST team, do I want to be a part of one, and if so, how do I get there?* Paper presented at the 27th annual conference of the Colorado Society of School Psychologists, Beaver Creek, CO.

Hazel, C. E. (2002). *Qualitative data management: Planning and realizing a successful qualitative dissertation*. Poster presented at the 110th annual convention of the American Psychological Association, Chicago, IL.

Hazel, C. E., Gallagher, S. L., & Lerew, C. D. (2002). *Grant funding for your dissertation: Catching big and little fish*. Paper presented at the Student Association of School Psychology Annual Mini-Convention at the 110th annual convention of the American Psychological Association, Chicago, IL.

Hazel, C. E. (2002). *Divergent views of school safety: Collaborating with police officials: Results from a qualitative ecological case study*. Paper presented at the 34th national annual conference of the National Association of School Psychologists, Chicago, IL.

Hazel, C. E. (2001). *How the exosystem shapes the mesosystems that impact the child's microsystems*. Paper presented at the 26th annual conference of the Colorado Society of School Psychologists, Breckenridge, CO.

Hazel, C. E., & Copeland, E. P. (2001). *Increasing attendance in elementary schools: Student, parent, and faculty roles*. Poster presented at the 33rd annual national conference of the National Association of School Psychologists, Washington, DC.

Athanasidou, M., Geil, M., **Hazel, C. E.,** & Copeland, E. (2000). *Teacher and school psychologist perceptions of school-based consultation: Using results from a qualitative study to improve consultation practice*. Paper presented at the 32nd national annual conference of the National Association of School Psychologists, New Orleans, LA.

Copeland, E. P., & **Hazel, C. E.** (2000). *Elementary school character development: A formative evaluation of one district*. Poster presented at the 108th annual conference of the American Psychological Association, Washington, D.C.

Hazel, C. E. (1999). *Avoiding burnout and secondary trauma: Using art to relieve stress, better understand your clients, and promote self-growth*. Paper presented at the 24th annual conference of the Colorado Society of School Psychologists, Vail, CO.

Invited Presentations

Hazel, C. E. (2022). Keynote presenter. University of Northern Colorado School Psychology Spring Symposium.

Hazel, C. E. (2021). *Education Committee's Swap Shop*. Workshop facilitator at the International Listening Association's 2021 Convention.

Hazel, C. E. (2019). *Behavioral Health Solutions for Rural Schools*. Content expert and case presentation coordinator for three 8-session DU-ECHO virtual professional learning programs. Denver, CO.

- Hazel, C. E.** (2019). *Program Director Compensation*. Presentation at the Council of Directors of School Psychology Programs 17th Annual Mid-Winter Meeting. Deerfield Beach, FL.
- Hazel, C. E., & Pierce, C.** (2018). *Institute for Higher Education Panel Discussion*. Panelist at the Colorado Department of Education's Colorado MTSS 2018 Summit, Lakewood, CO.
- Hazel, C. E.** (2018). *Positive youth development and civic engagement in the Anthropocene*. Key note speaker at the First Annual Psychology Conference of the Pedagogical University of Krakow, "Stimulation and supporting development in life span perspective;" Krakow, Poland.
- Hazel, C. E.** (2018). *Lessons Learned from Self-Studies and Site Visits under the New APA Reg's*. Panel and workshop chair at the Council of Directors of School Psychology Programs 16th Annual Mid-Winter Meeting. Deerfield Beach, FL.
- Hazel, C. E.** (2018). *Diversifying School Psychology: Recruitment and Retention of Diverse Faculty and Students*. Panel chair at the 2018 Council of Directors of School Psychology Programs 16th Annual Mid-Winter Meeting. Deerfield Beach, FL.
- Hazel, C. E.** (2018). *Flourishing as a Program Director*. Workshop Chair at the 2018 Council of Directors of School Psychology Programs 16th Annual Mid-Winter Meeting. Deerfield Beach, FL.
- Hazel, C. E.** (2017). *Multi-Tiered System of Supports-Positive Youth Development (MTSS-PYD) Part 1: Developing a School-Wide System that is Responsive to All Students' Academic, Vocational, Emotional, and Social Needs*. Lecture presented at the First International Summer School in Crete, Rethimno, Greece.
- Hazel, C. E.** (2017). *Multi-Tiered System of Supports-Positive Youth Development (MTSS-PYD) Part 2: Utilizing a Strengths-Based Approach to Supporting and Involving Students*. Lecture presented at the First International Summer School in Crete, Rethimno, Greece.
- Hazel, C. E.** (2017). *Promoting Student Voice in Schools: Enhancing Listening and Collaboration between Students and Adults*. Lecture presented at the First International Summer School in Crete, Rethimno, Greece.
- Hazel, C. E., & Walcott, C.** (2017). *Navigating the Remediation Process: Managing Student Issues*. Paper presented at the 2017 Council of Directors of School Psychology Programs 15th Annual Mid-Winter Meeting. Deerfield Beach, FL.
- Hazel, C. E., Shriberg, D., & Proctor, S.** (2016). *Tips on Developing as a Trainer for Social Justice*. Workshop for the Trainers of School Psychologists Annual Meeting; New Orleans, LA.
- Hazel, C. E.** (2015). *Strategies for Training, Supervising, and Collaborating with Field Supervisors*. Panel Facilitator. Trainers of School Psychologists Annual Meeting; Orlando, FL.

Hazel, C. E. (2014). *Innovating and advocating in changing times without losing focus on school psychology: Challenges in online learning, program enrollment and supervision*. Panel Facilitator. Trainers of School Psychologists Annual Meeting; Washington, DC.

Hazel, C. E. (2013). *Being intentional about your future; Active mentoring and planning your professional development across your academic career*. Panel Facilitator. Trainers of School Psychologists Annual Meeting; Seattle, WA.

Hazel, C. E. (2012). *Using art therapeutically with student refugee populations*. Paper presented to the Coordinators of International KidSuccess, Jewish Family Service of Colorado, Denver, CO.

Fenning, P., Valley-Gray, S., Cash, G., & **Hazel, C. E.** (2012). *The school psychology internship: Professional standards and guidelines comparison*. Paper presented at the 2012 Council of Directors of School Psychology Programs 15th Annual Mid-Winter Meeting. Deerfield Beach, FL.

Albers, C., Allen, K., & **Hazel, C. E.** (2009). *Keynote: Panel of professionals*. Panel discussion presenter at the 2009 Student Affiliates in School Psychology 2009 American Psychological Association Mini-Convention, Toronto, ON, Canada.

Hazel, C. E., Bickford, W., & Callahan, P. (2008). *Collaborating on school engagement research; Tales from a faculty member, student, and alumni*. Paper presented at the 2008 College of Education Week, University of Denver, Denver, CO.

Saitta, D., Jenson, J., Cutforth, N., **Hazel, C.**, & Potter, C. (2007). *Public good: Tenure and promotion*. Panel discussion presenter at the 2007 Public Good Conference, University of Denver, Denver, CO.

Dissertations and Capstones

Dissertations: Chaired or Co-Chaired

Fatigate, B. (Approved Research Topic). **(Chair)**

Ford, A. (Approved Research Topic). **(Chair)**

Maras, E. (Approved Research Topic). **(Chair)**

Pomerantz, L. (2020). *Identification of Adaptive Skills Among Students with an Emotional Disturbance as Measured by the Vineland Adaptive Behavior Scales, Third Edition*. Defended proposal, University of Denver, Denver, Colorado. **(Chair)**

- Manion, A. (2020). *Exploring the Potential for Therapeutic Art-Making in School Psychology Practice: A Single Case Study of a Training Experience*. Defended proposal, University of Denver, Denver, Colorado. **(Chair)**
- Das Chaudhuri, S. (2020). *“Beginning Teachers Are Your Friend”: A Multiple Case Study Examining School Psychologists’ Experiences Consulting with Beginning Teachers*. Unpublished doctoral dissertation, University of Denver, Denver, Colorado. **(Chair)**
- Topf, E. (2020). *In Their Own Words: A Qualitative Study of Non-Relational Foster Families Experiences Navigating the Education System*. Unpublished doctoral dissertation, University of Denver, Denver, Colorado. **(Chair)**
- Howard, L. (2020). *A Phenomenological Study of the Experiences of Military Families who have Children with Disabilities with School-Based Mental Health Personnel*. Unpublished doctoral dissertation, University of Denver, Denver, Colorado. **(Chair)**
- Doudna, C. (2019). *Exploring Early Temperament Predictors of Maladaptive Behavior in a Group of Elementary School Age Children with Autism Spectrum Disorder*. Unpublished doctoral dissertation, University of Denver, Denver, Colorado. **(Chair)**
- Sovran, B. (2016). *Key Components of Successful Sexuality Education for High Functioning Students with Autism Spectrum Disorder*. Unpublished doctoral dissertation, University of Denver, Denver, Colorado. **(Chair)**
- Johnson, J. (2015). *The relationship between social support and self-advocacy in college students with disabilities*. Unpublished doctoral dissertation, University of Denver, Denver, Colorado. **(Chair)**
- Rodriguez, M. A. (2012). *Latino family involvement: An exploratory study of Latina mother-daughter relationships and their effects on educational attainment and resiliency*. Unpublished doctoral dissertation. University of Denver, Denver, CO. **(Chair)**
- Albanes, J. (2012). *Student School Engagement as a Potential Predictor of High School Completion*. Unpublished doctoral dissertation, University of Denver, Denver, Colorado. **(Chair)**
- Laviolette, G. T. (2011). *Supporting Students in Foster Care through School Transitions*. Unpublished doctoral dissertation, University of Denver, Denver, Colorado. **(Chair)**
- Vazirabadi, E. (2010). *Comprehensive Validation of a Measure of Student School Engagement at Denver Public Schools: A Pilot Study of Middle School Students*. Unpublished doctoral dissertation, University of Denver, Denver, Colorado. **(Co-Chair)**
- Gatliffe, E. (2010). *Influence of Ethnicity on English Vocabulary Measurement: Using the Montgomery Assessment of Vocabulary Acquisition in One Rural Southeastern New*

- Mexico School*. Unpublished doctoral dissertation, University of Denver, Denver, Colorado. **(Co-Chair)**
- Harrison, E. (2008). *Case Study of Parents' Perceptions of an Initial Problem-Solving Meeting*. Unpublished doctoral dissertation, University of Denver, Denver, Colorado. **(Chair)**
- Masner, C. (2007). *The ethic of advocacy*. Unpublished doctoral dissertation, University of Denver, Denver, Colorado. **(Chair)**
- Engelman, A. (2006). *A student researcher's experience initiating and engaging in a community-based research project with youth*. Unpublished doctoral dissertation, University of Denver, Denver, Colorado. **(Chair)**
- Schulte, J. (2006). *Experiences of six adolescents diagnosed with nonverbal learning disability syndrome*. Unpublished doctoral dissertation, University of Denver, Denver, Colorado. **(Co-Chair)**
- Mobley, W. H. (2005). *Case study of successful high school dropouts*. Unpublished doctoral dissertation, University of Denver, Denver, Colorado. **(Co-Chair)**
- Dissertations: Committee Member***
- Hudson, A. (2021). Approved Research Topic. **(Methodologist)**
- Gladstone, P. (2020). *Living the dream: Building self-determination to improve postsecondary outcomes*. Unpublished doctoral dissertation, University of Denver, Denver, Colorado.
- Beiderman, L. M. (2020). *Impacted Youth: Why School Psychologists Need to Consider Diverse Approaches of Support*. Unpublished doctoral dissertation, University of Denver, Denver, Colorado.
- Jordan, S. (2019). *The Use of Clinical Judgment in Differentiating Between Symptoms of Autism Spectrum Disorder and Those of Other Childhood Conditions: A Delphi Study*. Unpublished doctoral dissertation, University of Denver, Denver, Colorado.
- Kohn, S. (2019). *The Intersection of Mindfulness, Teacher Efficacy and School Climate: A Pilot Study*. Unpublished doctoral dissertation, University of Denver, Denver, Colorado.
- Cruz, B. (2018). *Adolescent resilience: Issues of academic self-efficacy, parental involvement, and special education identification*. Unpublished doctoral dissertation, University of Denver, Denver, Colorado.
- Hughes, C. (2018). *Development of a School-Based Restorative Practices Training for Parents: Impacts on Parent and Child Outcomes*. Unpublished doctoral dissertation, University of Denver, Denver, Colorado.

- Thompson, T. (2018). *Thriving with Down Syndrome: A Multiple Case Study*. Unpublished doctoral dissertation, University of Denver, Denver, Colorado.
- Colebrook, J. (2016). *Opportunities and Hurdles to Interprofessional Collaboration: Development and Validation of the Interprofessional Collaboration with Family Therapists for School-Based Mental Health Professionals Measure (ICFT-SBMHP)*. Unpublished doctoral dissertation, University of Denver, Denver, Colorado.
- Bixby, B. (2015). *An Examination of Disproportionality in One School District Using a Response to Intervention Model*. Unpublished doctoral dissertation, University of Denver, Denver, Colorado.
- Hermanutz, K. D. (2015). *Early career teachers' efficacy in working with families*. Unpublished doctoral dissertation, University of Denver, Denver, Colorado.
- Plonkey-Lehto, M. B. (2012). *Bully/Victim Power Inventory: Measuring the power imbalance in the bully/victim relationship*. Unpublished doctoral dissertation, University of Denver, Denver, Colorado.
- Robinson, E. N. (2012). *The relationship between teacher cultural competency and student engagement*. Unpublished doctoral dissertation, University of Denver, Denver, Colorado.
- Gatliffe, E. M. (2010). *Influence of Ethnicity on English Vocabulary Measurement: Using the Montgomery Assessment of Vocabulary Acquisition in One Rural Southeastern New Mexico School*. Unpublished doctoral dissertation, University of Denver, Denver, Colorado.
- Cano-Smith, J. (2009). *Self-Advocacy Experiences of College Students with Learning Disabilities and/or Attention-Deficit Hyperactivity Disorder*. Unpublished doctoral dissertation, University of Denver, Denver, Colorado.

Masters Capstones Chaired

- Levenson, R. (2021). *Best Practices in Supporting LGBTQIA+ Youth in an Elementary School Setting*. Unpublished Masters Capstone, University of Denver, Denver, Colorado.
- Ritchie, G. (2021). *The Visual Arts and Cognition: Arguments for Expanded Visual Arts Programming Within Public Schools*. Unpublished Masters Capstone, University of Denver, Denver, Colorado.
- Staley, A. (2021). *Cognitive and Mindfulness Anxiety Interventions for Adolescents*. Unpublished Masters Capstone, University of Denver, Denver, Colorado.

Ford, A. (2019). *JETT (Journey to Empowerment through Transition) Canvas Course Design for the Learning Effectiveness Program*. Unpublished Masters Capstone, University of Denver, Denver, Colorado.

Igoe, B. (2015). *Low incidence disabilities and how understanding one can be helpful for working with subsequent students*. Unpublished Masters Capstone, University of Denver, Denver, Colorado.

Topf, E. (2015). *Consultation: What We Know and Current Developments*. Unpublished Masters Capstone, University of Denver, Denver, Colorado.

Honors and Awards

Council of Directors of School Psychology Programs

2019: *Outstanding Contributions to the Profession of School Psychology*

University of Denver

2017: *Research, Scholarship, and Creative Work Faculty Recognition*, Recognized by the Office of the Provost as one of the most outstanding researchers, scholars, and creative artists on the University's faculty

2007: *Public Good Fellow*, recognized for scholarship that benefits the public good

American Psychological Association

2016-2017: Selected to participate in the *Leadership Institute for Women in Psychology*

Trainers of School Psychologists

2015: President's Award

Society for the Study of School Psychology

2010: Selected to participate in the *2010 School Psychology Research Summit*

2009: *School Psychology Research Collaboration Conference* Invited Junior Researcher

American Psychological Association Division 16

2003: Recipient of the *Paul Henkin Student Travel Award*

Future of School Psychology Invitational Conference

2002: On-Site Attendee

Professional and Community Service

Professional Service

Editorial and Review Service

2021-Present: Editor, *Listening in Education and Training Settings*

2021: Invited reviewer of book proposal for Routledge

2018: Invited reviewer of book for Routledge
2014: Invited reviewer of book proposal for Oxford University Press
2014: Invited reviewer of book proposal for Routledge
2012: Invited reviewer of book proposal for Taylor & Francis
2012-Present: *Journal of Educational and Psychological Consultation* Editorial Review Board
2009-Present: *School Psychology Training and Pedagogy* Editorial Review Board
2009-Present: *Communiqué* Social Justice Column Guest Reviewer
2007-Present: *Journal of Educational Psychology* Guest Reviewer
2005-Present: *Buro's Mental Measurement* Test Reviewer

External Tenure and Advancement Reviewer

2021 William & Mary (Associate Professor)
2019 University of Massachusetts (Professor)
2018 Illinois State University (Associate Professor)
2017 University of Calgary, Calgary, Canada (Associate Professor)
2017 Kent State University, Kent, OH (Professor)
2014 National Louis University, Chicago, IL (Associate Professor)
2014 Loyola University College of Education, Chicago, IL (Associate Professor)
2012 Seattle University College of Education, Seattle, WA (Associate Professor)

Interest Group Leadership

2020-2021: National Association of School Psychologists *Prevention and Wellness Promotion Position Statement* Co-Author
2009-2017: Trainers of School Psychologists Co-Chair and Co-Founder of the *Consultation Trainers Interest Group*
2012-2014: National Association of School Psychologists *Prevention and Wellness Promotion Position Statement* Co-Author
2012-2015: National Association of School Psychologists: *Prevention and Wellness Promotion Interest Group* Co-Chair

Community Service

Colorado Department of Education

2020-Present: *Colorado MTSS School Personnel Development National Advisory Committee Member*
2018-Present: *Positive Behavior and Intervention Supports State Advisory Committee Member*
2016-Present: *Multi-tiered System of Supports State Advisory Committee Member*
2016-2018: *Project AWARE (Behavioral Mental Health) State Advisory Committee Member*
2016-2018: *Colorado Academic Standards Review and Revision Committee in Comprehensive Health*
2014-2016: *Serious Emotional Disability Task Force Member*
2004-Present: *School Mental Health Advisory Board Member*
2004-Present: *Colorado Trainers in School Psychology Committee Member*

2007-2014: *Colorado Youth Development Team Member*, Strategic Planning Group
2004-2006: *Colorado Futures Team Member*

Denver Public Schools

2008-2014: *Transitions Executive Design Team Member and Program Evaluator; RtI Toolkit Executive Design Team Member and Program Evaluator*
2006-2010: *Highline Academy-Morgridge College of Education Collaboration Committee Member*
2005-2006: *Horace Mann Middle School Community Advisory Committee Member*
2004-2006: *Community Center Partnership Advisory Board Member*

Expert Witness and Legal Advisor

2012: Brought to Jefferson County, CO, court by defense attorneys to testify as an expert on bullying, regarding a violent juvenile who had been diagnosed with a learning disability and been the victim of bullying
2012: Consulted with defense attorneys on developmental issues for a case of homicide committed by a juvenile with a learning disability

Colorado Trust and Colorado Foundation for Families and Children

2005-2008: *Bullying Initiative Taskforce Consultant*

University Service

University of Denver Service

2004-Present: Center for Service Learning and Community Engagement; roles have included *Colorado Youth Voice Leadership Committee, Public Good Fellow, Public Good Committee Grants Reviewer and Advisor, Engaged Scholar*
2014-2017: Faculty Senate
2012-2013: *DU Research Incubator* invited faculty member
2011-2014: Club Sports *Kayak Club Faculty Sponsor*
2010: *Center for Service Learning and Community Engagement Director Search Committee*
2010: *Internal Review Committee Member*

Morgridge College of Education Service

2021: School Psychology Assistant Professor *Search Committee Chair*
2020-Present: *Mental Health and Wellness Think and Action Collaborative Lead*
2020-Present: *Inclusive Excellence Committee Member*
2019: Child, Family and School Psychology Professor of Practice (three positions) *Search Committee Co-Chair*
2017: Kennedy Endowed Chair *Search Committee Chair*
2017: Child, Family, and School Psychology Visiting Professor of Practice Faculty *Search Committee Chair*
2016: Child, Family, and School Psychology Clinical Faculty *Search Committee Chair*

2015: Child, Family, and School Psychology Tenure-Track Faculty *Search Committee Member*
2013-2014: Child, Family, and School Psychology Clinical Faculty *Search Committee Chair*
2013-2014; 2011-2012: Faculty Governance *Executive Board Member*
2011-2013: Advancement, Tenure, and Promotion *Committee Member*
2011-2012: Urban Education Endowed Chair *Search Committee Chair*
2010-2011: P-20/Educational Leadership Assistant Professor *Search Committee Chair*
2010-2011: Admissions, Recruitment, Marketing, and Financial Aid *Taskforce Co-Chair*
2009-2010: Faculty/Director of Teacher Education Program *Search Committee Member*
2004-2010: *New Building Committee Representative*
2005-2007, 2009-2010: Research and Grant Mentoring *Committee Member*
2008-2009: Appointment, Promotion and Tenure *Committee Member*
2004-2005: College Advancement *Committee Member*

School Psychology Program Service

2004-Present: *Advisor*, 9 to 20 advisees per year, chair of 4 to 7 dissertations and theses per year
2004-2008, 2009-2019: *Admissions and Financial Aid Coordinator*
2014-2015: Author of National Association of School Psychologists' Program Accreditation PhD (Initial) and EdS (Renewal) Applications
2007-2010: Child, Family, and School Psychology *Student Association Faculty Liaison*
2008-2010: National Association of School Psychologists Student Leader *Faculty Sponsor*
2004-2007: National Association of School Psychologists' Program Accreditation Application, *Coordinator of Standard IV: Performance-Based Program Assessment and Accountability*

Professional Affiliations

American Psychological Association
American Psychological Association, Division 16: School Psychology
Council of Directors of School Psychology Programs
International Listening Association
International School Psychology Association
National Association of School Psychologists
Trainers of School Psychologists