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FACULTY POSITIONS

2013-present **Assistant Professor**, Graduate School of Applied and Professional Psychology
Rutgers, The State University of New Jersey

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

Dissertation: *Transporting an evidence-based classroom management program for preschoolers with disruptive behavior problems to a school: An analysis of implementation, outcomes, and contextual variables.*

MS in Educational Psychology (2003)
University of Wisconsin-Madison
Madison, WI

Thesis: *Training in evidence-based interventions: What are school psychology programs teaching?*

MS in Counseling Psychology (1992)
Villanova University
Villanova, PA

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

FUNDED GRANTS (CURRENT)

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: <http://ascl.cis.fiu.edu/interactive-virtual-training.html>

Total Project Costs: \$1,466,183

Dates of Award: 7/15-6/19

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*
<http://news.rutgers.edu/node/47882#.VuDY0hf88mU>

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

Role: Co-Principal Investigator

Funder: Brady Education Foundation

Website: <https://collaborativecoaching.rutgers.edu/>

Total Project Costs: \$276,365

Dates of Award: 8/14-7/17

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.

FUNDED GRANTS (COMPLETED)

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.

PENDING GRANTS

Promoting School Readiness in Early Education Settings for Young Children At-Risk

Role: Consultant

Funder: Institute of Education Sciences

Total Project Costs: \$400,000

Dates of Proposed Award: 7/16-6/20

Description: This early career grant is designed to extend Dr. Hart's program of research focused on early interventions to promote school readiness for young children at risk for learning and behavior problems living in urban poverty. My role includes providing expert consultation in mixed-methods research and analysis.

GRANTS UNDER DEVELOPMENT

Iterative Development of Early Childhood Literature to Promote Healthy Emotion

Understanding Through Parent-Child Discourse (To be Submitted 12/16)

Role: Consultant

Funder: National Institute of Mental Health

Total Project Costs: \$90,000

Dates of Proposed Award: 7/17-6/19

Description: This proposed National Research Service Award grant is designed to extend Thomas Chou's program of research focused on dissemination and implementation science in the area of 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.

UNIVERSITY TEACHING

Rutgers University, Graduate School of Applied and Professional Psychology Assistant Professor

Consultation Methods (Fall 2013, 2014, 2015, and 2016)

School-Based Psychological Interventions (Spring 2014, 2015, and 2016)

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

Shernoff, E.S., Lekwa, A.J., Reddy, L.A. & Coccaro, C. (in press). Examining teachers' attitudes and experiences with coaching to inform research-based practice: An iterative developmental design study. Submitted to the *Journal of Educational and Psychological Consultation*.

Atkins, M.S., Cappella, E.C., **Shernoff, E.S.,** Mehta, T.G. & Gufstafson, E. (in press). Schooling and children's mental health: Realigning resources to reduce disparities and advance public health. Invited paper to the *Annual Review of Clinical Psychology*.

Shernoff, E.S., Bearman, S.K., & Kratochwill, T.R. (in press). Training the next generation of school psychologists to deliver evidence-based mental health practices: Current challenges and future directions. *School Psychology Review*.

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,* 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. doi: <http://dx.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://dx.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://dx.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://dx.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. doi: 10.1007/s12310-011-9051-z <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*, 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://dx.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://dx.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://dx.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://dx.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://dx.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://dx.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://dx.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://dx.doi.org/10.1023/A:1021211232023>
- Owley, T., McMahon, W., Cook, E. H., Laulhere, 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://dx.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://dx.doi.org/10.1097/00004583-200106000-00010>

PEER REVIEWED PUBLICATIONS (IN PREPARATION)

- Shernoff, E.S.**, Reddy, L., Lekwa, A.L. & Matthews, C. (in preparation). The impact of praise on instructional effectiveness and student learning: A mixed-method study.

Shernoff, E.S., Lisetti, C.S., Frazier, S.L. & Gabbard, J. (in preparation). Development and iterative refinement of the Interactive Virtual Training Model: An interdisciplinary approach.

Shernoff, E.S., Lisetti, C.S., Frazier, S.L. & Gabbard, J., Brown, C. (in preparation). Assessing user experience with Interactive Virtual Training: A usability study.

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://dx.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://dx.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.

CORPORATE AUTHORSHIP

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://dx.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://dx.doi.org/10.1002/pits.20086>

PAPER PRESENTATIONS and SYMPOSIA

- Reddy, L., **Shernoff, E.S.**, & Lekwa, A.L. (accepted). Examining the efficacy of the Collaborative Coaching Model implemented in high poverty schools. In A. Holdaway (Chair), *Coaching teachers in universal SEB programming: Promising research-practice models*. Symposium submitted to the annual meeting of the National Association of School Psychologists, San Antonio, TX.
- Lekwa, A. L., Reddy, L. A., Lefkowitz, R, **Shernoff, E.S.**, Davis, W. & Mathews, C. (accepted). *Practically and reliably measuring change in teaching practices*. Paper submitted for presentation at the annual meeting of the National Association of School Psychologists, San Antonio, TX.
- Maríñez-Lora, A., M., Cua, G., Atkins, M., Mehta, T., **Shernoff, E.S.**, & Frazier, S (accepted). 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 to be conducted at the annual meeting of the Association for Behavioral and Cognitive Therapies Conference, New York, NY.
- Reddy, L., & **Shernoff, E.S.**, (accepted). The Collaborative Coaching Model. In A. Lekwa (Chair), *Advancing coaching research and practice with formative assessment of teacher practices in high poverty schools*. Symposium to be conducted at the annual meeting of the Northeastern Educational Research Association, 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 presented at the annual meeting of the National Association of School Psychologists, 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 presented at the annual meeting of the National Association of School Psychologists, 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 conducted at the annual meeting of the National Association of School Psychologists, 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 presented at the annual meeting of the 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 conducted at the annual meeting of the Society for Prevention Research. Washington, DC.

Shernoff, E.S. & Mariñez-Lora, A. (2012, March). *Integrating qualitative and quantitative data into a funded development study.* Paper presented at the annual Institute of Education Sciences Research Conference. Washington, DC.

Herrel, K. & **Shernoff, E.S.** (2012, March). *Using thematic analysis to explore early career teacher experiences in urban schools.* Paper presented at the annual Graduate Student Research Association Conference. 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 presented at the annual meeting of the Society for Research on Educational Effectiveness. 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 presented at the annual meeting of the Society for Prevention Research, 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 conducted at the 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 presented at the annual meeting of the American Psychological Association, 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 conducted at the biennial meeting of the Society for Research in Child Development, 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 conducted at the annual meeting of Association for Behavior and Cognitive Therapies, 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 conducted at the annual meeting of the American Psychological Association, Boston, MA.

Atkins, M., Mehta, T., Frazier, S., Cappella, E., Mariñez-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 presented at the annual meeting of the American Psychological Association, 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 presented at the annual meeting of the American Psychological Association, New Orleans, LA.

Kratochwill, T. R., & **Shernoff, E. S.** (2006, August). *Response to intervention*. Paper presented at the annual meeting of the American Psychological Association, 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 conducted at the annual meeting of the Association for Psychological Science, New York, NY.

Simon, D. J., **Shernoff, E. S.**, & Goldberg, C. A. (2004, February). *School-based interventions for children with bipolar disorder*. Paper presented at the annual meeting of the Illinois School Psychologists Association. Springfield, IL.

Kratochwill, T. R., & **Shernoff, E. S.** (2003, January). *Implementation of evidence-based interventions in schools: Conceptual and practice issues*. Symposium conducted at the annual meeting of the American Association of Colleges for Teacher Education, 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 every day lives of children*. Symposium conducted at the annual meeting of the American Psychological Association, 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 conducted at the annual meeting of the National Association of School Psychologists, 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.* Invited presentation in Madison, WI.

POSTER PRESENTATIONS

Shernoff, E.S., Lisetti, C., Frazier, S.L. & Gabbard, J. (submitted). Virtual training for early career teachers working in high poverty schools: Prototype development and refinement. Poster submitted for presentation at the annual Institute of Education Sciences Principal Investigators Meeting, Washington, DC.

Shernoff, E.S., Walzer, A., Lisetti, C.S., Morgan, E., & Frazier, S.L. (accepted). *Development and refinement of the Interactive Virtual Training Model (IVT).* Poster submitted for presentation at the annual meeting of the National Association of School Psychologists, San Antonio, TX.

Chou, T., **Shernoff, E.S.**, Sanchez, A., Frazier, S.L., Lisetti, C., Lunn, S., & Brown, C. (accepted). *Iterative development in action: Building Interactive Virtual Training for early career educators.* Poster to be presented at the annual meeting of the Association for Behavioral and Cognitive Therapies. 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 presented at the annual meeting of the Association for Psychological Science, Chicago, IL.

Lekwa, A., Reddy, L., Glover, T., & **Shernoff, E.S.** (2016, February). *Importance of instructional coach's behavior for classroom improvement.* Poster presented at the annual meeting of the National Association of School Psychologists, New Orleans, LA.

Lorenzo, A.C. & **Shernoff, E.S.** (2016, February). *Preservice training for teachers and classroom management outcomes.* Poster presented at the annual meeting of the National Association of School Psychologists, 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 presented at the annual meeting of the National Association of School Psychologists, 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 presented at the annual meeting of the National Association of School

Psychologists, Orlando, FL.

- Lorenzo, A.C. & **Shernoff, E.S.** (2015, February). *Professional learning communities: Connecting and supporting urban teachers*. Poster presented at the annual meeting of the National Association of School Psychologists, Orlando, FL.
- Newell, M., **Shernoff, E.S.**, & Lorenzo, A. (2014, April). *Baby steps: Urban early career teachers' development of effectiveness*. Poster presented at the annual Rutgers University Honors Thesis Presentations, 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 presented at the annual Department of Psychiatry Research Conference. 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 presented at the annual Department of Psychiatry Research Conference. 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 presented at the annual meeting of the American Psychological Association. 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 presented at the annual Institute of Education Sciences Research Conference, 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 presented at the annual UIC Summer Research Opportunities Program, 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 presented at the annual meeting of the American Psychological Association, 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 presented at the annual meeting of the American Psychological Association, 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 presented at the annual meeting of the Society for Prevention Research, 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 presented at the annual meeting of the Association for Psychological Science, 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 presented at the annual meeting of the American Psychological Association, 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 presented at the 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 presented at the annual meeting of the American Psychological Association, 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 presented at the annual meeting of the National Association of School Psychologists, 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 presented at the annual meeting of the American Psychological Association, 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 presented at the biennial meeting of the Society for Research in Child Development, 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 presented at the annual meeting of the American Association of Child and Adolescent Psychiatry, 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 presented at the Illinois Association for Infant Mental Health Conference, Chicago, IL.

INVITED PRESENTATIONS and PROFESSIONAL WORKSHOPS

Shernoff, E.S. (forthcoming in March 2017). *Identifying goals, resources and evidence-based practices to reduce racial disparities in school discipline*. Invited workshop for the Foundation for Educational Administration, Monroe Township, NJ.

Shernoff, E.S. (2016, March). Effective classroom management in inclusive classrooms: Part 2. Workshop presented at the Woodrow Wilson Fellowship Professional Development Series, Piscataway, NJ.

Shernoff, E.S. (2015, August). Effective classroom management in inclusive classrooms: Part 1. Workshop presented at the Woodrow Wilson 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*. Invited colloquia for the Ferkauf Graduate School of Psychology at Yeshiva University, Bronx, NY.

Shernoff, E.S. (2012, June). *Targeted teacher support in high poverty, urban schools*. Invited presentation at the 10 Year Anniversary Conference for the Illinois School Psychology Internship Consortium, Highland Park, IL.

Shernoff, E.S. (2010, September). The ABCs of behavior. Workshop presented at Brown Elementary School, Chicago, IL.

Shernoff, E.S. (2010, August). *Positive Behavior Interventions & Supports (PBIS) in urban schools: Universal/tier 1 strategies*. Workshop presented at 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 presented at the Annual STEP=UP Leadership Summer Institute at the College of Education at the University of Illinois at Chicago, Chicago, IL.

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

Shernoff, E.S. (2009, March). *Preventing and managing disruptive behaviors in urban classrooms*. Workshop presented at 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 at the Great Cities Institute Seminar Series, Chicago, IL.

Frazier, S.L. & **Shernoff, E.S.** (2008, March). *ADHD in Classrooms*. Workshop presented at the 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 presented at the annual meeting of the Wisconsin School Psychologists Association, Wisconsin Rapids, WI.

AWARDS AND HONORS

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

Co-Chair of Dean-appointed Workgroup: Focusing on strengthening the academic quality of existing programs to enrich student learning and success (2016)

GSAPP Website Committee: Working to redesign and enhance the functionality and usability of the GSAPP website (2016)

Co-Chair of Recruitment Committee: Developed videotapes of alumni to showcase our doctoral training program (<http://gsappweb.rutgers.edu/pstudents/gsapp-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 (2013-present).

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

SERVICE TO THE FIELD

Editorial Board, *School Psychology Review* (2015-Present)

Grant Reviewer, Institute of Education Sciences Panel Member, Social and Behavioral Context for Academic Learning (2014 – Present)

Editorial Board, *Journal of School Psychology* (2011 – Present)

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)

MENTORING AND ADVISING

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

2015: Advising 15 students in the School Psychology Program at Rutgers University on academic progress, course sequence, and career trajectories (Sheri Balsam, Christina Diaz, Brian Eichert, Nina Franza, Angela Gonnella, Clarissa Green, Evan Kalkus, Neela Karikhalli, Ariel Klein, Alexia Konko, Emily Kurlansik, Ava Lorenzo, Amber Margetich, Susan Polkowski, Yaacov Weiner)

2014: Advising 13 students in the School Psychology Program at Rutgers University on decisions related to academic progress, course sequence, and career trajectories (Sheri Balsam, Brian Eichert, Nina Franza, Angela Gonnella, Clarissa Green, Evan Kalkus, Neela Karikhalli, Ariel Klein, Alexia Konko, Emily Kurlansik, Ava Lorenzo, Susan Polkowski, Yaacov Weiner)

2013: Advising 7 students in the School Psychology Program at Rutgers University on academic progress, course sequence, and career trajectories (Sheri Balsam, Angela Gonnella, Clarissa Green, Evan Kalkus, Neela Karikhalli, Ava Lorenzo, Susan Polkowski)

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

Arielle Walzer, *Diversity Training in School Psychology Graduate Programs in the US: A Survey Study* (4/16-present)

Yaacov Weiner, *Perceptions of School Psychologist Role and Function Among Newly Enrolled School Psychology Graduate Students* (4/16-present)

Clare Legarde, *A Pilot Study of the Effects of a Relaxation Movement Group on Students Attending a Partial Hospitalization Program* (1/16-present)

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

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

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

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

Nina Franza, *Youth Engagement in Leadership Programs in High Poverty Schools* (Rutgers University, 7/16-present)

Clarissa Green, *Bridging the Implementation Gap in Schools: Evaluating a Coaching Model to Support High Quality Restorative Circles* (10/15-present), Rutgers University

Ramona Ross, *This Will Only Hurt a Bit: Evaluating the Usage of Patient Focused Empathy Among General Surgery Residents* (8/15-present), Rutgers University

Caroline Kleeman, *Evaluating Programming for Individuals with Autism* (5/16-present), Rutgers University

Susan Polkowski, *Accommodations for Learning and Assessment: Educator Practices in the United States across Instruction and Assessment Situations for Students with Disabilities* (5/16-present), Rutgers University

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

Kristy Herrell, *Mentoring and Urban, High-Poverty Early Career Teacher Retention* (5/15-present), University of Illinois at Chicago

Kerri Smith, *Trait Emotional Intelligence and Burnout in School Psychologists* (4/14-6/15), Rutgers University

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

Research Mentorship (Rutgers University, Graduate School of Applied and Professional Psychology and University of Illinois at Chicago)

Christina Diaz, Research internship to design a virtual teacher training model through the Coopers Fellow Program (2015-2016)

Amanda Read, Research internship to design a virtual teacher training model through the Coopers Fellow Program (2015-2016)

Arielle Walzer, Research internship to design a virtual teacher training model through the Coopers Fellow Program (2015-2016)

Emily Morgan, Research internship to design a virtual teacher training model through the Coopers Fellow Program (2015-2016)

Brian Eichert, Research internship on examining models of training, support, and supervision to teachers through the Coopers Fellow Program (2014-2015)

Nina Franza, Research internship on examining models of training, support, and supervision to teachers through the Coopers Fellow Program (2014-2015)

Maura Newell, *Baby Steps: Urban Early Career Teachers' Development of Effectiveness*, Undergraduate Honors Thesis Chair (2013-2014)

Ava Lorenzo, Research internship on examining models of training, support, and supervision to teachers through the Coopers Fellow Program (2013-2014)

Lara Jakobsons, PhD, *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, *Creating Caring and Safe Classrooms as a Way to Promote Academic Achievement: An Efficacy Study of Connected Schools* (IES Grant Submitted 6/11)

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

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)