



NOTRE DAME
OF MARYLAND
UNIVERSITY

Kristine E. Larson, Ed.D.

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EDUCATION

Doctorate of Education in Special Education

Johns Hopkins University, Baltimore, MD (May 2015)

Doctoral Committee Chairs: Michael Rosenberg, Ph.D. & Norma Day-Vines, Ph.D.

Doctoral Committee Members: Catherine Bradshaw, Ph.D. & Laurie deBettencourt, Ph.D.

Dissertation Title: *An Investigation of the Association between Teachers' Use of Culturally Responsive Teaching Strategies, Culturally Responsive Teaching Self-Efficacy, and Teachers' Ability to Manage Student Behavior*

Master of Arts in Teaching Secondary Social Studies

Johns Hopkins University, Baltimore, MD (May 2005)

Bachelor of Arts in Psychology

Loyola University Maryland, Baltimore, MD (May 2003)

CERTIFICATION

Advanced Professional Certificate, Special Education

Maryland State Department of Education (August 2012- 2021)

Advanced Professional Certificate, Secondary Social Studies

Maryland State Department of Education (August 2004- 2021)

PROFESSIONAL EXPERIENCE

Assistant Professor, Special Education (August 2019- Present)

Notre Dame of Maryland University, School of Education
Baltimore, Maryland

Dean: Kathryn Doherty, Ph.D. (2020-Present)

Dean: Gary Thrift, Ph.D. (2019-2020)

Teaching Responsibilities

- Teach diverse offerings and populations, including both initial and advanced certification programs in special education (face-to-face, asynchronous, and synchronous)

Research Responsibilities

- Develop and implement interventions intended to support student and teacher comprehensive well-being/ flourishing
- Develop and implement interventions intended to increase teacher efficacy in classroom management and cultural proficiency, improve school climate, reduce disproportionality, and improve student achievement
- Conduct original research, which includes leading peer-reviewed papers and journal articles
- Conduct advanced statistical analyses, code data, and help to conceptualize and disseminate various aspects of the research

Service Responsibilities

- Serve as a member of university, school, and department-wide committees
- Develop partnerships with Maryland Public Schools

Visiting Assistant Professor, Special Education (August 2018- July 2019)

Saint Louis University School of Education

St. Louis, Missouri

Dean: Gary Ritter, Ph.D.

Teaching Responsibilities

- Teach technology-enhanced courses in Special Education within the Educational Studies Department
- Develop a Master's Program designed to meet the needs of special education teachers in St. Louis Public Schools

Research Responsibilities

- Develop and implement interventions intended to improve the social, emotional, and mental health of students with or at-risk for emotional and behavioral disorders
- Develop and implement interventions intended to increase teacher efficacy in classroom management and cultural proficiency, improve school climate, reduce disproportionality, and improve student achievement
- Conduct original research, which includes leading peer-reviewed papers and journal articles
- Conduct advanced statistical analyses, code data, and help to conceptualize and disseminate various aspects of the research

Service Responsibilities

- Develop partnerships with St. Louis Public Schools
- Create interventions and training materials to support teacher efficacy, staff and student mental health, and school climate

- Serve on Special Education Master's Review Committee for Daphne Lambert, SLU
- Serve as reader on Dissertation Committee for Theodore Gregory, SLU
- Serve as content expert on Dissertation Committee for LeTia Alston, GCU

Postdoctoral Research Fellow (July 2015- July 2018)

Johns Hopkins Bloomberg School of Public Health/Sheppard Pratt Health System
Baltimore, Maryland

Supervisors: Drs. Catherine P. Bradshaw & Elise T. Pas

Research Responsibilities

- Research interventions intended to increase teacher efficacy in classroom management and cultural proficiency, improve school climate, reduce disproportionality, and improve student achievement
- Conduct original research, which includes leading peer-reviewed papers and journal articles
- Conduct advanced statistical analyses, code data, and help to conceptualize and disseminate various aspects of the research

Practice Responsibilities

- Provide training, coaching, and on-site technical assistance to middle schools to implement a continuum of research and evidence-based programs, including Positive Behavioral Interventions and Supports (PBIS) as part of the *MDS3 Middle* project. Funded by National Institute of Justice (PI: Catherine Bradshaw)
- Provide professional development and coaching to teachers in schools to increase cultural proficiency and improve student engagement for students with and without disabilities (*Double Check*). Funded by Institute of Education Sciences and Spencer Foundation (PI: Catherine Bradshaw)
- Provide coaching to teachers in schools to increase skills to prevent, detect, and respond to bullying (*Bullying Classroom Check-Up*). Funded by National Institute of Justice (PI: Catherine Bradshaw)
- Develop training materials and manuals

Office of Special Education Programs Doctoral Fellow (August 2011- May 2015)

Johns Hopkins University, Baltimore, MD

- Participate in coursework and trainings on topics related to research in special education teacher preparation
- Teach master-level courses in inclusive education and classroom management
- Supervise master level student interns during student teaching assignments
- Coach teachers of students with autism at Kennedy Krieger Institute in evidence-based classroom management using a mixed-reality simulator called *TeachLivE*
- Participate in an internship, conduct research, and provide professional development to teachers in *Double Check*, an intervention aimed to increase cultural proficiency and improve student engagement
- Coach seven teachers in Baltimore City schools using Motivational Interviewing (MI) and the *Classroom Check-up*

- Provide support around evidence-based practices in school-wide positive behavior supports (PBIS) to two schools in Baltimore City

Program Evaluator II (June 2013-August 2013)

Office of Teacher Support and Development

Baltimore City Public Schools, Baltimore, MD

- Develop surveys to evaluate professional development programs and trainings
- Code and analyze data from surveys to evaluate professional development trainings
- Create presentations for the Chief Executive Officer to inform decisions about future professional development and trainings

Program Evaluator Intern (June 2012-August 2012)

Office of Teacher Support and Development,

Baltimore City Public Schools, Baltimore, MD

- Develop surveys to evaluate professional development programs and trainings
- Code data from surveys and assist with data analysis

Teacher (August 2004-June 2011)

Pikesville Middle School, Baltimore, MD

- Teach social studies to students with and without disabilities, age 11-14 in co-taught classrooms
- Present professional development and trainings on differentiated instruction and arts integrated lessons
- Mentor teacher interns from a local university
- Participate as a member of the school improvement team and gifted and talented committee
- Advise students for student government
- Coach girls' basketball team

ADDITIONAL TRAINING

Culturally Responsive and Racially Conscious Teaching: Creating and Maintaining Anti-Oppressive Orientations and Practices in Higher Education

Notre Dame of Maryland University, MD (September-December 2022)

Real Essentials Connect

The Center for Relationship Education, Denver, CO (April 2022)

Conversations for Flourishing: Floreat Leadership

Online, Synchronous, Harvard Community of Practice Cohort (March 2021)

Quality Matters: Teaching Online Courses

Online, NDMU Cohort (July 2020)

2019 Mid-Atlantic edTPA Conference

University of Maryland, College Park, MD (September 2019)

Elevate 2019: Campus Labs (Chalk & Wire Conference)
Renaissance Hotel, Baltimore, MD (July 2019)

Motivational Interviewing (MI): Evidence-Based Skills to Motivate Clients toward Change
Sheraton Columbia Hotel, Columbia, MD (November 2017)

Introduction to Systematic Reviews and Meta-Analysis
University of Maryland, College Park, MD (October 2017)

Introduction to Multilevel Analysis Methods: Hierarchical Linear Modeling
University of Maryland, College Park, MD (March 2016)

Winter Institute on Structural Equation Modeling
University of Maryland, College Park, MD (January 2015)

PROFESSIONAL ACTIVITIES

Organization Membership

Council for Exceptional Children (CEC)
Teacher Education Division of CEC (TED)
Small Special Education Programs Caucus (SSEPC) of TED, CEC
CEC's Division for Emotional and Behavioral Health (DEBH)

Consultations

Confluence Preparatory Academy. *Promoting Flourishing in a Summer Bridge Program*. St. Louis, MO, July 2021. Provide 12 Sessions for High School Students (3x/week for 4 weeks)

Confluence Preparatory Academy. *Promoting Flourishing and Wellbeing with Teachers*. Online January 2021- Present. Professional Development and Coaching.

Urban League. *Promoting Flourishing and Wellbeing with Early Childhood/ Head Start Program Administrators*. Online January 2021- Present. Professional Development and Coaching.

University of Virginia, *Double Check*. Charlottesville, VA, May 2020-August 2020.
Consult on the creation and development of online modules

Saint Louis Public Schools, *Promoting Mental Health and Well-Being*. St. Louis, MO, July 2019. Two-Day Professional Development for Administrators.

GRANT FUNDING

American Rescue Plan (ARP) ESSER contract through Anne Arundel County Public Schools: Evaluating the Efficacy of a Multi-Tiered System to Support Flourishing (MTSS-F)
Funding Period: 8/1/2022- 7/30/2024

Principal Investigator: Kristine E. Larson
Co-Principal Investigator: Molly S. Dunn
Funding Amount: \$208,177
Objective: To support the comprehensive well-being/flourishing of middle and high school students in Anne Arundel County Public Schools (AACPS) through the use of a multi-tiered system of support framework.

American Rescue Plan (ARP) ESSER contract through Anne Arundel County Public Schools: *Evaluating the Student Alliance for Flourishing*

Funding Period: 10/15/2021- 8/15/2022
Principal Investigator: Kristine E. Larson
Funding Amount: \$41,715
Objective: Support the comprehensive well-being/flourishing of high school students in Anne Arundel County Public Schools (AACPS) by creating and evaluating a Student Alliance for Flourishing (SAFF) program.

Faculty Research and Development Fund: *Building Partnerships to Promote Flourishing*

Funding Period: 4/15/2021-4/15/2022
Principal Investigator: Kristine E. Larson
Funding Amount: \$400
Objective: Build partnerships to support activities that promote flourishing in school communities.

Faculty Research and Development Fund: *Using Mixed-Reality Simulation to Improve School Professional Communication with Paraeducators*

Funding Period: 12/2019-12/2020
Principal Investigator: Kristine E. Larson
Funding Amount: \$1200
Objective: Adapt and pilot test a coaching model using mixed-reality simulation (TeachLivE) to assist pre-service special education teachers to increase knowledge and skills to work with and communicate effectively with paraeducators.

GRANT PARTICIPATION

National Institute of Justice: (2015-CK-BX-0008) *Coaching Teachers in Detection and Intervention Related to Bullying*

Funding Period: 1/2016-12/2018
Principal Investigator: Catherine Bradshaw
Role: Post-doctoral Research Fellow
Objective: Adapt and pilot test in a small randomized controlled trial a collaborative, data-informed coaching model called the Classroom Check-Up to assist middle school teachers in identifying and intervening with bullying behaviors in the classroom.

National Institute of Justice: (2014-CK-BX-0005) *Middle School Safe and Supportive Schools*

Funding Period: 1/2015-12/2018

Principal Investigator: Catherine Bradshaw

Role: Post-doctoral Research Fellow

Objective: Adapt, efficacy test, and assess the costs and benefits of the Maryland Safe and Supportive Schools approach in middle schools. The intervention schools are provided with on-going technical assistance in the use of the comprehensive school safety assessment as well as the selection and use of tailored EBPs.

Institute of Education Sciences: (R305A150221) *Testing the Efficacy of Double Check: A Cultural Proficiency Professional Development Model in Middle Schools*

Funding Period: 7/2015-6/2019

Principal Investigator: Catherine Bradshaw

Role: Post-doctoral Research Fellow

Objective: Efficacy test an integrated model of cultural proficiency and student engagement model which builds on School-Wide Positive Behavioral Interventions and Support (SW-PBIS) and includes coaching and professional development.

Wendy Klag Center for Autism: *Reducing Behavior Problems among Students with ASD through Coaching Teachers in a Mixed-Reality Setting*

Funding Period: 8/2014-7/2015

Principal Investigator: Elise Pas

Role: Coach and Graduate Research Assistant

Objective: Develop a teacher-tailored coaching approach to increase teacher capacity to address the diverse behavioral and social-emotional needs of students with Autism Spectrum Disorder (ASD) through the use of a state-of-the-art mixed-reality simulator and test the feasibility, acceptability, and preliminary results in self-contained classrooms of students with an ASD.

Spencer Foundation: *Increasing Teachers' Use of Classroom-Based Behavior Supports through Coaching*

Funding Period: 1/2014-12/2016

PI: Catherine Bradshaw

Role: Graduate Research Assistant

Objective: Develop a data-informed teacher dyad coaching model aimed at decreasing the overrepresentation of culturally and linguistically diverse K-8 students in disciplinary actions. Preliminarily test the model efficacy and sustainability as compared to a model provided to individual teachers (i.e., Double Check, listed in prior support).

Center for Disease Control and Prevention (CDC), Johns Hopkins Center for the Prevention of Youth Violence

Funding Period: 9/15/2011-9/14/2016

Principal Investigator: Philip Leaf

Role: PBIS Liaison and Graduate Research Assistant

Objective: Increase the use of evidence-based practices (e.g., Positive Behavior Interventions and Supports) to prevent youth violence in Baltimore.

Institute of Education Sciences (R324A110107): *Double Check: A Cultural Proficiency and*

Student Engagement Model

Funding Period: 9/2009-4/2015

Principal Investigator: Catherine Bradshaw

Role: Graduate Research Assistant

Objective: Develop an integrated model of cultural proficiency and student engagement model which builds on School-Wide Positive Behavioral Interventions and Support and includes coaching and professional development.

PUBLICATIONS*In Review*

Larson, K.E., Chaturvedi, A., & Tek, B. (in review). Student Alliance for Flourishing: Pilot implementation, perceptions, and lessons learned from five high schools. *Education and Treatment of Children*.

Larson, K.E., Chaturvedi, A., Tek, B., Lee, M.T., & Chavers, N. (in review). Using a contemplative practice intervention in special education teacher preparation to promote flourishing: A feasibility study. *Teacher Education and Special Education*.

Peer Reviewed

Larson, K.E., Chaturvedi, A., Dunn, M., & Chavers, N. (accepted for publication). Using a contemplative practice intervention in teacher education courses to neutralize implicit racial bias: A feasibility study. *Teaching Education*.

<https://doi.org/10.1080/10476210.2023.2252353>

Dunn, M.S., & **Larson, K. E.** (2023). Mindful educators: Compassion, community, and adaptability are key. *International Journal of Learning, Teaching and Educational Research*, 22(2), 358–376. <https://doi.org/10.26803/ijlter.22.2.20>

Larson, K.E., Savick, S., Segree, T., Buchanan, M. & Chaturvedi, A. (2022). Integrating flourishing within PDS partnerships to support students' mental health and wellbeing. *School-University Partnerships*, 15(2). Available at: <https://3atjfr1bmy981egf6x3utg20-wpengine.netdna-ssl.com/wp-content/uploads/2022/09/LarsonSavickSegreeBuchananChaturvedi.pdf>

Chaturvedi, A., & **Larson, K.E.**, (2021). Integrating flourishing in teacher preparation and special education coursework. In A. Markelz, (Ed.), TED 2021 Conference Proceedings: Steering into the Future (pp 223-227). Teacher Education Division of the Council for Exceptional Children, Fort Worth, TX. Available at: <https://tedcec.org/sites/default/files/2021-12/TED%202021%20Correct%20Conference%20Proceedings.pdf>

Larson, K.E. & Chaturvedi, A. (2021). Using a multi-tiered support framework to promote

flourishing as the aim of education in schools. *Eton Journal for Innovation and Research in Education*, 5, 39-42. Available at: <https://cirl.etoncollege.com/wp-content/uploads/sites/4/2021/07/Issue-5.pdf>

Christensen, J.E., **Larson, K.E.**, & Dykes, F.O. (2021). Using a school-wide coaching framework to create safe and inclusive spaces for students who identify as LGBTQ. *Preventing School Failure: Alternative Education for Children and Youth*, 1-8. <https://doi.org/10.1080/1045988X.2021.1925868>

Larson, K. E., Nguyen, A. J., Solis, M. G. O., Humphreys, A., Bradshaw, C. P., & Johnson, S. L. (2020). A systematic literature review of school climate in low and middle income countries. *International Journal of Educational Research*, 102, 101606. <https://doi.org/10.1016/j.ijer.2020.101606>

Larson, K.E., Pas, E.T., Bottiani, J.H., & Bradshaw, C.P. (2020). A multidimensional and multilevel examination of student engagement and teachers' use of positive classroom management practices. *Journal of Positive Behavior Interventions*. 23(3), 149–162. <https://doi.org/10.1177/1098300720929352>

Larson, K.E., Bottiani, J., Pas, E.T., Bradshaw, C.P. (2019). A multilevel analysis of disproportionality in exclusionary discipline: A focus on student perceptions of academic engagement and the school disciplinary environment. *Journal of School Psychology*, 77, 152–167. <https://doi.org/10.1016/j.jsp.2019.09.003>

Larson, K. E., Hirsch, S. E., McGraw, J. P., & Bradshaw, C. P. (2019). Preparing preservice teachers to manage behavior problems in the classroom: The feasibility and acceptability of using a mixed-reality simulator. *Journal of Special Education Technology*, 35(2), 63-75. <https://doi.org/10.1177/0162643419836415>

Larson, K. E., Pas, E. T., Bradshaw, C. P., Rosenberg, M. S., & Day-Vines, N. L. (2018). Examining how proactive management and culturally responsive teaching relate to student behavior: Implications for measurement and practice. *School Psychology Review*, 47(2), 153-166. <https://doi.org/10.17105/spr-2017-0070.v47-2>

Bottiani, J.H., **Larson, K.** Debnam, K., Bischoff, C., & Bradshaw, C.P. (2017). Promoting educators' use of culturally responsive practices: A systematic review of in-service interventions. *Journal of Teacher Education*, 1–19. <https://doi.org/10.1177/0022487117722553>

Larson, K.E. & Bradshaw, C.P. (2017). Cultural competence and social desirability among practitioners and educators: A systematic review of the literature. *Children and Youth Services Review*, 76, 100-111. <https://doi.org/10.1016/j.childyouth.2017.02.034>

Pas, E.T., **Larson, K.E.**, Reinke, W., Herman, K., & Bradshaw, C.P. (2016). Applying the Classroom Check-Up Coaching Model to promote culturally-responsive classroom management. *Education and Treatment of Children*. <https://doi.org/10.1353/etc.2016.0021>

Pas, E. T., Johnson, S. R., **Larson**, K. E., Brandenburg, L., Church, R., & Bradshaw, C. P. (2016). Reducing behavior problems among students with autism spectrum disorder: Coaching teachers in a mixed-reality setting. *Journal of Autism and Developmental Disorders*, 1-13. <https://doi.org/10.1007/s10803-016-2898-y>

Larson, K.E. (2016). Classroom management training for teachers in urban environments serving predominately African American students. *The Urban Review*, 48. <https://doi.org/10.1007/s11256-015-0345-6>

Chapters in Edited Books

Hirsch, S. E., Larson, K., Beahm, L., & Bradshaw, C. P. (2022). Adapting classroom management for delivery across contexts: A focus on urban, rural, and online settings. In E. Sabornie and D. Espelage (Eds.). *Handbook of classroom management: Research, practice, and issues* (3rd ed., pp. 128-151). Routledge. <https://doi.org/10.4324/9781003275312-10>

Bradshaw, C. P., Waasdorp, T. E., Pas, E. T., **Larson**, K. E., & Johnson, S. (2018). Coaching teachers in detection and intervention related to bullying. In Ed. J. Gordon. *Bullying Prevention and Intervention at School: Integrating Theory and Research into Best Practices*. Springer. https://doi.org/10.1007/978-3-319-95414-1_4

Bottiani, J.H., **Larson**, K.E., & Bradshaw, C.P. (forthcoming). Understanding disproportionality. In C. Bradshaw & M. Rosenberg (Eds.), *Double Check: Promoting Culturally Responsive Behavior Management and Enhanced Student Engagement*. New York, NY: Guilford Press.

Hardee, S., **Larson**, K.E., Kaiser, L.T., & Rosenberg, M.S. (forthcoming). CARES: Connection to the curriculum. In C. Bradshaw & M. Rosenberg (Eds.), *Double Check: Promoting Culturally Responsive Behavior Management and Enhanced Student Engagement*. New York, NY: Guilford Press.

Debnam, K. J., Bates, L., **Larson**, K.E., Rogers, J., & Rosenberg, M.S. (forthcoming). Administrative leadership and support. In C. Bradshaw & M. Rosenberg (Eds.), *Double Check: Promoting Culturally Responsive Behavior Management and Enhanced Student Engagement*. New York, NY: Guilford Press.

Connelly, V.J., Rosenberg, M.S., & **Larson**, K.E. (2014). Alternative routes to special education teacher preparation: Context, outcomes, and implications. In P. Sindelar, E. McCray, & M. Brownell (Eds.), *Handbook of Research on Special Education Teacher Preparation* (pp. 215-230). London, U.K: Routledge. <https://doi.org/10.4324/9780203817032.ch13>

Other Publications

Larson, K.E., Chaturvedi, A., & Lee, M (2020). *Education for Flourishing Standards*.

Presented at the Harvard Human Flourishing Program's Community of Practice Meeting, September 29, 2020. Available online at: <https://www.educationforflourishing.org/resources>

Larson, K.E. (2018, March). *After Parkland, where do we go from here? We Must Take Responsibility*. Available at: <https://www.edweek.org/leadership/opinion-after-parkland-where-do-we-go-from-here/2018/03>

INVITED NATIONAL AND REGIONAL PRESENTATIONS

Hirsch, S., **Larson, K.E.**, Beahm, L., & Bradshaw, C.P. (April, 2022). Adapting classroom management for delivery across contexts: A focus on urban, rural, and online settings. Invited presentation at American Educational Research Association (AERA), San Diego, CA.

Chaturvedi, A. & **Larson, K.E.** (2021, October). *Promoting Individual and Community Flourishing in Schools*. Invited speakers for the [Missouri Charter Public School Association Conference](#) in Columbia, MO.

Chaturvedi, A., **Larson, K.E.**, Tek, B. (2021, May). *Education as the pathway to flourishing*. Invited speaker for first annual Thought Leadership Webinar, Human Flourishing Program at Harvard University, Cambridge, MA (Virtual)

Larson, K.E., (2021, February). *Incorporating culturally responsive practices into educator preparation*. Invited speaker for College of Education Day, Minnesota State University, Mankato (Virtual).

Larson, K.E., (2019, January). *Using school climate data to make decisions in special education settings*. Invited to present at the National Association of Private Special Education Centers (NAPSEC) Annual Leadership Conference, San Antonio, TX.

Bradshaw, C.P. & **Larson, K.E.** (2018, February). *School-wide frameworks and interventions to improve student behavior and engagement*. Invited to present a half-day symposium workshop at the Annual Midwest Symposium for Leadership in Behavior Disorders, Kansas City, MO.

McIntosh, K., Bradshaw, C.P., Kaiser, L., & **Larson, K.E.** (2017, September). *Coaching to Enhance Equity in School Discipline*. Invited presentation at the Positive Behavior Interventions and Supports (PBIS) Leadership Forum, Chicago, IL.

Debnam, K.J. & **Larson, K.E.** (2016, May). *Double Check: A Model for Promoting Cultural Responsiveness & Equitable Practices in Schools*. Invited keynote speaker for the State Annual Positive Behavior Interventions and Supports Conference, New Paltz, NY.

Larson, K.E., & Pas, E.T. (2015, September). *Double Check: A model for promoting cultural proficiency and equitable practices in schools*. Invited presentation for the Virginia

Department of Education's Fall Institute: Reframing Disciplinary Practices through Tiered Systems of Support. Richmond, VA.

Nagro, S. & **Larson, K.** (2014, October). *Engaging Families of Students with Disabilities*. Invited presentation at the National Network of Partnership Schools, Baltimore, MD.

Nagro, S. & **Larson, K.** (2013, October). *Engaging Families of Students with Disabilities*. Invited presentation at the National Network of Partnership Schools, Baltimore, MD.

Hershfeldt, P., Ford, M., & **Larson, K.** (2013, October). *An Examination of Cultural Considerations and the Impact on High School Classroom Management*. Invited presentation at the National PBIS Leadership Forum, Chicago, IL.

Bradshaw, C.P. & **Larson, K.E.** (2013, October). *Double Check: A Cultural Proficiency and Student Engagement Model*. Invited presentation at the National PBIS Leadership Forum, Chicago, IL.

INTERNATIONAL PRESENTATIONS

Larson, K.E., & Chaturvedi, A. (2023, May). *Establishing the International Teacher Education Partnership Program to Address Maryland's Teacher Shortage*. Banaras-Hindu University, Varanasi, India.

Larson, K.E., Tek, B., & Russell, S. (2022, July). *Using personal storytelling in Grades 6-12 to promote individual and community flourishing*. Presentation at the European Conference of Positive Psychology (ECP), Reykjavik, Iceland.

NATIONAL PRESENTATIONS

Larson, K.E., Dunn, M.S., & Tek, B. (*March, 2024). *Promoting comprehensive teacher and student wellbeing through the Student Alliance for Flourishing (SAFF) Project*. Peer reviewed paper submitted to the Council for Exceptional Children Convention and Expo, San Antonio, TX. (*accepted proposal)

Larson, K.E., Chaturvedi, A., & Tek, B. (*November, 2023). *Using Contemplative Practices in Teacher Preparation to Promote Flourishing*. Peer reviewed paper accepted to the Teacher Education Division of the Council for Exceptional Children Conference, Long Beach, CA. (*accepted proposal)

Larson, K.E. & Savick, S. (2023, March). *Integrating Flourishing within PDS Partnerships to Support Students' Mental Health and Wellbeing*. Peer reviewed paper presented at the National Professional Development Schools Association (NAPDS) Conference, Jacksonville, FL.

Larson, K.E., Chaturvedi, A., & Tek, B. (2022, November). *Creating Student Alliance for Flourishing Programs in High Schools as a Tier-II Intervention to Promote School Community Wellbeing*. Peer reviewed paper presented at the Teacher Educators for Children with Behavior Disorders Conference, Tempe, AZ.

Larson, K.E., (2022, November). *Critical Topics: Supporting K-12 Partners with Recruitment and Retention Efforts*. SSEPC Shares presentation at the Teacher Education Division of the Council for Exceptional Children Conference, Richmond, VA.

Larson, K.E., Henderson, L., Amos, L., Tefera, A., & Fish, R., (2022, February). *Reducing Disproportionality in Special Education and Exclusionary Discipline*. Panel at the Council for Exceptional Children Convention and Expo, Virtual.

Chaturvedi, A., & **Larson, K.E.** (2021, November). *Integrating Flourishing in Teacher Preparation and Special Education Coursework*. Presentation at the Teacher Education Division of the Council for Exceptional Children Conference, Ft. Worth, TX.

Larson, K.E. & Lynn, T. (2021, November). *Critical Topics Related to Wellbeing: Effective Practices for positive mental health, work-life balance, and flourishing in PK-12 and University Communities*. SSEPC Shares Presentation at the Teacher Education Division of the Council for Exceptional Children Conference, Ft. Worth, TX.

Larson, K.E., Henderson, L., Lacoe, J., Green, A., & Bal, A. (2021, March). *Reducing Disproportionality in Special Education and Exclusionary Discipline*. Panel at the Council for Exceptional Children Convention and Expo, Virtual.

Larson, K.E., Segree, T., Culp, J., & Savick, S. (2021, March). *Creating PDS Networks for Flourishing*. Presented at the National Association for Professional Development Schools (NAPDS) Conference, Virtual.

Larson, K.E., Segree, T., Culp, J., & Savick, S. (2020, October). *Creating a Student Club to Promote Equity and Flourishing*. Presented at the Maryland Professional Development Schools Conference, Virtual.

Larson, K.E., Bradshaw, C.P., Kea, C., Trent, S. & Sullivan, A. (2020, February). *Reducing Disproportionality in Special Education and Exclusionary Discipline*. Panel at the Council for Exceptional Children Convention and Expo, Portland, OR.

Larson, K.E. & Chaturvedi, A. (2019, November). *Using Site-based Courses to Enhance University Student Learning about Emotional and Behavioral Disorders*. Presentation at the Teacher Education Division of the Council for Exceptional Children Conference, New Orleans, LA.

Larson, K.E., Hirsch, S.E., Bradshaw, C.P., & Cook, L. (2019, November). *Lessons Learned from Simulator-Based Training for Pre-Service and In-Service Professional Development*.

Panel at the Teacher Education Division of the Council for Exceptional Children Conference, New Orleans, LA.

Larson, K.E., Nguyen, A., Orozco Solis, M.G., Humphreys, A., Bradshaw, C.P., Lindstrom Johnson, S. (2019, May). *A Systematic Review of the Link Between School climate, Academics, and Behavior: A Global Perspective*. Society for Prevention Research, San Francisco, CA.

Larson, K.E., Bradshaw, C.P., McIntosh, K. & Rosenberg, M.S. (2019, February). *Interventions and strategies for reducing disproportionality in exclusionary discipline*. Panel at the Council for Exceptional Children Convention and Expo, Indianapolis, IN.

Larson, K.E., Bradshaw, C.P., & Rose, C. (2019, February). *Interventions and strategies to reduce bullying in schools*. Panel at the Council for Exceptional Children Convention and Expo, Indianapolis, IN.

Chaturvedi, A. & **Larson, K.E.** (2019, January). *Multi-tiered Mindful Breathing and Being Framework to provide school wide behavioral support*. Paper accepted for the Division for Autism and Developmental Disabilities. Maui, HI.

Larson, K.E., Rosenberg, M.S., Pas, E.T., & Bradshaw, C.P. (2018, November). *Incorporating Culturally Responsive Behavior Management into Preservice Special Education Educator Preparation*. Presentation at the Teacher Education Division of the Council for Exceptional Children Conference, Las Vegas, NV.

Larson, K.E. & Chaturvedi, A. (2018, November). *Integrating Mindful Breathing Practices into Preservice Special Education Teacher Preparation*. Presentation at the Teacher Education Division of the Council for Exceptional Children Conference, Las Vegas, NV.

Larson, K.E. & Bradshaw, C.P. (2018, February). *Improving School Climate through the Use of Evidence-based Practices*. Presentation at the Council for Exceptional Children Convention and Expo, Tampa, FL.

Larson, K.E., Bradshaw, C.P., Rosenberg, M.S., & Dieker, L. (2018, February). *Using TeachLivE to Improve Teaching and School Experiences for Students with Disabilities*. Panel presentation at the Council for Exceptional Children Convention and Expo, Tampa, FL.

Christensen, J., Dykes, F., & **Larson, K.E.** (2018, February). *Reflective Practice: Strategies for Inclusion of Students with Disabilities who also Identify as LGBTQ*. Peer reviewed paper presented at the Council for Exceptional Children Convention and Expo, Tampa, FL.

Chaturvedi, A., **Larson, K.**, & Murdick, N. (2018, January). *Science of Mindful Breathing: Implications for Individuals with ASD and Developmental Disabilities*. Peer reviewed paper presented at the 19th International Conference on Autism, Intellectual Disability and Developmental Disabilities, Clearwater, FL.

Larson, K.E., Pas, E.T., Bradshaw, C.P., & Bottiani, J. (2017, October). *Disproportionality in Exclusionary Discipline: A Multi-level Analysis with a Focus on Engagement*. Peer reviewed paper presented at the Teacher Educators for Children with Behavior Disorders Conference, Tempe, AZ.

Pas, E.T., Waasdorp, T.E., Johnson, S.R., **Larson, K.E.**, Marchese, D. & Bradshaw, C.P. (2017, June). *Coaching Teachers in Detection and Intervention Related to Bullying*. Poster Presentation for the Society for Prevention Research, Washington, D.C.

Larson, K.E., Pas, E.T., & Bradshaw, C.P. (2017, October). *Disproportionality in Exclusionary Discipline: A Multilevel Examination*. Peer reviewed paper accepted at the Teacher Educators for Children with Behavior Disorders Conference, Tempe, AZ.

Pas, E.T., Waasdorp, T.E., Johnson, S.R., **Larson, K.E.**, Marchese, D. & Bradshaw, C.P. (2017, June). *Coaching Teachers in Detection and Intervention Related to Bullying*. Poster Presented at the Society for Prevention Research, Washington, D.C.

Christensen, J., Dykes, F., & **Larson, K.E.** (2017, April). *Social justice pedagogy: Strategies for inclusion of students with disabilities who identify as LGBTQ*. Peer reviewed paper presented at the Council for Exceptional Children Convention and Expo, Boston, MA.

Larson, K.E., Gion, C., & Bradshaw, C.P. (2017, April). *Disproportionality in student discipline: Identifying root causes and potential strategies for reducing disparities*. Division for Diverse and Exceptional Learners (DDEL) Showcase Presentation: Council for Exceptional Children Expo, Boston, MA

Chaturvedi, A., Murdick, N, & **Larson, K.** (2017, January). *Effects of mindfulness training on mental health of students with developmental disabilities*. Peer reviewed paper presented at the 18th International Conference on Autism, Intellectual Disability and Developmental Disabilities, Clearwater, FL.

Larson, K.E., Pas, E.T., & Bradshaw, C.P. (2016, October). *Examining the association between classroom practices and student perceptions of school climate*. Peer reviewed paper presented at the Teacher Educators for Children with Behavior Disorders Conference, Tempe, AZ.

Chaturvedi, A., & **Larson, K.E.** (2016, October). *Implementing mindfulness training to reduce burnout among teachers of students with emotional and behavioral disorders*. Peer reviewed paper presented at the Teacher Educators for Children with Behavior Disorders Conference, Tempe, AZ.

Pas, E.T., Johnson, S.R., **Larson, K.E.**, Brandenburg, L., Church, R., & Bradshaw, C.P. (May, 2016). *Reducing behavior problems among students with ASD: Coaching teachers in a mixed-reality setting*. Peer reviewed poster presented at the International Society for Autism Research, Baltimore, MD.

Larson, K.E., Rosenberg, M.S., & Bradshaw, C.P. (2016, April). *Investigating the relationship between culturally responsive teaching and student compliance*. Peer reviewed paper presented at the Council for Exceptional Children Convention and Expo, St. Louis, MO.

Christensen, J.E., Dykes, F., & **Larson, K.E.** (2016, April). *Examining preservice special educators' capacity for working with LGBTQ and youth with disabilities*. Peer reviewed paper presented at the Council for Exceptional Children Convention and Expo, St. Louis, MO.

Larson, K.E., Pas, E.T., Bradshaw, C.P., Rosenberg, M.S., & Day-Vines, N.L. (2016, March). *Examining teachers' use of culturally responsive strategies, culturally responsive teaching self-efficacy, and student compliance*. Peer reviewed poster presented at the Society for Research on Adolescence, Baltimore, MD.

Pas, E.T., Johnson, S.R., **Larson, K.E.**, Brandenburg, L., Church, R., & Bradshaw, C.P. (November, 2015). *Behavior problems among students with ASD: A pilot study of coaching teachers in a mixed-reality setting*. Peer reviewed poster presented at the International Meeting for Autism Research, Baltimore, MD.

Bradshaw, C.P., Debnam, K., **Larson, K.E.**, Hardee, S., & Asuncion-Bates, L. (2015, October). *Double Check: A cultural proficiency and student engagement model for coaching equitable practices in schools*. Peer reviewed paper presented at the Positive Behavior Interventions and Supports (PBIS) Leadership Forum, Chicago, IL.

Bradshaw, C.P., **Larson, K.E.**, Pas, E.T., Debnam, K. (2015, October). *Double Check: A cultural proficiency and student engagement model*. Peer reviewed paper presented at the Teacher Educators for Children with Behavior Disorders Conference, Tempe, AZ.

Christensen, J.E., Delport, J.L., & **Larson, K.E.** (2015, April). *Strategies for working with youth within the intersectionality of disability and sexual orientation*. Peer reviewed paper presented at the Council for Exceptional Children Convention and Expo, San Diego, CA.

Larson, K.E., & Eakle, A.J. (2014, November). *Using blogs to examine culturally responsive classroom management practices*. Poster presented at the Teacher Education Division of the Council for Exceptional Children Conference, Indianapolis, IN.

Larson, K.E., Bottiani, J.H., Debnam, K.J., & Bradshaw, C.P. (2014, April). *The relationship between cultural proficiency, teacher characteristics, and social desirability*. Poster presented at the Council for Exceptional Children Convention and Expo, Philadelphia, PA.

Jezovnik, J., Nagro, S., Hooks, S., **Larson, K.E.**, & Fraser, D. (2014, April). *Does instructor-pair collaboration improve special education teacher preparation?* Poster presented at the Council for Exceptional Children Convention and Expo, Philadelphia, PA.

Larson, K.E., & Rosenberg, M.S. (2013, November). *Improving culturally responsive practices among general and special educators: The double check professional development model*. Peer reviewed paper presented at the Teacher Education Division of the Council for Exceptional Children Conference, Fort Lauderdale, FL.

Larson, K.E., Bottiani, J.H., Debnam, K.J., & Bradshaw, C.P. (2013, November). *The relationship between teacher characteristics and cultural proficiency*. Poster presented at the Teacher Education Division of the Council for Exceptional Children Conference, Fort Lauderdale, FL.*Received Award of Excellence

Larson, K.E., Bottiani, J.H., Debnam, K.J., & Bradshaw, C.P. (2013, April). *The relationship between school context, cultural proficiency, and social desirability*. Poster presented at the Council for Exceptional Children Convention and Expo, San Antonio, TX.

Bottiani, J.H., Larson, K.E., Debnam, K.J., & Bradshaw, C.P. (2012, December). *Enhancing teacher cultural proficiency to bridge the discipline gap: Measurement challenges in the evaluation of the intervention effectiveness*. Poster presented at the Science of Eliminating Health Disparities Summit, Washington, D.C.

LOCAL PRESENTATIONS AND PROFESSIONAL DEVELOPMENT

Larson, K.E. (2022, October). *Integrating Flourishing across NDMU's Campus to Create an Inclusive and Sustainable Community*. Notre Dame of Maryland University, Baltimore, MD.

Larson, K.E. & Dunn, M.S. (2022, September). *Flourishing for Faculty and Staff*. School of Education Annual Fall Retreat, Notre Dame of Maryland University, Baltimore, MD.

Chaturvedi, A., & **Larson, K.E.** (2021, November). *Education for Flourishing*. Invited to lead the Community of Practice Meeting at the Human Flourishing Program at Harvard University. Available at: https://drive.google.com/file/d/1eh8Gt-CdIOzBVqdz_83Q-hP2rQ0n6t1g/view

Larson, K.E. (2021/ 2022/ 2023, Fall & 2022/ 2023 Spring). *Promoting NDMU Interns' Flourishing*. Requested presentation by Jean Marie Hofstetter, PDS Placement Coordinator for Notre Dame of Maryland, Baltimore, MD.

Larson, K.E. (2020, September/ 2021, January). *Proactive Classroom Management to Engage Students in Person and Online*. Requested presentation by Jean Marie Hofstetter, PDS Placement Coordinator for Notre Dame of Maryland, Baltimore, MD.

Larson, K.E. & Chaturvedi, A. (2020, January). *Integrating Mindful Breathing Practices into Our Schools*. Requested presentation by Stephanie Savick, PDS Coordinator and Liaison for Woodlawn High School, Baltimore, MD.

Larson, K.E. (2019, October). *Creating Inclusive and Sustainable Communities through Contemplative Practices*. Invited by Sister Sharon Slear (Provost and Vice President of Academic Affairs) to present at Notre Dame of Maryland University on Baldwin Community Day.

Larson, K.E., Silver, P., Provan, A., Lathan Smith, T. (2019, October). *Meeting the Needs of Diverse Students*. Invited by Kelly Bull to present on a panel at Notre Dame of Maryland University.

Pas, E.T., **Larson, K.E.**, Meumpfer, M., & Leaf, P. (2017, October). *Preventing School Violence through Partnerships and Scaling Evidence-Based Interventions in Schools*. Requested presentation by the Swedish Judiciary Committee, Johns Hopkins Bloomberg School of Public Health, Baltimore, MD.

Pas, E.T., Johnson, S.R., **Larson, K.E.**, Bradenburg, L., Church, R., & Bradshaw, C. (2015, October). *Reducing Behavior Problems among Students with ASD: A Pilot Study of Coaching Teachers in a Mixed-Reality Setting*. Poster presentation at the Wendy Klag Center for Autism and Developmental Disabilities Symposium, Johns Hopkins Bloomberg School of Public Health, Baltimore, MD.

Larson, K.E. & Barrett, S., (2015, September). *Restorative Practices and PBIS*. Roundtable discussion at the Equity Access to Learning Conference, Baltimore, MD.

Larson, K.E. (2014, October). *The influence of social desirability on measures of cultural proficiency*. Presentation to the Double Check Advisory Board. Baltimore, MD.

Larson, K.E. & O'Brennan, L. (2014, January). *Using data to facilitate comprehensive behavior management*. Staff Development Presentation for Pimlico Elementary/ Middle School. Baltimore, MD.

Larson, K.E., Bottiani, J.H., Debnam, K.J. & Bradshaw, C.P. (2013, May). *The relationship between school context, cultural proficiency, and social desirability*. Invited to present poster at "An Exploration of Educational Excellence," Johns Hopkins University, Baltimore, MD.

Larson, K.E. (2012, July). *Double Check: A Cultural Proficiency and Student Engagement Model*. Guest Lecturer for *Educational Alternatives for Students with Disabilities* course, Johns Hopkins University.

Larson, K.E. (2012, May). *Double Check: A cultural proficiency and student engagement model*. Staff Development Presentation for Pikesville Middle School. Baltimore, MD.

Larson, K.E. (2012, April). *Double Check: A cultural proficiency and student engagement model*. Staff Development Presentation for Pikesville Middle School. Baltimore, MD.

Hammel, A., & **Larson, K.E.** (2010). *Watership Down and arts integration*. A model lesson for the principal to demonstrate how to integrate arts into a Language Arts classroom.

Pikesville Middle School. Baltimore, MD.

Doran, A., & **Larson, K.E.** (2010). *Critical thinking and the arts*. Staff Development Presentation for Pikesville Middle School. Baltimore, MD.

Hegmann, R., & **Larson, K.E.**, Givens, J., Sherman, J., & Yaddush, C. (2009). *Introduction to the elements of arts-integration*. Pikesville Middle School Staff Development. Baltimore, MD.

Hegmann, R., & **Larson, K.E.** (2009). *Expanding on the elements of arts integration: Elements of theatre*. Workshop held for Pikesville Middle School Teachers. Baltimore, MD.

Hammel, A., **Larson, K.E.**, & Tawney, S. (2008). *Brain research and the dynamic of learning*. Pikesville Middle School Parent Teacher Association (PTA). Baltimore, MD.

Larson, K.E., & Strayer, S. (2008, August). *China: A cultural experience*. Baltimore County Public Schools Professional Study Day. Baltimore, MD.

Hammel, A., **Larson, K.E.**, & Tawney, S. (2007). *Using learning modalities to create effective lessons*. Staff Development Presentation for Pikesville Middle School. Baltimore, MD.

PROFESSIONAL SERVICE

International

Senior Fellow of the *Flourishing Network* at the Human Flourishing Program at Harvard's Institute for Quantitative Social Sciences (2021-present).

Co-organizer, Education for Flourishing Conference (2023). *Supporting Student and Educator Wellbeing*. See: <https://www.slu.edu/education/institutes/consortium-human-flourishing/events.php>

Co-organizer, Education for Flourishing Conference (2020). *A Call to Rethink Education in Light of COVID-19 Pandemic*. See: https://www.slu.edu/education/institutes/consortium-human-flourishing/2020_education_summit.pdf

Co-Director of the Kashi School Project, Varanasi, India (2017- 2019). See: <https://www.slu.edu/education/news/2020/kashi-school.php>

National

Secretary of the Small Special Education Programs Caucus (SSEPC) for the Teacher Education Division of the Council for Exceptional Children (2022- present).

Founder and Chair of the *Teacher Education for Flourishing Collaborative* at Notre Dame of Maryland University (2020-present). See: <https://www.ndm.edu/colleges-schools/school-education/teacher-education-flourishing-collaborative>

Co-Chair of the *Consortium for Human Flourishing* at Saint Louis University (2018-2023) Saint Louis University. See: <https://www.slu.edu/education/institutes/consortium-human-flourishing/members/index.php>

Member of the *Community of Practice* at the Human Flourishing Program at Harvard's Institute for Quantitative Social Sciences (2019-present). See: <https://hfh.fas.harvard.edu/community-practice>

Co-Chair of the Small Special Education Programs Caucus (SSEPC) Shares Committee for the Teacher Education Division of the Council for Exceptional Children (2020- 2022).

Article Reviewer

Research in Autism Spectrum Disorders (2023)

Journal of School Psychology (2020)

Article Co-Reviewer (with advisor)

Learning and Individual Differences (2014)

University

Faculty Senator for School of Education

Notre Dame of Maryland University (Fall, 2022- Present)

Program Coordinator, Special Education

Notre Dame of Maryland University (Fall, 2022- Present)

Program Coordinator, Social Emotional Learning and Flourishing Post-Bachelor's Certificate

Notre Dame of Maryland University (Fall, 2022- Present)

Faculty Advisor & Founder, *Teacher Alliance for Flourishing*

Notre Dame of Maryland University (Fall, 2021- Spring 2023)

Faculty Advisor & Founder, *Student Alliance for Flourishing*

Notre Dame of Maryland University (Fall, 2021- Spring 2022)

University Faculty Mentor

Notre Dame of Maryland University (Fall, 2021- Spring 2023)

School of Education Faculty Mentor

Notre Dame of Maryland University (Fall, 2021- Spring 2022)

Member of Special Education Search Committee

Notre Dame of Maryland University (Spring, 2021)

Member of the Faculty Anti-Racism Taskforce
Notre Dame of Maryland University (2020-2021)

Member at Large, Study Abroad Committee
Notre Dame of Maryland University (2020-Present)

Member and Professional Development Schools Liaison, Broadneck High School
Professional Development Schools (PDS) Committee (2019-Present)

Member and Teacher Candidate Mentor
EdTPA Committee (2019- Present)

Safe Zone Facilitator and Trainer
Johns Hopkins University (2016-2018)

Member, Committee of Diversity and Civility
Johns Hopkins University (2013-2015)

Other Service

Beta Reader for Ashley Lin's book entitled, "Cultivate Community: A Guide to Tending Digital Spaces" ISBN: 978-1-63676-459-7

TEACHING

Doctoral Advisees (Dissertation Chair)

Keisu, Candace, Ph.D., 2025 (anticipated), Notre Dame of Maryland University
Peter Schmidt, Ph.D., 2025 (anticipated), Notre Dame of Maryland University
Nchinda Fuanghene, Ph.D., 2025 (anticipated), Notre Dame of Maryland University
Michele Doyle-Wetzelberger, Ph.D., 2024 (anticipated), Notre Dame of Maryland University
Ristau, Matthew, Ph.D., 2024 (anticipated), Notre Dame of Maryland University
Travis Brown, Ph.D., 2023 (anticipated), Notre Dame of Maryland University
Jeffrey Antico, Ph.D., 2023, Notre Dame of Maryland University
Vesna Grujicic, Ph.D., 2022, Notre Dame of Maryland University
Kelly Ronson, Ph.D., 2021, Notre Dame of Maryland University

Dissertation Committee Participation

LeTia Alston, Ph.D., 2021, Grand Canyon University (Content Expert)

Preliminary Oral/ Proposal Defense Participation (Reader)

Nora Abdullah, Ph.D., 2021, Saint Louis University
Theodore Gregory, Ph.D. 2019, Saint Louis University

Courses Taught

SPE 326/526: Special Education for the Classroom Teacher
Undergraduate/ Master's Level Course, 15-weeks
Spring, 2020 (hybrid), Spring 2021 (online), Spring 2022 (online), Spring 2023 (online), Fall 2023 (online)
School of Education, Notre Dame of Maryland University

SPE 337/576: Communication Skills for the School Professional
Undergraduate/ Master's Level Course, 8 weeks
Fall 2019 (face-to-face), Spring 2020 (hybrid), Spring 2021 (online), Spring 2022 (online), Spring 2023 (online), Fall 2023 (online)
School of Education, Notre Dame of Maryland University

SPE 321/546: Methods of Teaching Students with Special Needs
Undergraduate/ Master's Level Course, 8 weeks
Spring 2020 (face-to-face), Fall 2020 (synchronous online), Fall 2021 (face-to-face), Spring 2022 (online), Fall 2022 (online), Spring 2023 (online)
School of Education, Notre Dame of Maryland University

SPE 321/546: Methods of Teaching Students with Special Needs
Undergraduate/ Master's Level Course, 15-weeks
Spring 2020 (hybrid), Spring 2021 (online)
School of Education, Notre Dame of Maryland University

SPE 546: Methods of Teaching Students with Special Needs
Master's Level Course (Graduate Education Internship (GEI; Accelerated), 2-weeks
Fall 2019 (face-to-face); Fall 2020 (online, synchronous); Fall 2021 (in-person)
School of Education, Notre Dame of Maryland University

EDSP 5630: Seminar: Behavioral Disorders
Doctorate Level Course, Spring 2019 (face-to-face)
School of Education, Saint Louis University

EDSP 4310: Education and Psychology of Exceptional Individuals
Undergraduate Level Course, Fall 2018 (face-to-face)
School of Education, Saint Louis University

ED.877.810: Mild to Moderate Disabilities Internship: Induction— Secondary/Adult
Master's Level Student Internship, Summer 2014 (face-to-face)
School of Education, Johns Hopkins University

ED.874.861 Mild to Moderate Disabilities Internship: Culmination— Secondary/Adult

Master's Level Student Internship, Spring 2014 (face-to-face)
School of Education, Johns Hopkins University

ED.874.526 *Classroom Management: Methods for Students with Mild/Moderate Disabilities*
Master's Level Graduate Course, Fall 2013 (face-to-face)
School of Education, Johns Hopkins University

ED.871.502 *Educational Alternatives for Students with Special Needs* School of Education,
Master's Level Graduate Course, Summer 2013 (face-to-face)
School of Education, Johns Hopkins University

HONORS

Scholarly Works Honorable Mention (2019)
Promoting educators' use of culturally responsive practices: A systematic review of in-service interventions (Bottiani, Larson, et al., 2017).
Office of the Vice President for Research, Saint Louis University

Division for Diverse and Exceptional Learners (DDEL) Showcase Presentation (April, 2017)
Disproportionality in student discipline: Identifying root causes and potential strategies for reducing disparities
Council for Exceptional Children Expo, Boston, MA

Poster Presentation Award of Excellence (April, 2013)
The relationship between teacher characteristics and cultural proficiency
Teacher Education Division, Council for Exceptional Children, Fort Lauderdale, FL

Doctoral Fellowship, Johns Hopkins University (2011)
Fellowship funded by Office of Special Education Programs (OSEP) grant #H325D100067
entitled, *Leadership in special education teacher preparation: Application and research*
Johns Hopkins University, Baltimore, MD

Fulbright-Hays Study Abroad Program, China (2008)
Towson University, Towson, MD

B.A. Honours in Combined Studies Programme (2002)
University of Newcastle Upon Tyne, England

Dean's List, Loyola College (2001, 2002)
Loyola College, Baltimore, MD

RESEARCH INTERESTS

- Individual, School, and Community Flourishing/ Comprehensive Well-Being
- Teacher Education and Preparation
- Supporting Teachers of and Students with or at Risk for Emotional and Behavioral Challenges
- Contemplative Practices
- Supporting Positive School Climate
- Culturally Responsive Teaching
- Using Coaching to Support Positive Teacher Behavior Management
- Multi-tiered System of Supports
- Restorative Practices