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EDUCATION

Ph.D.	Georgia State University Major: School Psychology (NASP/APA Accredited)	August 2013
Ed.S.	Georgia State University Major: School Psychology	May 2010
M.A.	Central Michigan University Atlanta, Georgia Satellite Campus Major: Education Instruction and Teaching	May 2007
B.A.	Georgia State University Majors: Psychology/ Sociology	August 2005

ACADEMIC POSITIONS

Associate Professor Assistant Professor of School Psychology Department of Educational Psychology Research Scientist, Center for Behavioral Educational Research (CBER) University of Connecticut, Storrs, CT	August 2019- present August 2013- August 2019
Contract School Psychologist Clayton County Public Schools Jonesboro, GA	June 2009–August 2012
Special Education Teacher DeKalb County Public Schools Dresden Elementary School	August 2007–July 2008
Special Education Teacher DeKalb County Public Schools Mille Grove Middle School	August 2005–August 2007

PROFESSIONAL INTERNSHIPS

Sarah A. Reed Children's Center (APA/APPIC)
Erie, Pennsylvania

August 2012-July 2013

Clayton County Public Schools
Jonesboro, Georgia

August 2009-May 2010

ADVANCED QUANTITATIVE TRAINING

Longitudinal Modeling Using MPLUS

June 2016

University of Connecticut

Data Analysis Training Institute of Connecticut (1 week)

Hierarchical Linear Modeling

June 2015

University of Connecticut

Data Analysis Training Institute of Connecticut (1 week)

Structural Equation Modeling

June 2014

University of Connecticut

Data Analysis Training Institute of Connecticut (3 days)

PUBLICATIONS

*Student Authors

Peer-Reviewed Journals (N=28)

La Salle, T. P., McCoach, D. B., & Meyers, J. (2021). Examining Measurement Invariance and Perceptions of School Climate Across Gender and Race and Ethnicity. *Journal of Psychoeducational Assessment*, 39(7), p. 800-815.

McDaniel, S. C., Cohen, D., **LaSalle, T. P.,** & Neese, R. (2021). Not separate but not equal: A blueprint for improving equity in discipline. *Beyond Behavior*. Advanced online publication. Doi: 10742956211024168

- Hirsch, S., McDaniel, S., **La Salle, T.P.**, & Walker, A. (2021). Hirsch, S. E., McDaniel, S. C., La Salle, T., & Walker, A. C. (2021). Instructional Management for Students with Emotional and Behavioral Disorders in Remote Learning Environments Featured Article. *Intervention in School and Clinic*. Advanced online publication. Doi: 10534512211001825.
- La Salle, T.P.**, *Rocha Neves, J., Jimerson, S., Di Sano, S., Martinsone, B., Majercakova Albertova, S., ... Mikhailova, Aleksandra (in press). A multi-national study exploring adolescent perceptions of school climate and mental health. *School Psychology*. 36(3), p. 155-166
- Wang, C., **La Salle, T.P.**, Wu, C. & Liu, J.L. (2021) Do parental involvement and adult support matter for students' suicidal thoughts and behavior in high school? *School Psychology Review*, doi: [10.1080/2372966X.2021.1873058](https://doi.org/10.1080/2372966X.2021.1873058)
- Luh, Hao-Jan., **La Salle, T.P.** (2020). International students in school psychology: strengths, challenges, and supports. *Trainer's Forum*, (37)1, p.44-53
- Montrosse-Moorhead, B., Dougherty, S. M., **La Salle, T. P.**, Weiner, J. M., & Dostal, H. M. (2020). Datasets from an impact evaluation of a targeted prekindergarten program. *Data in Brief*, 28, 104881.
- La Salle, T.P.**, Wang, C., Wu, C., & *Rocha Neves, J. (2019). Race Matters: Examining the Impact of Student-Teacher Racial Composition on Perceptions of School Climate. *Journal of Educational and Psychological Consultation*. Online First. doi: 10.1080/10474412.2019.1673759
- Freeman, J., *Vanlone, J., **La Salle, T.**, *Gordon, L., *Polk, T., & *Neves, J. (2019). A practical guide to improving school climate in middle and high schools. *Intervention in School and Clinic*. Online first. <https://doi.org/10.1177/1053451219832988>
- Montrosse-Moorhead, B., Dougherty, S. M., **La Salle, T. P.**, Weiner, J. M., & Dostal, H. M. (2019). The overall and differential effects of a targeted prekindergarten program: Evidence from Connecticut. *Early Childhood Research Quarterly*, online first
- La Salle, T. P.**, *Rocha Neves, J., Freeman, J., & Sugai, G. , (2019). Perceptions of school climate among students that self-identify as heterosexual and lesbian, gay, or bisexual. *Remedial and Special Education*. 40(2), 74-82. doi.org/10.1177/0741932518800795
- Wang, C., **La Salle, T. P.**, Do, K. A., Wu, C., & Sullivan, K. E. (2019). Does parental involvement matter for students' mental health in middle school? *School Psychology*. 34(2), 222-232. doi.org/10.1037/spq0000300

Wang, C., **La Salle, T.**, Wu, C., Do, K. A., & Sullivan K. E. (2018). School climate and parental involvement buffer the risk of peer victimization on suicidal thoughts and behaviors among Asian American middle school students. *Asian American Journal of Psychology*, 9 (4), 296-307. doi.org/10.1037/aap0000138

La Salle, T.P. (2018). Introduction to a special issue: International perspectives of school climate. *School Psychology International*, 39 (6), p.559-567. doi.org/10.1177/0143034318808336

Parris, L., *Rocha Neves, J., & **La Salle, T.** (2018). School climate perceptions of ethnically diverse students: Does school diversity matter? *School Psychology International*, 39 (6), 625-645. doi.org/10.1177/0143034318798419

La Salle, T. P., George, H., *Kerzner, T., & Evanovich, L., (2018) An examination of school climate, victimization, and mental health problems among middle school students self-identifying with emotional behavioral disorders.. *Behavioral Disorders*, 43(3), 383-392. doi: 10.1177/0198742918768045

LaSalle, T. P., Wang, C., Brown, J., & Parris, L. (2017). Associations between school climate, suicidal thoughts and behaviors and demographics among middle school students. *Psychology in the Schools*, 54 (10), 1294-1301. doi.10.1002/pits.22078

*Minkos, M., Chafouleas, S. M., Bray, M. A., & **La Salle, T. P.**, (2017). Brief report: A preliminary investigation of a mindful breathing intervention to increase academic engagement in an alternative educational setting. *Behavioral Disorders*, 43 (4), 436-443. c

*Palmieri, E. L., & **La Salle, T. P.** (2017). Supporting students in foster care. *Psychology in the Schools*, 54, 117-126. doi.org/ 10.1002/pits.21990

Sugai, G., Simonsen, B., Freeman, J., & **La Salle, T.** (2016). Capacity development and multi-tiered systems of support: Guiding principles. *Australasian Journal of Special Education*, 40(2), 80-89. doi.org/10.1017/jse.2016.11

La Salle, T. P., & Hagermoser Sanetti, L. M. (2016). Implications of student health problems on achievement and engagement. *International Journal of School & Educational Psychology*, 4(1), 10-15. doi.org/10.1080/21683603.2016.1130543

Parris, L., **La Salle, T. P.**, Varjas, K., & Meyers, J. (2016). Introduction to the special issue: Improving student outcomes: Research on school climate and violence prevention and intervention. *School Psychology Forum*, 10(1), 1-3.

La Salle, T. P., Parris, L., & *Morin, M., & Meyers, J. (2016). Deconstructing peer victimization: Relationships with connectedness, gender, grade, and race. *School Psychology Forum*, 10(1), 41-54.

La Salle, T. P., *Zabek, F., & Meyers, J. (2016). Elementary student perceptions of school climate and associations with student and school factors. *School Psychology Forum, 10*(1), 55-65.

La Salle, T. P., Meyers, J., Varjas, K., & Roach, A. (2015). A cultural–ecological model of school climate. *International Journal of School and Educational Psychology, 3*, 157-166. doi: 10.1080/21683603.2015.1047550.

White, N., **La Salle, T. P.,** Ashby, J. S. & Meyers, J. (2014). A brief measure of adolescent perception of school climate. *School Psychology Quarterly, 29*, 349-359.

La Salle, T. P., Roach, A. R., & McGrath, D. (2013). The relationship of IEP quality to curricular access and academic achievement for students with disabilities. *International Journal of Special Education, 28*(1), 135-144.

Roach, A. T., Wixson, C. S., Talapatra, D., & **La Salle, T. P. (2009).** Missing voices in school psychology research: A review of the literature 2002-2007. *The School Psychologist, 63*(1), 5-10.

Roach, A. T., Chilungu, E. N., **La Salle, T. P.,** Talapatra, D., Vignieri, M. J., & Kurz, A. (2009). Opportunities and options for facilitating and evaluating access to the general curriculum for students with disabilities. *Peabody Journal of Education, 84*, 511- 528.

Book Chapters (N=5)

Casale, G., Hennemann, T., **La Salle, T. P.,** Rocha-Neves, J. & Schmidt, L (2020). Correlations between psychosocial problems and the perception of school climate in secondary school students. In G. Ricken, & S. Degenhardt (Hrsg.). *Networking, Cooperation, and Social Space – Inclusive Education as cross-sectional task*. Bad Heilbrunn: Julius Klinkhardt.

Upright, J. J., Long, A. C. J., & **La Salle, T. P. (2020).** Treatment integrity in school-based interventions: Assessing and supporting teacher intervention implementation. In C. Maykel & M. A. Bray (Eds.), *Applying psychology in the schools. Promoting mind–body health in schools: Interventions for mental health professionals* (p. 27–43). American Psychological Association. <https://doi.org/10.1037/0000157-003>

Sugai, G., **La Salle, T.,** Everett, S, & Feinberg, A. (2019). Multi-tiered systems of support: The what, why, and how for school counselors. In E. Goodman-Scott, J. Betters-Bubon, & P. Donohue (Eds.), *The school counselor's guide to multi-tiered systems of support*. p. 1-28, London, England: Routledge.

Sugai, G., Freeman, J., Simonsen, B., & **La Salle, T.,** Fixsen, D. (2017). National climate change: Doubling down on our precision and emphasis on prevention and

behavioral sciences. *Report on Emotional and Behavioral Disorders in Youth*, 17(3), 58-63.

Sugai, G., Simonsen, B., **La Salle, T.**, & Freeman, J. (2017). Promoting school-wide social skills. In P. Sturmey (Ed.), *The Wiley handbook of violence and aggression*, 3 (96), 1-13. New York, NY: Wiley.

La Salle, T. P. (2015). Multicultural considerations. In Scarlet, G. (Ed), *Classroom management: An A-to-Z guide* (pp. 210-213). Thousand Oaks, CA: SAGE.

Manuscripts and Book Chapters Under Revision or Under Review

Manuscripts Under Review (N=2)

Collins, T.A., **La Salle, T.P.**, Rocha Neves, J., Foster, J.A., & Scott, M.N. (accepted pending revision). No Safe Space: School Climate Experiences of Black Boys with and without Emotional and Behavioral Disorders. Special issue. *School Psychology Review*

La Salle, T.P. (accepted pending revision). Best practices for culturally responsive positive behavioral supports in classrooms. In Harrison, P., Proctor, S., & Thomas, A. *Best Practices in School Psychology- 7th Edition*

Technical Briefs and Reports (N=7)

La Salle, T. P. (May, 2020). How are Schools Using the School Climate Surveys? University of Oregon. www.pbis.org.

Sulkowski, M., Sussman, K., Preast, J., Von der Embse, N., & **La Salle, T.** (2019). *Guidance for measuring and using school climate data* [Brief]. Bethesda, MD: National Association of School Psychologists.

La Salle, T. P. (2017). *Technical manual for the Georgia School Climate Survey Suite*. Atlanta, GA: Georgia Department of Education.

Simonsen, B., Sugai, G., Freeman, J., & **La Salle, T. P.** (2017). *Addressing school climate: 5 ways schools can positively and proactively support all students*. Eugene, OR: OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports. University of Oregon.

La Salle, T. P., McIntosh, K., & Eliason, B. M. (2016). *School climate survey suite administration manual*. Eugene, OR: OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports. University of Oregon.

Sugai, G., Simonsen, B., Freeman, J. & **La Salle, T.** (2016). *Every Student Succeeds Act: Why school climate should be one of your indicators*. Eugene, OR: OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports. University of Oregon.

Sugai, G., **LaSalle, T.**, Freeman, J., Simonsen, B., & Chafouleas, S. (2016). *School climate: Academic achievement and social behavior competence*. Eugene, OR: OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports. University of Oregon

Instrument Development with a National Platform (N=8)

International School Climate Survey Compendium – Primary Survey: 13 Languages
La Salle, T.P., *Rocha Neves, Di Sano, S., Martinsone, B., Majercakova Albertova, S., Deltour, C. ... Mikhailova, Aleksandra

International School Climate Survey Compendium – Secondary Survey: 13 Languages
La Salle, T.P., *Rocha Neves, Di Sano, S., Martinsone, B., Majercakova Albertova, S., Deltour, C. ... Mikhailova, Aleksandra

International School Climate Survey Compendium – Parent Survey: 13 Languages
La Salle, T.P., *Rocha Neves, Di Sano, S., Martinsone, B., Majercakova Albertova, S., Deltour, C. ... Mikhailova, Aleksandra

International School Climate Survey Compendium – Personnel Survey: 13 Languages
La Salle, T.P., *Rocha Neves, Di Sano, S., Martinsone, B., Majercakova Albertova, S., Deltour, C. ... Mikhailova, Aleksandra

*Georgia Department of Education, **La Salle, T. P.**, Meyers, J. P. (2014). *The Georgia Student Health Survey 2.0*. Atlanta, GA: Georgia Department of Education

*Georgia Department of Education, **La Salle, T. P.**, Meyers, J. P. (2014). *The Georgia School Personnel Survey*. Atlanta, GA: Georgia Department of Education

*Georgia Department of Education, **La Salle, T. P.**, Meyers, J. P. (2014). *The Georgia Parent School Climate Survey*. Atlanta, GA: Georgia Department of Education.

*Georgia Department of Education, **La Salle, T. P.**, Meyers, J. P. (2014). *The Georgia Elementary School Climate Survey*. Atlanta, GA: Georgia Department of Education.

*Surveys vetted by the United States Department of Education's National Center for Safe and Supportive Learning Environments (October 2018). Available at <https://safesupportivelearning.ed.gov/survey/georgia-department-education-school-climate-surveys>

PRESENTATIONS

International Presentations

La Salle, T.P., Athiniasou, D., Lampropoulou, A., Hatzichristou, C., Martinsone, B., & DiSano, S. (July 2021). Comparing Perceptions of School Climate Across 7 Nations. Roundtable presented at the 42nd Annual Conference of the International School Psychology Association (virtual).

La Salle, T.P., Lampropoulou, A., Athiniasou, D., Martinsone, B., Palikara, O., & Jimerson, S. (July 2019). *Seven Countries, One Scale, International Validation of a School Climate Scale.* Roundtable presented at the 41st Annual Conference of the International School Psychology Association, Basel, Switzerland.

La Salle, T.P., Lampropoulou, A., Athiniasou, D., Martinsone, B., Palikara, O., & Jimerson, S. (July 2019). *Comparing Perceptions of School Climate Across 7 Countries.* Symposium presented at the 41st Annual Conference of the International School Psychology Association, Basel, Switzerland.

La Salle, T. P., Rocha Neves, J., Di Sano, S., Majercakova Albertova, S., Brown-Earle, O. (July 2018). *International perspectives of school climate.* Symposium presented at the 40th Annual Conference of the International School Psychology Association, Tokyo, Japan.

La Salle, T. P., & Rocha Neves, J., (July 2017). *Cross-cultural school climate validation study. Sponsored by the ISPA Research Committee.* Symposium presented at the 39th Annual Conference of the International School Psychology Association, Manchester, United Kingdom.

La Salle, T. P., Sugai, G., & Freeman, J., (July 2016). *Cross-cultural school climate validation study.* Paper presented at the International School Psychology Association Conference, Amsterdam, The Netherlands.

La Salle, T. P., & Meyers, J., Georgia Department of Education, (June 2015). *School climate measures: implications for large-scale school evaluation policies.* Symposium presented at the International School Psychology Association Conference, Sao Paulo, Brazil.

La Salle, T. P., & Meyers, J. (July 2014). *Facilitating child advocacy through the inclusion of multiple perspectives in school climate.* Symposium presented at the International School Psychology Association Conference, Kaunas, Lithuania

National Presentations

La Salle, T.P. (March 2021). Black Lives Matter: Creating Just and Equitable Learning Environments for All. Invited presentation for the Association of Positive Behavior Supports Annual Convention (Virtual)

Neves, J.R., & **La Salle, T.P.**, (February 2021) Practical Utility of a School Climate Walkthrough Assessment. Paper presented at the National Association of School Psychologists Annual Convention, Virtual.

La Salle, T.P. (October 2020). Black Lives Matter. Session presented at PBIS National Leadership Forum. Chicago, IL

La Salle, T.P. (October 2019). Assessing School Climate and Culture in PBIS Evaluations: Including Student and Family Voice? Paper presented at the PBIS National Leadership Forum, Chicago, IL

La Salle, T.P. (October 2019). School Climate Matters: Why All Schools Should be Assessing School Climate? Paper presented at the PBIS National Leadership Forum, Chicago, IL

La Salle, T.P. (March 2019). Not Separate but Not Equal : A Blueprint for Improving Equity in Discipline. Paper presented at the 16th Annual Conference, Washington D.C.

La Salle, T.P. (March 2019). If Schools are for Everyone, Why is Equity Only Available to Some? Paper presented at the Association for Positive Behavior Support 16th Annual Conference, Washington D.C.

*Scogin, C., **La Salle, T.P.**, *Williams, B. (2019, March). Evaluating Academic and Social-Emotional Growth Among a Diverse Prekindergarten Sample. Paper presented at the National Association of School Psychologists Annual Convention, Atlanta, GA.

*Rocha Neves, J., **La Salle, T.P.** (2019, February). Development of a school climate walkthrough assessment tool. Paper presented at the National Association of School Psychologists Annual Convention, Atlanta, GA.

*Luh, Hao-Jan. **La Salle, T.P.** (2019, February), International students in school psychology. Practitioner/Graduate student Conversation presented at the National Association of School Psychologists Annual Convention, Atlanta, GA.

- McDaniel, S., Cohen, D., & **La Salle, T.P.** (2019, February). Not Separate but not equal: A blueprint for improving equity in discipline. Paper presented at the 16th International Conference on Behavior Support. Washington DC
- *Rocha Neves, J., **La Salle, T.P.** (2018, February). *Embracing diverse learners in gifted and accelerated programs*. Poster presented at the National Association of School Psychologists Annual Convention, Chicago, IL.
- La Salle, T. P.**, *Rocha Neves, J. & Polk, T. (2018, February). *Cross-cultural expansion of school climate efforts*. Paper presented at the National Association of School Psychologists Annual Convention, Chicago, IL.
- Feinberg, A., & **La Salle, T. P.** (2018, February). *PBIS and school climate: Integrating both frameworks for student support*. Paper presented at the National Association of School Psychologists Annual Convention, Chicago, IL.
- Logan, D., Summerlin, M., & **La Salle, T. P.** (2017, October). *A leadership view: successes & pitfalls of a large district's application of check and connect*. Paper presented at the Student Engagement Conference, Minneapolis, MN.
- La Salle, T. P.** (2017, September). *Incorporating school climate into PBIS evaluation*. Paper presented at the PBIS Leadership Forum, Chicago, IL.
- *Rocha Neves, J., & **La Salle, T. P.** (2017, May). *School psychologists' role in supporting underrepresented students in gifted and accelerated programs*. Poster presented at the Center for Behavioral and Education Research 7th Annual Graduate Research Symposium, Storrs, CT.
- La Salle, T. P.** (2017, May). *Culture, climate, & PBIS: an integrated framework*. Paper presented at the Northeast PBIS Network Leadership Forum, Mystic, CT.
- La Salle, T. P.**, & Sugai, G. (2017, April). *Supporting all students' academic and behavioral needs through multi-tiered systems of supports*. Paper presented at the Council for Exceptional Children, Boston, MA.
- La Salle, T. P.** (2017, February). *Integrating school climate within the context of PBIS*. Paper presented at the National Association of School Psychologists Annual Convention, San Antonio, TX.
- La Salle, T. P.** (2016, April). *Integrating student, personnel, and parent school climate data within PBIS*. Poster presented at International Conference on Positive Behavior Support, San Francisco, CA.

- La Salle, T. P.,** Avitia M., Jabick, A., Polk, T. K. & Rocha Neves, J. (2016, February). *Examining school readiness among kindergarten students: Similarities and differences across demographic groups.* Poster presented at National Association of School Psychologists Annual Convention, New Orleans, LA.
- La Salle, T. P.** (2015, November). *A complimentary model of school climate and PBIS.* Paper presented at the 11th Annual Forum on Positive Behavioral Interventions and Supports, Norwood, MA.
- Sassu, K., Bray, M., **La Salle, T. P.,** Sanetti, L., & Proctor, S. (2015, February). *Evaluating professional dispositions within graduate training programs.* Poster presentation at the American Psychological Association, Toronto, Canada.
- La Salle, T. P.,** Parris, L.P., & Morin, M. (2015, February). *Deconstructing peer victimization: Relationships with connectedness, gender, and race/ethnicity.* Paper presented at the National Association of School Psychologists Annual Convention, Orlando, FL.
- La Salle, T. P.,** Freeman, J., & Sugai, G. (2014, October). *School climate survey evaluation study: Initial steps towards evaluating school climate within the context of PBIS.* Poster presented at the National PBIS Leadership Forum. Rosemont, Illinois
- La Salle, T. P.,** Meyers, J., & Zabeck, F. (2014, February). *Cultural and ecological considerations within the context of school climate.* Paper presented at the National Association of School Psychologists Annual Convention, Washington, DC.
- La Salle, T.** (2013, February). *Multilevel analyses examining relationships between school climate and culture.* Paper presented at the National Association of School Psychologists Annual Convention, Washington, DC.
- La Salle, T.,** & Parris, L. (2012). *An examination of the impact of school climate on drug alcohol use and suicidality.* Paper presented at the National Association of School Psychologists Annual Convention, Philadelphia, PA.
- La Salle, T.** (2012, February). *Teacher perceptions of school climate.* Poster presented at the National Association of School Psychologists Annual Convention, Philadelphia, PA.
- La Salle, T.,** Talapatra, D., Chilungu, E. N., Roach, A. T., Truscott, S., & Matthews, Y. (2012, February). *Professional learning for teachers of students with significant cognitive disabilities.* Poster presented at the National Association of School Psychologists Annual Convention, Philadelphia, PA.

- Talapatra, D, Roach, A. T., **La Salle, T.**, Staschke, A. M., & Ariyo, Y. (2011, February). *Longitudinal evaluation of alternate assessment performance and student outcome indicators*. Paper presented at the National Association of School Psychologists Annual Convention, San Francisco, CA.
- Chilungu, E. N., Roach, A. T., Heil, K. M., Wixson, C. S., Wells, L., Talapatra, D., **La Salle, T. P.**, Vignieri, M., Garcia, D., & Varjas, K. (2010, May). *Alternate assessments: A comparison of two validity studies*. Paper presented at the American Educational Research Association Annual Meeting, Denver, CO.
- La Salle, T. P.**, Roach, A. T., McGrath, D., Kuwik, T., & Wixson, C. (2010, February). *IEP quality and access to the general curriculum*. Poster presented at the American Educational Research Association Annual Meeting, Denver, CO.
- La Salle, T.**, & Roach, A. (2010, February). *IEP quality and curricular access for students with disabilities*. Paper presented at the National Association of School Psychologists Annual Convention, Chicago, IL.
- La Salle, T.** (2010, February). *School climate: My interests and demands...combined*. Presentation for the NASP Minority Scholarship 15th anniversary Celebration at the National Association of School Psychologists Annual Convention, Chicago, IL.
- La Salle, T.**, Wingfield, R., & Mojadeddi. (2010, February). *Increasing understanding of multiculturalism to promote school psychologists' competence with diverse children and families*. Paper presented at the National Association of School Psychologists Annual Convention, Chicago, IL.
- Talapatra, D., Roach, A. T., **La Salle, T. P.**, & Cadenhead, C. (2010, March). *Evidence of educators' influence on alternate assessment performance and rater agreement*. Poster presented at the National Association of School Psychologist Annual Convention, Chicago, IL.
- Wixson, C. S., Roach, A. T., Talapatra, D., & **La Salle, T. P.** (2010, March). *Scorers' perspectives and decision-making processes in evaluating alternate assessment portfolios*. Poster presented at the National Association of School Psychologists Annual Convention, Chicago, IL.
- Roach, A. T., Elliott, S. N., Kettler, R. J., Wixson, C. S., Talapatra, D., **La Salle, T.**, & Bolt, S. (2009, February). *Assessing students with disabilities: Cognitive load theory to item modifications*. Symposium presented at the National Association of School Psychologists Annual Convention, Boston, MA.
- Roach, A. T., Talapatra, D., Wixson, C. S., **La Salle, T.**, & Kettler, R. (2008, August). *Using think-aloud cognitive labs to evaluate test-item modifications*. Poster presented at the American Psychological Association Annual Convention, Boston, MA.

Invited Presentations and Keynotes

La Salle, T.P. (December, 2020). Academic Activism in K-12 Schools: A Call for Action. Laible Lecture. University of Alabama

La Salle, T.P., & Sugai, G. (October, 2020). Black Lives Matter & Just and Equitable Learning Environments. PBIS Leadership Forum.

La Salle, T.P. (June 2019). Do You See Me? Becoming Culturally Responsive Educators. Keynote presented at the PBIS New Jersey PBIS Leadership Forum

La Salle, T.P. (Feb. 2019). *If schools are for everyone why is equity only available to some?* Paper presented at the 16th International Conference on Behavior Support. Washington DC

La Salle, T.P. (Oct. 2018). *Evaluation of school climate: How to do it, how to use it.* Presented at the National PBIS Leadership Forum, Chicago, IL.

La Salle, T.P. & Smith-Dixon, Z. (Oct. 2018). *Climate matters & Georgia's state-wide plan to impact school climate through the PBIS framework.* Presented at the National PBIS Leadership Forum, Chicago, IL.

La Salle, T. P. (2018, August). *Culturally responsive education practices: Increasing access for students from culturally and linguistically diverse backgrounds.* Professional Development Presented to Southbridge Public School Administrators, Southbridge, MA.

La Salle, T.P. (2018, June). *School climate measurement.* Presentation presented at the Texas Behavior Support State Conference, Houston, TX.

La Salle, T.P. (2018, June). *School climate 101.* Presentation presented at the Texas Behavior Support State Conference, Houston, TX.

La Salle, T. P. (2018, May). *Klebanoff Institute, Special Education Summit.* Invited Panelist. University of Connecticut, Storrs.

La Salle, T. P. (2017, December). *Working towards equity within an unequal system.* Presentation presented at the Texas Equity Summit, Houston, Texas

La Salle, T. P. (2017, November). *Examining culture and climate within the context of PBIS.* Keynote presented at the Maine State PBIS Leadership Conference, Portland, ME.

La Salle, T. P. (2017, June). *Examining school climate, PBIS and culture.* Keynote presented at the Nebraska State PBIS Leadership Conference, Lincoln, NE.

La Salle, T. P. (2017, June). *Culture within the context of education: Past, present, future.* Keynote presented at the Texas Behavior Support State Conference, Houston, TX.

La Salle, T. P. (2017, March). *Integrating school climate and cultural perspectives within the context of PBIS.* Paper presented at the Applied Positive Behavior Supports Conference, Denver, CO.

La Salle, T. P. (2016, April). *Cultural competence. Professional learning planning session.* Professional Development. Conducted by the Connecticut State Department of Education (CSDE).

La Salle, T. P. (2016, April). *I am who I am: Examining culture and school climate.* Social Justice and Equity Symposium. Conducted by the Capitol Region Education Council, Hartford, CT.

Anderson, P., Green, P., **La Salle, T.**, Lombardi, A., Woulfin, S., & Zipoli, R. (2015, June). *Connecticut's dyslexia policy in practice.* Critical issues in dyslexia. Mini conference conducted by Reading & Language Arts Center, Storrs, CT.

PRINT AND MEDIA AND PROFESSIONAL APPEARANCES

Hartford Courant Distance Learning is Not the New Normal	May 2020
PBIS Forum Interview <i>How can schools be more successful when using their school climate data?</i>	October, 2019
Greenwich Times Newspaper Interviewee, <i>"Greenwich students report high levels of stress"</i>	April 2016
Greenwich Times Newspaper Interviewee, <i>"Suspensions down in Greenwich schools; minorities disciplined at disproportionate rate"</i>	February 2016

GRANTS AND CONTRACTS

Grants (N=8)

2019-2023

Role: Co-Principle Investigator

Grant Title: *Reducing Youth Violence and Racism/Discrimination: The Efficacy of Comprehensive Prevention Strategies.*

Funding Agency: National Institutes of Health R01. (Grant 12631125)

Duration: April 2019- November 2021

Amount Funded: Total award \$2,439, 844; \$230,913 Subcontract with University of Alabama

Effort: 11% AY

Role: Co-Investigator

Grant Title: *OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports.*

Funding Agency: U.S. Department of Education, Office of Special Education and Rehabilitative Services, Office of Special Education Programs (OSEP; CFDA 84.326S).

Amount: Total award, \$31,750,000; \$4,424,903, Subcontract with University of Oregon

Effort: 15% AY

2018-2022

Role: Principal Investigator

Grant Title: *Cross Cultural School Climate Study*

Funding Agency: International Awards Program of the Society for the Study of School Psychology

Amount: \$10,000

Effort: In kind

2017-2018

Role: Co-Investigator

Grant title: *An Evaluation of Connecticut's Federal Prekindergarten Expansion Grant Implementation.*

Funding agency: Connecticut Office of Early Childhood Education

Amount: \$836,671

Effort: 18% AY

2015-2019

Role: Principal Investigator

Grant title: *The University of Connecticut Research Excellence Program. Increasing School Climate Through PBIS.*

Funding agency: Office of the Vice President for Research

Amount: \$43,498

Effort: 25% AY

2015-2018

Role: Co-Investigator 2014–2016
Grant title: *An Evaluation of Connecticut's Prekindergarten Program using a Regression Discontinuity Design. Funding agency*
Funding agency: Connecticut General Assembly/Connecticut Academy of Science and Engineering.
Amount: \$ \$370,904
Effort: 10% AY

Role: Co-Investigator 2013–2018
Grant title: *OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports.*
Funding agency: U.S. Department of Education, Office of Special Education and Rehabilitative Services, Office of Special Education Programs (OSEP; CFDA 84.326S)
Amount: \$1,373,762 (Subcontract with University of Oregon)
Effort: 10% AY

Role: Principal Investigator 2015–2016
Grant title: *School Improvement Grant*
Funding agency: Connecticut Department of Education/ Norwich Schools
Amount: \$18,417
Effort: In kind

District Contracts (N= 5)
Total Contracts \$545, 242

2018-2019

Role: Co-Principal Investigator
Contract Title: *University of Connecticut, School Psychology Program and participating school districts and agencies in the State of Connecticut.*
Funding agencies: Glastonbury Public Schools, Glastonbury, CT;
Amount: \$11,799

Role: Co-Principal Investigator 2017-2018
Contract Title: *University of Connecticut, School Psychology Program and participating school districts and agencies in the State of Connecticut.*
Funding agencies: Glastonbury Public Schools, Glastonbury, CT; Waterford Public Schools, Waterford, CT; Connecticut Behavioral Health; and Simsbury Public Schools, Simsbury, CT.
Amount: \$93,078

Role: Co-Principal Investigator

Contract title: *University of Connecticut, School Psychology Program and participating school districts and agencies in the State of Connecticut*

2015–2016

Funding agency: Tolland Public Schools, Tolland, CT; Willington Public Schools, Willington, CT; Glastonbury Public Schools, Glastonbury, CT; Waterford Public Schools, Waterford, CT; EastConn, Columbia, CT; Wethersfield Public Schools, Wethersfield, CT; Futures, Inc., Middletown, CT; Wediko Children’s Services, Boston, MA

Amount: \$173,488

Role: Co-Principal Investigator

Contract Title: *University of Connecticut, School Psychology Program and participating school districts and agencies in the State of Connecticut.*

2014-2016

Funding agencies: Tolland Public Schools, Tolland, CT; Willington Public Schools, Willington, CT; Glastonbury Public Schools, Glastonbury, CT; Waterford Public Schools, Waterford, CT ; Eastconn, Columbia, CT; Wethersfield Public Schools, Wethersfield, CT; Futures, Inc; Middletown, CT; Wediko Children’s Services, Boston, MA

Amount: \$93,078

Role: Co-Principal Investigator

2013–2014

Contract title: *University of Connecticut, School Psychology Program and participating school districts and agencies in the State of Connecticut.*

Funding agency: Plainfield Public Schools, Plainfield, CT; CREC, Hartford, CT; Tolland Public Schools, Tolland, CT; Willington Public Schools, Willington, CT; Glastonbury Pubic Schools, Glastonbury, CT; Waterford Public Schools, Waterford, CT.; EastConn, Columbia, CT; Bridgeport Public Schools, Bridgeport, CT; Futures, Inc.; Middletown, CT.

Amount: \$173,799

Grants Submitted—Not Funded

Role: Co-Principal Investigator
Grant Title: *School Climate Transformation Grant*
Funding Agency: U.S. Department of Education
Amount Requested: \$2, 710, 258.88. UConn Subcontract: \$408, 330.00

Role: Co-Principal Investigator
Grant Title: *Center to Improve Social Emotional Learning and Safety*
Funding Agency: U.S. Department of Education, Office of Secondary Education
Amount Requested: \$5,000,000

Role: Co-Principal Investigator
Grant title: *Developing the Trauma Informed Program for Promoting Success (TIPPS)*
Funding agency: International Awards Program of the Society for the Study of School Psychology

Role: Co-Principal Investigator
Project title: *The Trauma-Informed Program for Promoting Success for Students: Effects on School Climate and Student Mental Health*
Funding Agency: Society for Study of School Psychology
Amount Requested: \$20,000

Role: Principal Investigator
Grant Title: *Research Training Programs in Special Education. Early Career and Development Mentoring Grant.*
Funding Agency: Institute of Education Sciences
Amount requested: \$399,035.

PROFESSIONAL DEVELOPMENT TRAINING
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Hamden Public Schools, Hamden, CT	June 2019- present
Topic: Increasing School Climate and Student Outcomes through Culturally Responsive Practices	

Southbridge Public Schools, Southbridge, MA	April 2018- present
Topic: Culturally Responsive Education Practices and School Climate	

Bridgeport Public Schools, Bridgeport, CT	August 2017–August 2018
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Topic: Culturally Responsive Education Practices and School Climate

Dekalb Public Schools, Dekalb County, GA

May 2015–May 2018

Topic: School Climate Intervention/Check & Connect

Norwich Public Schools, Norwich, CT

February 2014–Present

Topic: Culturally Responsive Education Practices and Supports

Georgia Department of Education (GADOE)

May 2010–August 2018

Topic: Georgia Student Health Survey Revisions and Validation

Granby Public Schools, Granby, CT

August 2016–2017

Topic: Culturally Responsive Education Practices and Supports

University of Pittsburgh Department of Education

August 2010–November

Topic: Pennsylvania Alternate System of Assessment Alignment

2010

Mississippi Department of Education

March 2008–May 2009

Topic: Mississippi Alternate Assessment of Extended Curriculum Frameworks (MAAECF) Project

INSTRUCTION & SUPERVISION

- Issues of Cultural Diversity
- Child Psychopathology
- Practicum in School Psychology
- Systems & Organizational Intervention
- Academic Interventions

PROFESSIONAL AFFILIATIONS

- National Association of School Psychologists (NASP)
- American Psychological Association (APA)
- Connecticut Association of School Psychologists (CASP)
- International School Psychology Association (ISPA)
- Association for Positive Behavior Support (APBS)

PROFESSIONAL LEADERSHIP & SERVICE APPOINTED AND INVITED POSITIONS

University of Connecticut

School Counselor Search Committee Member	October 2021- present
UConn Life Transformative Education Taskforce Convened by Vice-Provost of Academic Affairs (invited) Assessment Committee, Co-Chair	October 2019-present
School Psychology Search Committee	Sept. 2019-December 2020
School Counselor Search Committee Member	June 2018- present
School Psychology Accreditation American Psychological Association and National Association of School Psychologists	Spring 2018-Spring 2020
Merit Committee, Department of Educational Psychology School Psychology Faculty Search Committee, Department of Educational Psychology	Fall 2017–December 2018
Honors Committee, Neag School of Education	Fall 2017–Spring 2018
Women’s Empowerment Panel, National Council Negro Women (NCNW) University of Connecticut Chapter,	November 2016
Undergraduate Honors Student Advising, Neag School of Education	2015–2016
Curricula and Courses Committee Member, Neag School of Education	Fall 2015–Fall 2017
Promotion, Tenure, and Reappointment Policy Committee, Neag School of Education	Fall 2015–Spring 2017
Graduate Student Advising, Department of Educational Psychology	September 2013–Present
Panelist, The Graduate School Professional Development Event: Academic Job Interviewing Panel.	December 2013
Judge, “Three-Minute Thesis Competition.” University of Connecticut Graduate School	January 2013

Professional

Institute for Educational Sciences (IES) Panel Review Member: Social and Behavioral Two (invited)	January - February 2020
Co-Chair Association for Positive Behavior Supports Equity and Integrated Actions Committee (invited)	February 2019- present
Association for Positive Behavior Support Conference Proposal Reviewer	September 2018
Student Affiliates of School Psychology (SASP) Faculty Advisor	August 2018-present
Special Programming Coordinator, Society for the Study of School Psychology Early Career Forum, Executive Committee Member	June 2016–present
Co-Chair, NASP Minority Scholarship Program	2016–present
Ex-Officio, Association for Positive Behavioral Support, Board Member for Equity 2016–present	2016–present
Co-Chair International Association of School Psychologists Research Committee	2015–present

State

CT Advisory Board House Bill 7215: Social Emotional Learning and School Climate Advisory Collaboration <u>Advisory Board Member on behalf of Neag School of Education, University of Connecticut (1 seat appointed)</u>	December 2019- present
Connecticut State Department of Education, Educator Preparation Provider Review Committee Member (invited)	January 2017–August 2019
Connecticut State Department of Education, Cultural Competence Workgroup Committee Member	January 2016-September 2019
Connecticut State Department of Education, Cultural Competency Professional Standards Committee Member	2015–2017

EDITORIAL SERVICE

Editorial Board: School Psychology	January 2021-present
Editorial Board: <i>School Psychology Review</i>	February 2019- Present
Associate Editor: <i>School Psychology International</i>	January 2019- Present
Guest Editor: <i>School Psychology International</i> Special Issue: International Perspectives of School Climate	2018
Editorial Board Member, <i>Journal of School Psychology</i>	January 2016-present
Editorial Board Member, <i>School Psychology Forum</i>	August 2016–May 2019
Editorial Board Member, <i>Educational Psychology</i>	March 2016-May 2017
Guest Editor, <i>School Psychology Forum</i> Special Issue: Improving Student Outcomes: Research on School Climate and Violence Prevention and Intervention	2016
Ad Hoc Reviewer, <i>School Psychology Forum</i>	2015-2016
Ad Hoc Reviewer, <i>Youth and Society</i>	2015-present
Ad Hoc Reviewer, <i>Gifted Child Quarterly</i>	2013-present
Ad Hoc Reviewer, <i>Assessment for Effective Intervention</i>	2013-present

HONORS, AWARDS, AND RECOGNITIONS

<i>Excellence in Research & Creativity: Early Career Award</i> The University of Connecticut chapter of the American Association of University Professors	2018
<i>Invited Panelist</i> <i>School Psychologist Research Collaborative Conference</i> <i>Society for the Study of School Psychology (SSSP)</i>	2017
<i>Early Career Scholar</i>	2015

Society for the Study of School Psychology, School Psychology

Early Career Faculty Award 2014
Trainers of School Psychology

Dissertation Fellowship 2012
Southern Regional Education Board (SREB)—State Doctoral Scholars
Dissertation Fellowship

Outstanding Doctoral Student Award 2011
Georgia State University

ERT Minority Scholarship Program Award 2009
National Association of School Psychologists

LICENSURES & CERTIFICATIONS
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Connecticut

- Connecticut School Psychology Endorsement (active through 2021)

Georgia

- Georgia School Psychology (P-12) (active through 2022)
- Georgia Special Education Language Arts Cognitive Level (P-5, 4-8) (active through 2022)
- Georgia Special Education Math Cognitive Level (P-5, 4-8) (active through 2022)
- Georgia Special Education Science Cognitive Level (P-5, 4-8) (active through 2022)
- Georgia Special Education Social Science Cognitive Level (P-5, 4-8, 6-12) (active through 2022)

Professional Endorsement

- NASP PREPaRE: School Crisis Prevention and Intervention Certification Training (Completed October 2010)