

Curriculum Vitae
Jamilia J. Blake
Department of Health Behavior
Texas A&M University, College Station, Texas
jjblake@tamu.edu

EDUCATION

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| 2007 | Ph.D., Educational Psychology, The University of Georgia Major: School Psychology, APA-approved; Minor: Research Methods & Statistics |
| 2003 | M. Ed., with distinction, Educational Psychology, The University of Georgia |
| 2000 | B.S., Psychology, Minor: Sociology; Cum Laude, The University of Georgia |

ACADEMIC APPOINTMENTS

Academic Positions

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| 2022- | Professor (tenured), Department of Health Behavior, Texas A&M University |
| 2020-2022 | Professor (tenured), Department of Educational Psychology, Texas A&M University |
| 2014-2020 | Associate Professor (tenured), Department of Educational Psychology, Texas A&M University |
| 2008- | Affiliate/Adjunct Faculty Member Affiliate Faculty, Transdisciplinary Center for Health Equity Research, Texas A&M University (2011-2022) Adjunct Faculty, Department of Psychology, Texas A&M University (2010) Affiliate Faculty, Center for Disability and Development, Texas A&M University (2009) |
| 2007-2014 | Assistant Professor, Department of Educational Psychology, Texas A&M University |

Administrative Positions

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| 2022- | Director, Center for Health Equity and Evaluation Research, School of Public Health, Texas A&M University |
| 2020-2021 | ADVANCE Administrative Fellow, Office of Graduate and Professional Studies, Texas A&M University |
| 2018-2020 | Division Chair, School Psychology Program, Department of Educational Psychology, Texas A&M University |

HONORS & DISTINCTIONS

Research Awards

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| 2023 | National Association of School Psychologists President Award for Research Contribution on Black girls |
| 2023 | Legacy of Equity and Excellence Research Award, School of Education and Human Development |
| 2019 | 2019 Champion of Education, Education Law Center, Philadelphia, PA |
| 2019 | 2019 Best in Me Awardee, Black Girl Equity Alliance, Pittsburgh, PA |
| 2018-2021 | Presidential Impact Fellow, Texas A&M University |
| 2017 (Fall) | Faculty Development Leave, Texas A&M University |
| 2016-2019 | Yates Faculty Fellow, Department of Educational Psychology, Texas A&M University |
| 2015 | Rhonda Talley Distinguished Lecturer Award for Outstanding Contribution to Policy and Advocacy, Indiana University-Bloomington |
| 2010-2013 | Career Development Award, Loan Repayment Program, National Institute of Health's National Center on Minority Health and Health Disparities (NCMHD) |
| 2006-2007 | Dissertation Fellow, Southern Regional Educational Board |

2004-2005 Elizabeth Munsterberg Koppitz Child Psychology Fellow, American Psychological Foundation

Teaching Awards

2014 College of Education and Human Development Transforming Lives Faculty Fellow, Texas A&M University

2011-2012 Montague-Center for Teaching Excellence Scholar, Texas A& M University

LICENSURE & CERTIFICATION

2013- Health Service Psychologist
2012- Licensed Psychologist (Texas)
2008- Licensed Specialist in School Psychology (Texas)
2007-2012 Certified School Psychologist (Georgia)

PROFESSIONAL CLINICAL EXPERIENCE & TRAINING

2010-2012 Postdoctoral Fellow for Licensure as Psychologist, Capstone Psychologies, College Station, Texas
2006-2007 Psychology Pre-doctoral Intern, Cobb County School District, Department of Psychological Services (APPIC-approved), Kennesaw, Georgia
2005-2006 Psychological Assistant, Santavicca, Ph.D. & Associates, Atlanta, Georgia

PROFESSIONAL MEMBERSHIPS

American Psychological Association
Division 16 School Psychology, Fellow
Division 45 Society for the Psychological Study of Culture, Ethnicity, and Race, Fellow
Society for the Study of School Psychology (Appointed)
Association of Black Psychologists
American Public Health Association
American Academy of Health Behavior

RESEARCH

EXPERTISE

- Peer directed aggression, bullying, and victimization of socially marginalized youth
- Exclusionary school discipline
- Mental Health disparities
- School Health interventions

SCHOLARLY IMPACT

ORCID: 0000-0002-1452-6770

- Google scholar: h-index 31 based on 74 publications
- Web of Science: h-index 16 based on 36 publications

PUBLICATIONS

Denotes: † invited; ‡ student author at time of submission; *based from student dissertation/thesis

Refereed Publications (N=52)

1. Ruffin, N. ‡ & Blake, J.J. (revise-resubmit). Interventions Supporting Positive Psychosocial Functioning Within Black Adolescent Girls: A Narrative Review. *Theory in Practice*.
2. *Unni A.K., Blake J.J., Salter P., Luo, W. & Liew, J (2022) “No, but where are you really from?” Experiences of perceived discrimination and identity development among Asian Indian adolescents. *Frontiers Public Health* 10:955011. doi: 10.3389/fpubh.2022.955011
3. Peguero, A. A., Eason, J. M., Marchbanks, M. P., Iwama, J, Blake, J.J., & Zhang, J. (in press). “Immigration and School Threat? Exploring the Significance of the Border.” *Journal of Research in Crime and Delinquency*. <https://doi.org/10.1177/00224278221100124>
4. Blake, J.J., Jackson, L. ‡, Ruffin, N. ‡, Salter, P., Li, H., Banks, C. & Solari Williams, K. (2022). Black Girls and School Discipline: The Role of Teacher Race, Pubertal Development, and Discipline Philosophy

- on Discipline Decisions. *Journal of Emotional and Behavioral Disorders*, 30 (2), 128-137
<https://doi.org/10.1177/10634266221077896>
5. Peguero, A., Varela, K. S., Marchbanks, M. P., Eason, J., & Blake, J. J. (2021). School punishment and education: Racial/ethnic disparities with grade retention and the role of urbanicity. *Urban Education*.
<https://doi.org/10.1177/0042085918801433>
 6. Blake, J. J., Smith, D. †, Unni, A., Marchbanks, M. P., Eason, J., & Wood, S. (2020). Behind the eight ball: The effects of race and number of infractions on the severity of exclusionary discipline sanctions issued in schools. *Journal of Emotional and Behavioral Disorders*. <https://doi.org/10.1177/1063426620937698>
 7. †Smith, D., †Ortiz, N., Blake, J. J., Marchbanks, M. P., Unni, A., & Peguero, A. (2020). Tipping point: Effect of the number of in-school suspensions on academic failure. *Contemporary School Psychology*.
 8. *Smith, D. M., Blake, J. J., Luo, W., Gilreath, T. M., & Keith, V. M., (2020). Subtypes of girls who engage in serious delinquency and their young adult outcomes. *Psychology of Women Quarterly*.
<https://doi.org/10.1177/0361684320918243>
 9. *Banks, C. S., Blake, J. J., & Lewis, K. (2020). Collaborating with parents to increase proactive bystander messages. *Professional School Counseling*. <https://doi.org/10.1177/2156759X20912741>
 10. *Winters, R. R., Blake, J. J., Chen, S. † (2020). Bully victimization among children with Attention-Deficit/Hyperactivity Disorder: A longitudinal examination of behavioral phenotypes. *Journal of Emotional and Behavioral Disorders*. <https://doi.org/10.1177/1063426618814724>
 11. †Mendoza, M., Blake, J. J., Marchbanks, M., & Ragan, K. † (2020). Race, gender, disability and risk for juvenile justice contact. *The Journal of Special Education*, 53 (4), 226-235.
 12. *Vaughan-Jensen, J., †Smith, D., Blake, J.J., Keith, V. M. & Willson, V. (2020). Breaking the cycle of child maltreatment and Intimate Partner Violence: The effects of student gender and caring relationships with teachers. *Journal of Aggression Maltreatment & Trauma*. 29 (2), 223-241.
 13. *Pulido, R., Banks, C. S., Ragan, K. †, Pang, D. †, Blake, J.J., & McKyer, E. L. J. (2019). The impact of peer victimization on physical activity in overweight youth: Exploring racial and ethnic differences. *Journal of School Health*, 89 (4), 319-327
 14. *Williams, A. J., Banks, C. S., & Blake, J. J. (2018). High school bystanders' motivations and roles in bias-based bullying. *Psychology in the Schools*, 55, 1259-1273.
 15. Peguero, A., Marchbanks, M. P., Varela, K. S., Eason, J., & Blake, J. J. (2018). Too strict or too lenient? Examining the role of school strictness with educational and juvenile justice outcomes. *Sociological Spectrum*, 1-20.
 16. Thamocharan, S. †, Hall, S. K., Hahn, H., Blake, J. J., & Fields, S. (2018). Contextualizing gender and acculturative influences on Asian Indian sexual initiation. *Sexuality and Culture*, 22, 380-390.
 17. Varela, K. S. †, Peguero, A., Eason, J., Marchbanks, M. P., & Blake, J. J., (2018). School strictness and education: Investigating racial and ethnic educational inequalities associated with being pushed out. *Sociology of Race and Ethnicity*, 4, 261-280.
 18. Marchbanks, M. P., Peguero, A., Varela, K. S. †, Blake, J. J., & Eason, J. (2018). School Strictness and Disproportionate Minority Contact: Investigating racial and ethnic disparities within the "School-to-Prison Pipeline." *Youth Violence and Juvenile Justice*, 16, 241-259.
 19. Curby, T. W., Berke, E., Alfonso, V. C., Blake, J. J., DeMarie, D., DuPaul, G....Subotnik, R. F. (2017). Kindergarten teacher perceptions of kindergarten readiness: The importance of social-emotional skills. *Perspectives on Early Childhood Psychology and Education*, 2, 115-137.
 20. Blake, J. J., Keith, V. M., Luo, W., Le, H. †, & Salter, P. (2017). The role of colorism in explaining African American females' suspension risk. *School Psychology Quarterly*, 32, 118-130.
 21. Blake, J. J., Gregory, A., James, M., Webb-Hasan, G. (2016). Early warning signs: Identifying opportunities to disrupt racial inequities in school discipline through data-based decision making. *School Psychology Forum*, 10, (3), 289-306.
 22. Blake, J. J., Graves, S. L., Newell, M., & Jimerson, S. (2016). Diversification of School Psychology: Developing an evidence-base from current research and practice. *School Psychology Quarterly*, 31, 305-310.
 23. Blake, J. J., Zhou, Q., Kwok, O., & Benz, M. R. (2016). Predictors of bullying behavior, victimization, and bully-victim risk among high school students with disabilities. *Remedial and Special Education*, 37, 285-295.

24. Smith, L. V. †, Blake, J. J., Graves, S. L., Vaughan-Jensen, J. E., Pulido, R. †, & Banks, C. † (2016). Promoting diversity through program websites: A multicultural content analysis of School Psychology program websites. *School Psychology Quarterly*, 31, 327-339.
25. Blake, J. J., Kim, E. S., Lund, E.M. †, Zhou, Q. †, Kwok, O., & Benz, M. R. (2016). Predictors of bully victimization in children with disabilities: A longitudinal examination with a national dataset. *Journal of Disability Policy Studies*, 26 (4), 199-208.
26. Blake, J. J., Banks, C. S. †, Patience, B. A. †, & Lund, E. M.† (2015). School-based mental health professionals' bullying assessment practices: A call for evidence-based bullying assessment guidelines. *Professional School Counselor*, 18 (1):136-147.
27. Dornhecker, M. †, Blake, J. J., Benden, M., Zhao, H., & Wendel, M (2015). The effect of stand-biased desks on academic engagement: An exploratory study. *International Journal of Health Promotion and Education*, 53(5), 271-280.
28. Benden, M., Zhao, H. Jeffrey, C., Wendel, M., & Blake, J. J. (2014). An activity-permissive learning environment intervention in elementary school students to increase physical activity. *International Journal of Environmental Research and Public Health*, 11, 9361-9375.
29. Marchbanks, M. P., Blake, J. J., Smith, D. †, Seibert, A., Carmichael, D., Booth, E. A, & Fabelo, T. (2014). More than a drop in the bucket: The social and economic costs of dropouts and grade retentions associated with exclusionary discipline. *Journal of Applied Research on Children: Informing Policy for Children at Risk*, 5 (2).
30. Hayes, D., Blake, J. J., Darensbourg, A. †, & Castillo, L. G. (2014). Examining the academic achievement of Latino adolescents: The role of peer and parental influences. *Journal of Early Adolescence*, 35 (2), 141-161.
31. *Darensbourg, A. M. & Blake, J. J. (2014). A pilot study examining the academic achievement of Black adolescents: The importance of peer and parental influences. *Journal of Black Psychology*, 40, 191-212.
32. *Darensbourg, A. M. & Blake, J. J. (2013). Predictors of African American students' achievement in late elementary school: The role of achievement values and engagement. *Psychology in the Schools*, 50, 1044-1059.
33. *Smith, L. V., Blake, J. J., & Graves, S. L. (2013). School psychology programs' recruitment of culturally and linguistically diverse students. *Trainers of School Psychology Forum*, 32, 4-23.
34. Blake, J. J., Lund, E. M. †, Zhou, Q. †, Kwok, O., & Benz, M. R. (2012). National prevalence rates of bully victimization among students with disabilities in the United States. *School Psychology Quarterly*, 27, 210-222.
35. Graves, S., Blake, J. J., & Kim, E. S. (2012). Differences in parent and teacher ratings of preschool problem behavior in a national sample: Implications for practicing School Psychologists. *Journal of Early Intervention*, 34, 151-165.
36. Lund, E. M. †, Blake, J. J., Ewing, H. K. †, & Banks, C. S. † (2012). School Counselors' and School Psychologists' bullying prevention and intervention strategies: A look into real world practices. *Journal of School Violence*, 11, 246-265.
37. Blake, J.J., Lease, A. M., Turner, T. † & Outley, C. W. (2012). Exploring ethnic variation in the adjustment patterns of aggressive girls. *Journal of Black Psychology*, 38, 104-131.
38. Blake, J.J., Benden, M. E., & Wendel, M. L. (2012). Using stand/sit workstations to prevent childhood obesity: Lessons learned from a pilot study in Texas. *Journal of Public Health Management & Practice*, 18, 412-415.
39. Hayes, D., & Blake, J. J. (2011). Predicting parental involvement in urban African American adolescents from a parent's perspective. *High School Journal*, 94, 154-166.
40. D'Esposito, S., Blake, J. J., & Riccio, C. A. (2011). Adolescents' vulnerability to victimization: Interpersonal and intrapersonal predictors. *Professional School Counseling*, 14, 299-309.
41. Blake, J.J., Kim, E. S. †, & Lease, A. M. (2011). Exploring the incremental validity of nonverbal social aggression: The utility of peer nominations. *Merrill Palmer Quarterly*, 57, 293-318.
42. Benden, M.E., Blake, J. J., Wendel, M. L., & Huber, J. (2011). The impact of standing-biased classrooms on calorie expenditure in children. *American Journal of Public Health*, 101 (8), 1433-1436.
43. Blake, J. J., Kim, E. S. †, McCormick, A. S. & Hayes, D. (2011). The dimensionality of social victimization: A preliminary investigation. *School Psychology Quarterly*, 26, 56-69.

44. Riccio, C. A., Lockwood, L. H., & Blake, J. J. (2011). Relation of measures of executive function to aggressive behavior in children. *Applied Neuropsychology*, 18, 1-10.
45. Pinckney, H.P., Outley, C., Blake, J. J., & Kelly, B. (2011). Promoting positive youth development of Black youth: A rites of passage framework. *Journal of Parks and Recreation Administration*, 29, 98-112.
46. Blake, J. J., Butler, B. A. †, Lewis, C. L., & Darensbourg, A. † (2011). Unmasking the inequitable discipline experiences of urban Black girls: Implications for urban stakeholders. *Urban Review*, 43, 90-106.
47. Blake, J. J., Lease, A. M., Olejnik, S., & Turner, T. L. † (2010). Ethnic differences in parents' attitudes toward girls' use of aggression. *Journal of Aggression, Maltreatment, and Trauma*, 19, 393-413.
48. Darensbourg, A. †, Perez, E. †, & Blake, J. J. (2010). Overrepresentation of African American students in exclusionary discipline: The role of school-based mental health professionals in dismantling the school-to-prison pipeline. *Journal of African American Male Education*, 1, 196-211.
49. Gregg, N., Bandalos, D., Coleman, C., Davis, M., Robinson, K., & Blake, J. J. (2008). The validity of a battery of phonemic and orthographic awareness tasks for adults with and without dyslexia and Attention Deficit/Hyperactivity Disorder. *Remedial and Special Education*, 29, 175-190.
50. Meisinger, E.B., Blake, J.J., Lease, A.M., Palardy, G., & Olejnik, S. (2007). Variant and invariant predictors of perceived popularity across majority-white and majority-black classrooms. *Journal of School Psychology*, 45, 21-44.
51. Restrepo, M. A., Schwanenflugel, P. J., Blake, J. J., Pritchett-Neuharth, S., Cramer, S.E., & Ruston, H. P. (2006). Performance on the PPVT-III and the EVT: Applicability of the measures with African American and European American preschool children. *Language, Speech, and Hearing Services in Schools*, 37, 17-27.
52. Lease, A.M., & Blake, J.J. (2005). A comparison of majority-race children with and without a minority-race friend. *Social Development*, 14, 20-41.

Books (N=2)

53. Graves, S. L. & Blake, J. J. (Eds.) (2016). *Psychological Assessment and Intervention for Ethnic Minority Children*. Washington, D.C.: American Psychological Association.

Refereed Book Chapters (N=10)

Denotes: † invited; ‡ student author; *based from student dissertation/thesis

54. †Blake, J. J. & Barringer, M. Data-Based Problem Solving: A Framework for Practice by School Psychologists. In P. Harrison, A. Thomas, & S. Procter (Eds.). (2023). *Best Practices in School Psychology* (pp. 59). Maryland: National Association of School Psychologists.
55. Blake, J. J., Chen, S., Ruffin, N. ‡, & Jackson, L. ‡. Examining Discipline from an Intersectional Lens (2022). In P. Pasque and e. alexander (Eds). *Advancing Culturally Responsive Research and Researchers*. New York: Routledge.
56. Kranzler, J. H., Blake, J. J., & Van Norman, E. R. (2021). Developing a program of research in school psychology. R. G. Floyd & T. L. Eckert (Eds.) *Handbook of University and Professional Careers in School Psychology* (pp. 261-278). New York: Routledge.
57. Curby, T. W., Berke, E., Alfonso, V., Blake, J. J., DeMarie, D., DuPaul, G. J., Flores, R., Hess, R. S., Howard, K. A. S., Lepore, J. C. C., & Subotnik, R. F. (2018). Transition practices into Kindergarten and the barriers teachers encounter, pp. 249-264. In A. J. Mashburn, J. LoCasale-Crouch, & K. C. Pears (Eds.) *Kindergarten Transitions and Readiness: Promoting Cognitive, Social Emotional, and Self-Regulatory Development*. Springer.
58. †Blake, J. J., Smith, D. A. ‡, Marchbanks, M.P., Wood, S. & Seibert, A. (2016). Does teacher student racial/ethnic match predict Black students' discipline risk? In R. Skiba, K. Mediratta, & R. Karega (Eds.) *Inequality in School Discipline: Research and Practice to Reduce Disparities*. Palgrave.
59. †Blake, J. J., Butler, B. R., & Smith, D. ‡ (2015). Challenging middle class notions of femininity: The cause for Black females' disproportionate suspension rates. In D. Losen (Ed.) *Closing the School Discipline Gap: Research to Practice*. New York, New York: Teachers' Press.
60. Marchbanks, M. P., Blake, J. J., Booth, E. A., Carmichael, D., Seibert, A. ‡, Fabelo, T., & Thompson, M. D (2015). The economic effects of exclusionary discipline on grade retention and high school dropout. In D. Losen (Ed.) *Closing the School Discipline Gap: Research to Practice*. New York, New York: Teachers' Press.

61. Banks, C. S. †, Lund, E. M. †, Pulido, R. †, Vaughan-Jensen, J. †, & Blake, J. J. (2014). Prevention of Violence. In C. Blakely & E. L. J. McKyer (Eds.). *Encyclopedia of Primary Prevention and Health Promotion (Child Series)*, 2nd edition. Note: Equal contribution shared by first four authors.
62. McKyer, E. L. J., Outley, C., & Blake, J. J. (2012). Promoting adolescent health in rural communities. In R. A. Crosby, R. C. Vanderpool, M. L. Wendel, & B. Casey (Eds.) *Rural Populations and Health: Determinants, Disparities, and Solutions*. San Francisco, CA: Jossey-Bassy.
63. Blake, J.J., Nero, C., & Rodriguez, C. (2011). Mental health delivery in urban schools: It takes a village to empower a child. In L. L. Howell, C. W. Lewis, & N. Carter (Eds.) *Yes, We Can! Improving Urban Schools Through Innovative Educational Reform* (53-76). Charlotte, NC: Information Age.

Policy Reports (N=2)

64. Blake, J. J. & Epstein, R. (2019). *Listening to Black Women and Girls: Lived Experiences of Adulthood Bias*. Washington, D.C.: Georgetown Law Center on Poverty and Inequality.
65. Epstein, R., Blake, J. J., & Gonzalez, T. (2017). *Girlhood Interrupted: The Erasure of Black Girls' Childhood*. Washington, D.C.: Georgetown Law Center on Poverty and Inequality.

Non-refereed Publications (N=2)

Denotes: † invited; † student author; *based from student dissertation/thesis

66. Banks, C. S. †, Blake, J. J., & Joslin, A. M. (2013). Stand up or stay out of it? Parental messages about bystander intervention. *The School Psychologist, Division 16 Newsletter*, 67 (3), 10-15.
67. †Schwanenflugel, P., Pritchett-Nueharth, S., Blake, J. J., Hamilton, C., & Restrepo, M. A. (2003). Phonological awareness and vocabulary enhancement experiment in preschool literacy. *Odyssey: New Directions in Deaf Education*, 5, 6-13.

PRESENTATIONS

Denotes: † invited; † student author; *student dissertation/thesis

Refereed National Conference Presentations (within last 8 years; N=20)

1. Blake, J. J. & Tasnim, S. † (2022, March). When Worlds Collide: School and Public Health Policy (Mis)Alignment and Implications for Student Health. *American Academy of Health Behavior Scientific Meeting*, Key Largo, FL.
2. Blake, J.J., Salter, P., Swift, C. † & Epstein, R. (2018, August). Teacher's Discipline Decisions of Black Girls: Does Physical Development Matter? Poster presented at the *American Psychological Association Annual Convention*, San Francisco, CA.
3. Blake, J. J. (2017, April). Within the margins: Examining students with disabilities' discipline risk from an intersectional lens. Presented at the Council for Exceptional Children Conference within the *Disproportionality in School Discipline Strand* (Chair: Denise Whitford), Boston, MA.
4. Unni, A. K. & Blake, J. J. (2017, April). The adultification of Black youth: Innocence lost. Presented at the Society of Research in Child Development Biennial Convention, Austin, Texas.
5. Solari Williams K., Salter P. S., Blake J. J., & McKyer E.L.J, (2017, January). School dress code violations in U.S. secondary school discipline interventions and reports. Paper presented at the *8th Annual International Conference on the Health Risks of Youth*, Cancun, Mexico.
6. Solari Williams K, Salter P. S., King, B., Blake J. J., & McKyer E.L.J. (2016, October). Students' perception of school dress code policies: Does race or body type influence dress code violation ratings? Poster presented at the *American School Health Association Conference*, October 6-8, 2016, Baltimore, MD.
7. Castro-Olivo, S. & Blake, J. J. (2016, September). Roles and functions of bilingual school psychologists. Presented at the biennial convention of the National Association of Latina/o Psychology, Orlando, FL.
8. Smith, D., Blake, J.J., & Keith, V. (2016, August). Do girls walk a different path? An exploration of the "School-to-Pregnancy Pipeline." Poster presented at the annual meeting of the American Psychological Association, Denver, CO.

9. Castro-Olivo, S., Blake, J. J., & Miranda, A. (2016, August). CEMA's Efforts for Increasing the Study of CLD Issues in School Psychology. In S. Graves (Chair), *Diversifying Faculty in School Psychology: Creating a Research-Based Pipeline*. Symposium conducted at the annual convention of the American Psychological Association, Denver, CO.
10. Haugen, A., Salter, P., Blake, J. J., Solari-Williams, K., Mckyer, L., & Keith, V. (2016, June). What Not to Wear: Intersectionality and Perceived Dress Code Violations. In S. Rieck (chair) *Shifting Expectations: How Race, Gender, and Sexual Orientation Influence Perceptions of Behavior*. Paper presented at the Society for the Psychological Study of Social Issues Convention, Minneapolis, MN.
11. Unni, A. K. †, Blake, J. J., Salter, P., Solari-Hall, K., & Keith, V. (2016, May). The objectification of Black youth: Racial and gender differences in decisions about school dress-code violations. Poster presented at the annual meeting of the Association for Psychological Science, Chicago, IL.
12. Kestian, J. G. & Blake, J. J. (2015, August). Can victims be identified using behavioral-emotional screeners? American Psychological Association, Toronto, Canada.
13. Blake, J. J., Marchbanks, T., Wedeking, T., Smith, D., & Seibert, A. (2015, April). Hiding in plain sight: An examination of Black females' discipline risk over time. Presented in SIG –Research Focus on Black Education African American At-Risk Roundtable, American Educational Research Association Annual Convention, Chicago, Illinois.
14. Blake, J. J., Kestian, J. G. †, Momin, H. † (2014, October). The adequacy of behavioral and emotional screeners to detect victimization risk: An item content analysis. Texas Association of School Psychologists Annual Convention, Irving, Texas.
15. Blake, J. J. (2014, August). A multi-state investigation into African American girls' office discipline referrals. Paper presented in R. J. Skiba (Chair) "New directions in disciplinary disproportionality: The disciplinary disparities research to practice collaborative" symposium at the American Psychological Association Annual Convention, Washington, D. C.
16. Blake, J. J. (2014, August). Chair for "The role of school psychologists in dismantling the school to prison pipeline" symposium at the American Psychological Association Annual Convention, Washington, D. C.
17. Blake, J. J., Booth, E. A., Marchbanks, M., & Seibert, A. (2014, August). The effects of repeated exclusionary discipline on juvenile justice involvement. Paper presented in J. J. Blake (Chair) "The role of school psychologists in dismantling the school to prison pipeline" symposium at the American Psychological Association Annual Convention, Washington, D. C.
18. Blake, J. J. (2014, April). Chair for "More than an afterthought: A critical examination of the exclusionary discipline experiences of Black females" symposium at the American Educational Research Association Convention, Philadelphia, PA.
19. Blake, J. J., Keith, V. M., & Le, H. (2014, April). The ebony prism: The role of colorism in explaining Black girls' exclusionary discipline experiences. Paper presented In J. J. Blake (Chair) "More than an afterthought: A critical examination of the exclusionary discipline experiences of Black females" symposium at the American Educational Research Association Convention, Philadelphia, PA.
20. † Blake, J. J. (2014, April). Prevalence rates and predictors of bully victimization risk: Effects of anti-bullying interventions. Paper presented at the Division of Research (Strand K) Council for Exceptional Children Convention and Expo, Philadelphia, PA.

Invited National Presentations, Panels, Workshops, and Speaking Engagements (N=21)

21. Blake, J.J. (2023, March). Implicit Gendered Racial Bias: Adulthoodification Bias and Black Girls. *National of Institute of Health National Heart, Blood, and Lung Institute Diversity, Equity, Inclusion, and Accessibility Champions 2023 Speaker Series*. Virtual Workshop.
22. Blake, J.J. (2022, January). The Adulthoodification of Black Girls: Implications, Policies, and Practices. *Building Resilient Black Girls Symposium Series*, Cincinnati, Ohio.
23. Blake, J.J & Chen, S. (2021, June). Invited Workshop presenter "Examining Discipline from an Intersectional Lens" Advanced Methods Institute Advancing Culturally Responsive Research and Researchers June 2-4, 2021 | #OSUAMI2021 <https://advancedmethodsinstitute.ehe.osu.edu/presenters/>
24. Blake, J. J. (2020, September). Invited Panelist, "Empowering Black Girls: Addressing Policies & Practices." California Association of African American Superintendents.

25. Blake, J. J. (2020, March). Invited Panelist “Black Girls Institute: Nurturing Black girls in the Classroom.” California Association of African American Superintendents.
26. Blake, J. J. (2017, December). Invited panelist at National Black Caucus of State Legislatures *Racial Disparities in School Disciplining Practices* panel at the 41st Annual Legislative Conference, Indianapolis, IN.
27. Blake, J. J. (2017, December). Invited speaker Black Girl Equity Alliance Convening, *Moving Equity Forward*, Carlow University, Pittsburgh, PA.
28. Blake, J. J. & Epstein R., (2017, November). Invited speaker “Girlhood Interrupted: The Erasure of Black Girls’ Childhood: Implications for Policy” Ann E. Casey Foundation, Baltimore, MD.
29. Blake, J. J. (2017, October) Invited speaker for 17th annual Diversity Challenge, "Race, Ethnic Culture, and Criminal Justice Throughout the Lifespan" Conference, Boston College, MA.
30. Blake, J. J. & Epstein, R. (2017, October) Invited speaker “The Girlhood Interrupted: The Erasure of Black Girls’ Childhood Innovation in Motion Workshop” at The National Crittenton Foundation Conference, Washington, DC. <http://nationalcrittenton.org/transformational-healing-girlhood-interrupted>
31. Blake, J. J. (2017, October) Invited speaker “Psychoeducational Assessment and Intervention for Ethnic Minority Children: Evidence-Based Approaches Skills Workshop” California Association of School Psychologists Annual Convention, Garden Grove, CA. <https://event.casponline.org/friday/w-29/>
32. Blake, J. J. (2017, September) Distinguished panelist for the Sojourner Truth Legacy Project (STLP) town hall, “Black Women and Girls in the U.S. Criminal Justice System: From School to Prison Pipeline.” Black Caucus Foundation *47th Annual Legislative Conference (ALC)*, Washington, D.C.
33. Epstein, R. & Blake, J. J. (2017, May). Black Girls Matter: Girlhood Interrupted. Fireside chat presented at Georgetown Law’s *The Right to Remain Children: Race and Juvenile Justice 50 Years After Gault Conference*, Washington, D.C.
34. Marchbanks, M.P., Blake, J. J., & Peguero, A. (2017, May). Assessing the Role of Immigration in the Linkage between School Safety, Education, and Juvenile Justice Contact. Presented at the National Institute of Justice *National Comprehensive School Safety Initiative Conference*, Washington DC.
35. Blake, J. J. & Nguyen, J. (2017, April). “Racial, Cultural, and/or Religious Diversity Within and Across Borders: Challenges of Social Integration.” Led study session at Society for Research in Child Development Peer Pre-conference, Austin, Texas.
36. Blake, J. J. (2017, February). Equity tool kit: Mental health and behavioral interventions to address discipline disparities. Invited workshop presented at National Association of School Psychologists Annual Convention, San Antonio, Texas.
37. Blake, J. J. (2015, May). Breaking the silence of Black girls’ discipline experiences. Presented for Rhonda Talley Distinguished Lecturer Award for Outstanding Contribution to Policy and Advocacy, Indiana University-Bloomington, Bloomington, IA.
38. Blake, J. J. (2014, October). Expert Panelist on School Discipline and Push Out for Town Hall Hearing: Breaking Silence- A Hearing on Girls of Color sponsored by Girls for Gender and Equity and Columbia University of Law African American Policy Forum, New York, NY.
39. Blake, J. J. (2014, August). Gendered racial bias in school discipline: The experience of Black females. Office of Civil Rights Academy, U.S. Department of Education, Washington, D.C.
40. Blake, J. J. (2014, June). Hiding in plain sight: Black females’ risk for school suspension: State and district level analyses. Presented at the Georgetown Law Center on Poverty and Inequality and The Office for Civil Rights of the US Department of Education’s *Equity in Schools: The Future of School Discipline Conference*, Washington, DC.
41. Blake, J. J. (2013, November). Do Snitches Get Stitches? Development of a measure to assess bystander's social-cognitive processing and decisions to intervene in bullying situations. University of Nebraska *Bullying and Prevention Speaker Series*, Lincoln, Nebraska. <http://cehs.unl.edu/edpsych/videos/JamiliaBlake.mp4>
42. Blake, J. J. (2013, January). Respondent for Promising gap-closing interventions plenary at the Center for Civil Rights Remedies at UCLA's Civil Rights Project, Education Week, Gallup, and the Equity Project at Indiana University’s *Closing the School Discipline Gap: Research to Practice Conference*, Washington, D. C.

GRANTS

Extramural Grants**UNDER REVIEW**

- 2023 Blake, J.J. & Luo, W. (2023-2025). Increasing Student Success by Reducing Student Discipline. Powell Foundation. Total Award: \$98,542.00. Role: Principal Investigator.
- 2023 Gilreath, T., Gaylord-Harden, N., & Blake, J.J (2024-2026). Examination of suicidal thoughts and behaviors among rural Black youth. National Institute of Health. Total Award: \$419,375.00. Role: Co-Investigator.
- 2023 Prochnow, T., Massey, P. & Blake, J. J.(2024-2026). Adolescent Online and In-person Social Network Influences on Mental Health. National Institute of Health. Total Award: \$435,331.00. Role: Co-Investigator.
- 2023 Prochnow, T., Massey, P. & Blake, J. J. Digital Phenotyping of Youth Mental Health: Mapping Real-Time Dynamics of Online and Offline Social Networks (2024-2029). National Institute of Health. Total Award: \$2,177,349.00. Role: co-Investigator
- 2023 Einseberg, M. (University of Minnesota), Gower, A., Rider, N., Espelage, D., & Blake, J. J. (2024-2028). Identifying School Resources as Primary Prevention for Emotional Distress among Diverse Adolescents: A Multilevel Epidemiologic Study in Three States. National Institute of Health. Total Subaward: \$237,808. Role: Co-Investigator.

SUBMITTED BUT NOT FUNDED

- 2023 Blake, J.J. & Luo, W. (2023-2024). Increasing Student Success through Teacher Professional Learning. Meadows Foundation. Total Award: \$216,038.00. Role: Principal Investigator.

COMPLETED

- 2017-2021 Marchbanks (Principal Investigator), M. T., Peguero, A., & Blake, J. J. Assessing the Role of Immigration in the Linkage between School Safety, Education, and Juvenile Justice Contact. National Institute of Justice Comprehensive School Safety Initiative (CFDA No. 16.560). Total Award: \$782,077. Role: *co- Principal Investigator*.
- 2017-2018 Madsen, J., Torres, M., Luo, W., & Blake, J. J.* Strategies for School Improvement and Inclusion in Schools with Demographically Diverse Students. Kellogg Foundation (Private); Total Award: 1,493,754 for 2017-2020. Role: *co-Principal Investigator*.
*Participated as co-PI in Year 1 (2017-2018) when focus of grant was on school discipline disparities; transitioned off in Year 2 (2019) as focus of project moved to parental involvement.
- 2015 Blake, J.J., Castro-Olivio, S., & Miranda, A. National Directory of Graduate Faculty Addressing Culture and Diversity in School Psychology. American Psychological Association CEMRATT, Total Award: \$4000. Role: *Principal Investigator*
- 2012-2017 Marchbanks, M. & Blake, J. J. Assessing the Role of School Discipline in Disproportionate Minority Contact with the Juvenile Justice System, Office of Juvenile Justice Department, Total Award: 497,640. Role: *Co-Principal Investigator*.
- 2012-2014 Benden, M., Blake, J. J., Zhao, H., & Wendell, M. Brazos Partnership for Childhood Obesity Research, National Institute of Child Health and Human Development, Total Award: 400,000. Role: *Co-Principal Investigator*
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- 2011- Blake, J. J. & Stephenson, M. Developing a Media Based Bullying Prevention Program to Alter
2012 Bystander Behavior, Society for the Study of School Psychology, Total Award: 15,000.
Role: *Principal Investigator*
- 2009- Blake, J. J. Examining ethnic differences in youth aggression: The role of parental socialization
2011 practices. Hogg Foundation, Total Award: \$15,000; Role: *Principal Investigator*.
- 2009- Blake, J.J. Fostering Healthy Relationships. NASP Children's Fund. Total Award: \$1528.00; Role:
2010 *Principal Investigator*.

Intramural Grants

ACTIVE

- 2019- Blake, J. J., Salter, P., Ramasubramanian, S., Luo, W., James, M., Elbert, C. D., Davison, C. H., Rubio-,
Goldsmith, P., Klein, B., Poling, N., & Kailani, S. Project X-CEL: Eliminating Bias in School
Discipline through Teacher Training. Total Award: \$1,411,051. Texas A&M University X Grant*
Role: *Principal Investigator*.
*TAMU X grant restricts PI's and co-I's FTE up to 11.2% per year (~1 month salary) and for PI/co-I FTE to be no
more than 15% of the total grant budget. Therefore, FTE is not a direct reflection of PI and co-I intellectual
contribution to project.
- 2019- Elbert, C. D., Blake J. J., Davison, C. H. Doctoral Programs at Predominantly White Institutions:
2020 Shared Experiences of Women of Color. Total Award: \$30,000. Texas A&M University T3 Grant. Role:
Co-Principal Investigator

COMPLETED

- 2018- Blake, J. J., Luo, W., Ramasubramanian, S., & Salter, P. Development and Validation of Measures to
2020 Detect Racial Bias in Discipline Decision-Making. Catapult Seed Grant. Total Award: \$10,000. Texas
A&M University College of Education and Human Development. Role: *Principal Investigator*
- 2014- Blake, J. J., Salter, P., Keith, V. M., McKyer, E. L., & Outley, C. School dress-code violation decisions:
2015 Influence of developmental status, race, and gender. PESCA grant. Total Award: \$24,736. Texas A&M
University. Role: *Principal Investigator*
- 2012- Outley, C. & Blake, J. J. Youth Development After-School Program Lab. Integration of
2014 Multidisciplinary Research and Creative Activities into the Learning Experience. Total Award:
\$207,390. Texas A&M University. Role: *Co-Principal Investigator*.

TEACHING

COURSES

⊕ course development; bold designates major course revision; *on-line instruction

Graduate Courses

- Prevention Science and Systems Consultation (SPSY 638)
Semesters: **Fall 2018**; Fall 2016
- Consultation Theory and Techniques (SPSY 628)
Semesters: Spring 2015
- Consultation Theory and Techniques Practicum ⊕ (SPSY 683)
Semesters: **Fall 2015**; Fall 2016
- Child Therapy for School Behavior Problems (SPSY 641)
Semesters: Spring 2018; Spring 2017; **Spring 2015**; Spring 2014; Spring 2013

Prevention Science Seminar (SPSY 620)

Semesters: Spring 2015; Fall 2015; **Spring 2014**; Fall 2014; Fall 2013

Diagnosis of Emotional Disturbance in Children (SPSY 617)

Semesters: Fall 2015; Fall 2014; Fall 2013; **Fall 2012**; Fall 2011; Fall 2010; Fall 2009

Effects of Culture, Diversity, and Poverty on Youth and Families \oplus (EPSY 605)

Semesters: Spring 2022; Fall 2018; Spring 2016; Summer 2015; **Spring 2014**; Spring 2013; Spring 2012; Spring 2011; Spring 2010; Fall 2010

Crisis Intervention in the Schools \oplus (SPSY 613)

Semesters: Summer 2010; Summer 2009; Fall 2007

Multicultural Counseling in the Schools \oplus * (CPSY 601)

Semesters: Summer 2013; Summer 2014; Summer 2015; Summer 2016; Summer 2017; Summer 2018

School Counseling Group Interventions \oplus * (CPSY 603)

Semesters: Summer 2013; Summer 2014; Summer 2015; Summer 2016; Summer 2017; Summer 2018

Meta-Analyses for Social Science Research \oplus * (EPSY 642)

Semesters: Summer 2012

Required Practicum Courses (SPSY 683)

- School-based externship, placement in school districts within Bryan-College Station, Houston, and Dallas area Independent School Districts
Semesters: Fall 2019-present

Elective Practicum Courses (SPSY 683)

- Parent Training, Links for the Future Collaborative, Scotty's House and Voices for Children and Bryan Women's Federal Prison, Bryan Texas \oplus
Semesters: Fall 2014; Spring 2015; Fall 2015; Spring 2016
- Mental Health Service Delivery, Brazos County Juvenile Services Department, Bryan Texas \oplus
Semesters: Spring 2009; Summer 2009; Spring 2010; Summer 2010; Spring 2011; Summer 2011
- Psychoeducational Assessment, Harmony Academy, Bryan Texas
Semesters: Spring 2011
- School-based mental health, Bryan Independent School District, Bryan Texas \oplus
Semesters: Spring 2012

Undergraduate Courses

Community Health (HLTH 331)

Semesters: Fall 2022, Spring 2023, Fall 2023

Healthy Lifestyles (HLTH 231)

Semesters: Spring 2023

Child Development for Educators (EPSY 320)

Semesters: Spring 2012

MENTORING

Doctoral Advisor/ Dissertation Chair (N=14)

*co-chair serving as primarily responsible for supervising dissertation

CURRENT DOCTORAL ADVISEES (n=2)

1. Lyric Jackson, B.S. Doctoral Student, School Psychology, Texas A&M University
Dissertation Topic: Parent vs. Peer Racial and Ethnic Socialization on Black Adolescent Girls' Ethnic Identity
Role: Chair Status: Proposal development
Date of Proposal Defense: TBD; Anticipated Graduation: August 2025
2. Naomi Ruffin, M.Ed., Doctoral Student, School Psychology, Texas A&M University

Dissertation Topic: Profiles of Childhood Ecological Risk and Protective Factors in Adolescent Delinquency

Role: Chair Status: Doctoral Candidate

Anticipated Date of Defense: September 2023; Anticipated Graduation: August 2024

CHAired DISSERTATIONS COMPLETED (n=12)

Bold indicates **dissertation is published or under review for publication**

1. Sophia Howard, Ph.D., Doctoral degree awarded in 2023, School Psychology, Texas A&M University
 - a. Dissertation Topic: *The Mediating Role of Ethnic-Racial Identity on Self-Concept and School Engagement for African American Adolescents*
 - b. Current Position: Provisionally Licensed Psychologist/Postdoctoral Resident, Burrell Behavioral Health, Springfield, MO

2. Jaime Guillot, Ph.D. Doctoral degree awarded in 2022, School Psychology, Texas A&M University
 - a. Dissertation Topic: *The Effects of Interpersonal Rejection Sensitivity and Emotional Regulation on Future Victimization*
 - b. Current Position: Cypress Fairbanks Independent School District, Cypress, TX

3. Carlene Swift, Ph.D., Doctoral degree awarded 2021, School Psychology, Texas A&M University.
 - a. Dissertation: *Psychotherapy Dropout and Ethnic Minority Adolescents*
 - b. Role: Chair
 - c. Current Position: School Psychologist (LSSP), Fort Worth Independent School District

4. Martin Mendoza, Ph.D., Doctoral degree awarded in 2020, Special Education, Texas A&M University.
 - a. Dissertation: *The Connection Between School Discipline and Juvenile Justice Contact*
 - b. *Among Hispanic English Language Learners with and without Disabilities*
 - c. Role: Chair
 - d. Current Position: Postdoctoral Researcher, Project X-CEL, Texas A&M University, College Station, TX

5. Courtney Lavadia, Ph.D., Doctoral degree awarded in 2020, School Psychology, Texas A&M University.
 - a. Dissertation: *The Impact of Self-Reported Adolescent Strengths on Therapeutic Alliance and Psychotherapy Outcomes*
 - b. Role: Chair
 - c. Current Position: Postdoctoral Fellow, Primary Care Behavioral Health Residency, Swedish Medical Group, Seattle, WA

6. Asha Unni, Ph.D., Doctoral degree awarded in 2020, School Psychology, Texas A&M University.
 - a. Dissertation: ***Experiences of Perceived Discrimination among Second-Generation Asian Indian Youth (under review)***
 - b. Role: Chair
 - c. Current Position: Licensed Psychologist, Westlake Psychiatric and Psychological Associates
 - i. Austin, TX

7. Danielle Smith, Ph.D. Doctoral degree awarded 2018 in School Psychology, Texas A&M University.
 - a. Dissertation: ***Girls who Engage in Delinquency: Adolescent Subtypes and Young Adult Outcomes (published)***
 - b. Role: Chair
 - c. Current Position: Licensed Psychologist, Kaiser Permanente San Jose Medical Center Dept. of
 - d. Child and Adolescent Psychiatry, San Jose, CA

8. Rebecca Winters, Ph.D. Doctoral degree awarded 2017 in School Psychology, Texas A&M University.
 - a. Dissertation: ***Bully Victimization among Children with Attention-Deficit/Hyperactivity Disorder: The Longitudinal Influence of Behavioral Phenotype (published)***
 - b. Role: Chair
 - c. Current Position: Assistant Professor, Brigham Young University, Provo, UT

9. Ryne Pulido, Ph.D. Doctoral degree awarded 2016 in School Psychology, Texas A&M University.

Dissertation: ***The Impact of Peer Victimization on Physical Activity in Overweight Youth: Explore Race and Ethnic Differences (published)***

Role: Chair

Current Position: Licensed Psychologist, Baylor Scott & White: McLane Children's Hospital, Temple, TX

10. Amanda (Joslin) Williams, Ph.D. Doctoral degree awarded 2016 in School Psychology, Texas A&M University.
 - i. Dissertation: ***Bystander Experiences with Bias-Based Bullying in High School (published)***
 - ii. Role: Chair
 - iii. Current Position: School Psychologist, Loudoun County Public Schools; Ashburn, VA

11. Courtney Banks, Ph.D. Doctoral degree awarded 2016 in School Psychology, Texas A&M University.
 - b. Dissertation: ***Using Path Analysis to Understand Parental Factors Associated with Parent Teachings of Bystander Behavior (published)***
 - c. Role: Chair
 - d. Current Position: Associate Professor, Texas Woman's University, Denton, TX; Licensed Psychologist

12. Jessica Vaughan Jensen, Ph.D. Doctoral degree awarded 2014 in School Psychology, Texas A&M University. Dissertation: ***Could Teacher Support Help Break the Cycle of Violence? (published)***
 - f. Role: Chair
 - g. Current Position: Licensed Psychologist, Fraser, Minneapolis, MN

13. Alicia (Darensbourg) Knight, Ph.D. Doctoral degree awarded 2011 in School Psychology, Texas A&M University. Dissertation: ***Examining the Academic Achievement of Black Youth: The Roles of Social Influence, Achievement Values, and Behavioral Engagement (published)***
 - h. Role: Chair
 - i. Current Position: Licensed Psychologist, Cypress Fairbanks Independent School District, Cypress, TX

FELLOWSHIPS & AWARDS RECEIVED BY DOCTORAL ADVISEES

- 2019 Naomi Ruffin, *Diversity Fellowship*, 2019-2023, Texas A&M University
- 2018 Asha Unni, *College of Education and Human Development Research Grant*, Texas A&M University
- 2018 Sophia Howard, *Merit Fellowship* 2018-2021, College of Education and Human Development, Texas A&M University
- 2017 Courtney Banks, *Paul H. Henkin Memorial Scholarship Award*, National Association of School Psychologists
- 2016 Asha Unni, *Carol Lohman Heep Fellowship* (2016-2020), College of Education and Human Development Texas A&M University
- 2016 Danielle Smith, *College of Education and Human Development Strategic Research Award Fellowship* 2016-2017, Texas A&M University
- 2016 Asha Unni, *College of Education and Human Development Research Scholars Award Scholarship*, Texas A&M University
- 2015 Carlene Swift, *Merit Fellowship* 2015-2018, Texas A&M University
- 2015 Courtney Banks, *Outstanding Graduate Student Award*, Texas Association of School Psychologists

- 2013 Danielle Smith, *Merit Fellowship* 2013-2016, Texas A&M University
 2013 Amanda Williams, *Pearson-Trainers of School Psychology Graduate Student Travel Award*, Trainers of School Psychologists
 2012 Courtney Banks, *College of Education and Human Development Strategic Research Award Fellowship* 2012-2013, Texas A&M University
 2012 Courtney Banks, *College of Education and Human Development Graduate Student Research Grant*, Texas A&M University
 2012 Amanda Williams, *Merit Fellowship* 2012-2015, Texas A&M University
 2012 Jessica Vaughan-Jensen, *Pearson-Trainers of School Psychology Graduate Student Travel Award*, Trainers of School Psychologists
 2009 Courtney Banks, *Pathways to the Doctorate Fellowship* 2009-2012, Texas A&M University

Doctoral Committees (N=18)

| | | | |
|------------------------|--------|--|-------------|
| 1. Anas Khurshid Nabil | Member | Health Behavior | In progress |
| 2. Morgan J. Grant | Member | Health Behavior | In progress |
| 3. Janae Alexander | Member | Health Behavior | In progress |
| 4. Molley Perry | Member | Educational Administration | 2022 |
| 5. Jericka Battle | Member | Psychology | 2022 |
| 6. Alex Russell | Member | Health Education | 2020 |
| 7. Melissa Scambardo | Member | Kinesiology | In progress |
| 8. Ana Dabreu | Member | School Psychology | 2020 |
| 9. Celal Perihan | Member | Special Education | 2018 |
| 10. Nickolaus Ortiz | Member | Teaching, Learning, & Curriculum | 2018 |
| 11. Nicole Hale | Member | School Psychology | 2017 |
| 12. Chantel Frazier | Member | Counseling Psychology | 2017 |
| 13. Leann Smith | Member | School Psychology, University of Texas | 2017 |
| 14. Hillary Thomas | Member | School Psychology | 2013 |
| 15. Erica Perez | Member | School Psychology | 2011 |
| 16. Keisha Thompson | Member | Counseling Psychology | 2011 |
| 17. Morgan Hurst | Member | Counseling Psychology | 2010 |
| 18. Angela Head | Member | Counseling Psychology | 2009 |

Master Committees (N=27)

| | | | |
|-----------------------|--------|-------------------------------|------|
| 1. Naomi Ruffin | Chair | Educational Psychology | 2020 |
| 2. Nicholas Russell | Chair | Educational Psychology | 2020 |
| 3. Lyric Jackson | Chair | Educational Psychology | 2019 |
| 4. Jennifer Richtner | Member | Educational Psychology | 2018 |
| 5. Anna Villareal | Chair | Educational Psychology | 2018 |
| 6. Daphne Hill | Member | Educational Psychology | 2018 |
| 7. Carolina Davilla | Member | Educational Psychology | 2018 |
| 8. Carlene Swift | Chair | Educational Psychology | 2017 |
| 9. Madison Hodge | Member | Educational Psychology | 2017 |
| 10. Monika Longoria | Member | Educational Psychology | 2017 |
| 11. Asha Unni | Chair | Educational Psychology | 2016 |
| 12. Danielle Smith | Chair | Educational Psychology | 2014 |
| 13. Krystin Banks | Chair | Educational Psychology | 2013 |
| 14. Jovani Reyes | Member | Health Education | 2013 |
| 15. Clarissa McDaniel | Member | Teaching Learning and Culture | 2013 |
| 16. Robert Speer | Member | Kinesiology | 2012 |

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|---|--------|---|------|
| 17. Brittany Warnick | Member | Educational Psychology, University of North Texas | 2012 |
| 18. Rebecca Winters | Chair | Educational Psychology | 2012 |
| 19. Amanda Joslin | Chair | Educational Psychology | 2012 |
| 20. Allison Seibert | Chair | Educational Psychology | 2011 |
| 21. Ryne Pulido | Chair | Educational Psychology | 2011 |
| 22. Justin Dickerson | Member | Social and Behavioral Sciences, Texas A&M Health Science Center | 2011 |
| 23. Emily Lund | Chair | Educational Psychology | 2011 |
| 24. Jessica Vaughan-Jensen | Chair | Educational Psychology | 2010 |
| 25. Brenda Gamez | Chair | Educational Psychology | 2010 |
| 26. Janet Saenz | Member | Clinical Psychology | 2010 |
| 27. Catherine Bigbee | Member | Educational Administration | 2008 |
| <u>Chaired Undergraduate Honors Thesis (N=1)</u> | | | |
| 1. Leann V. Smith | Chair | Mathematics/Psychology | 2011 |

SERVICE

NATIONAL SERVICE

Professional Organizations

| | |
|-------------------------|---|
| 2023-2024 | President-Elect, Society for the Study of School Psychology |
| 2021-2022 | Early Career Mentor, Society for the Study of School Psychology Mentor 4 Assistant Professors in School Psychology |
| 2019-2020 | Chair, American Psychological Association Committee on Psychological Tests and Assessments (http://www.apa.org/science/leadership/tests/) |
| 2017-2020 | Member, American Psychological Association Committee on Psychological Tests and Assessments (http://www.apa.org/science/leadership/tests/) |
| 2014-2016 | Chair, American Psychological Association Division 16 Committee for Ethnic Minority Affairs (CEMA) Led the development of the National Directory of Graduate Faculty Addressing Cultural and Diversity Issues in School Psychology: www.d16cema.org |
| 2019-2020; 2014-2016 | Liaison, American Psychological Association Coalition for Psychology in Schools and Education (https://www.apa.org/ed/schools/coalition/index.aspx) |
| 2014-2016 | Division 16 Liaison, American Psychological Association Committee for Ethnic Minority Affairs (https://www.apa.org/pi/oema/committee/index.aspx) |
| 2012-2013 | Secretary, Trainers of School Psychologists |
| 2011-2014 | Student Affiliates of School Psychology (SASP) Cross-Institutional Faculty Mentor for racially and ethnically diverse doctoral students |

Peer Review

| | |
|--------------|--|
| 2020-present | Senior Editor, School Psychology Review |
| 2014-present | Guest Action Editor <i>School Psychology Review</i> (2022) <i>School Psychology Quarterly</i> (2015-2016) <i>Journal of School Psychology</i> (2014-2015) |
| 2012-present | Grant Reviewer <i>National Institute of Justice</i> (2023) <i>Southern Regional Education Board</i> Doctoral Scholars Program Application (2021) <i>IES Research Grant</i> |

Principal Member, IES Education Scientific Panel (2018-2023)
Ad Hoc Reviewer, IES Special Education Scientific Panel (2017-2018)
American Psychological Foundation Elizabeth Munsterberg Koppitz Fellowship
Fellowship Proposal Reviewer (2012-2015)

2007-present Editorial Board Member
Journal of Black Psychology (2017-present)
Journal of School Psychology (2014-present)
Journal of School Violence (2009-2016)
School Psychology Quarterly (2007-2016)

Field Reviewer Assignments
American Journal of Public Health (2010; 2013)
Child Development (2008, 2011; 2014)
Developmental Psychology (2017, 2022)
Educational Researcher (2013; 2017; 2018)
Journal of Black Psychology (2010; 2011; 2016; 2017)
Journal of Early Adolescence (2014; 2016)
Journal of Emotional Behavioral Disorders (2016)
Journal of Psychoeducational Assessment (2007)
Journal of School Psychology (2008; 2012; 2013)
Journal of Research in Crime and Delinquency (2022)
Social Development (2010)

INSTITUTIONAL SERVICE

University Committees/Appointments

2019-2022 Member, President's Excellence Fund Steering Committee, Texas A&M University
2017-2022 Member, Academic Civil Rights Investigation Committee, Texas A&M University
2015 Reviewer, Program to Enhance Scholarly and Creative Activities Grants, Office of Vice
President for Research, Texas A&M University
2014 Reviewer, Diversity Fellowship, Office of Graduate Studies, Texas A&M University
2012-2015 Co-Advisor, Texas A&M Student Chapter, Association of Black Psychologists
2009-2014 Selection Committee, Diversity Service Award Department of Multicultural Services,
Texas A&M University (2012; 2011; 2009)
2008-2011 Member, Scholarship Committee, African American Professional Organization, Texas
A&M University

School Committees/Appointments

2022- Department of Health Behavior Representative, School of Public Health Research
Committee
2018-2021 Member, College of Education and Human Development Council for
Principal Investigators, Texas A&M University
2015-2018 Chair, Advisory Council for Graduate Certificate in Prevention Science, Texas A&M
University
2015-2017 Chair, Faculty Advisory Council, College of Education and Human Development, Texas
A&M University
2014-2017 Member, Faculty Advisory Council, Texas A&M University, College of Education and
Human Development
2013-2014 Member, CEHD Education & Trust, Work Place Bullying Policy Subcommittee, Texas
A&M University

- 2012 Member, Ad Hoc Committee on Faculty Retention, College of Education and Human Development, Texas A&M University
- 2012 Member, Search Committee College of Education and Human Development, Texas A&M University, Research Development Position

Department Committees/Appointments

- 2020-2022 Member, Post-Tenure Review Committee, Department of Educational Psychology, Texas A&M University
- 2020-2022 Member, Department of Educational Psychology Annual Review Committee, Texas A&M University
- 2020-2021 Search Chair, School Psychology Tenure-Track Associate position, Department of Educational Psychology, Texas A&M University
- 2016-2017 Search Chair, School Psychology Tenure-Track Assistant/Associate position, Department of Educational Psychology, Texas A&M University
- 2014-2022 Member, Department of Educational Psychology Promotion and Tenure Committee, Texas A&M University
- 2014-2016 Member, Department of Educational Psychology Awards Committee, Texas A&M University
- 2013-2014 Member, Montague-Center for Teaching Excellence Award Selection Committee, College of Education and Human Development Representative, Texas A&M University
- 2012-2018 Member, Educational Psychology Representative, Advisory Council for the Certificate in Prevention Science, Texas A&M University
- 2011-2022 Search Committee Member, Texas A&M University (N=8)
CAC Director position, Department of Educational Psychology (2018-present)
School Psychology Visiting Assistant Professor position, Department of Educational Psychology (2016)
Research Methods and Statistics Position, Department of Educational Psychology (2016-2017)
Youth Development Assistant Professor position, Department of Recreational Parks and Tourism (2016-2017)
School Psychology Associate Professor positions, Department of Educational Psychology (2015-2016)
School Counseling Clinical Assistant position, Department of Educational Psychology (2014-2015)
School Psychology Clinical Associate position, Department of Educational Psychology (2012-2013)
Research Method & Statistics Tenure-Track position, Department of Educational Psychology (2011-2012)
- 2008-2009 Assistant Professor Representative for Department of Educational Psychology Executive Committee, Texas A&M University

LOCAL/ COMMUNITY SERVICE

- 2014-2016 Links for the Future Collaborative (Partnership with Scotty's House and Voices for Children), Bryan, Texas. Role: *Co-developer of initiative and facilitator*
Purpose: *To provide evidenced-based parent training for high need families and incarcerated mothers in the Brazos Valley.*
- 2011-2014 Irving ISD Advisory Committee for English Literacy and Civics
Irving ISD 21st Century Afterschool Task Force, Irving, Texas. Role: *Member*
- 2008-2009 Fostering Healthy Relationships Project. University-School Partnership with local private school, Bryan, Texas. Role: *Director & developer.*
Purpose: *To provide bullying intervention to locate private schools in the community with limited school counseling services*
- 2008 Youth Summit Board, Bryan-College Station Promise Alliance

2008

Grant Consultant, Bravos Valley Festival of African Art, Inc.

MEDIA COVERAGE

Adultification of Black girls

- “Young Black Girls face ‘Adultification’” Weekend Edition, NPR, July 2018
<https://www.npr.org/2017/07/09/536263057/young-black-girls-face-adultification>
- Roland Martin Interview TV One, June 2017 <https://www.youtube.com/watch?v=VcyWkAfejgo>
- “Adults view black girls as 'less innocent,' new report says” Jacqueline Howard, CNN, June 2017
<https://www.cnn.com/2017/06/28/health/black-girls-adultification-racial-bias-study/index.html>
- “Black girls are seen as ‘less innocent’ than white girls, a new study found” Sydney C. Greene USA Today, June 2017 <https://www.usatoday.com/story/news/nation-now/2017/06/27/black-girls-seen-less-innocent-than-white-girls-new-study-found/431341001/>
- <https://www.nytimes.com/2021/04/24/us/makhia-bryant.html>

Summary Statistics of Media Coverage:

Featured coverage of research on the adultification of Black girls during 6/17/17-02/01/18

<https://app.trendkite.com/report?id=6cffebb9-7aa1-4840-8d77-f66e7846a093>

- Media Mentions 455
- Aggregate readership: Online news 777,560, 636; Blogs 22,140, 665
- Social Amplification: 73,030 shares via social media

Mental Health

- “Talking with kids about “sexting” what it is--a legal problem, KBTX, May 2017.
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- “Researcher Studying Peer-directed Aggression” *Texas A&M News and Information Services*—July 24, 2008;
<http://tamunews.tamu.edu/2008/07/24/researcher-studying-peer-directed-aggression/>

ADVANCED METHODOLOGICAL TRAINING

- 2010 IES Summer Research Institute: Cluster Randomized Trials
Lead Instructors: Larry Hedges, Mark Lipsey, & David Corday, Northwestern University
- 2009 Meta-analyses, Instructor: Victor Willson, Texas A&M Summer Statistics Workshop
- 2008 Mixed Methods, Instructor: Tony Onwuegbuzie
- Structural Equation Modeling (application with Mplus), Instructor: Oi-man Kwok
Texas A& M Summer Statistics Workshop