**ANNA CHRISTINE JAMES LONG, PH.D.**

Louisiana State University

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**CURRENT POSITION**

8/2020-present **Associate Professor and Program Director,** School Psychology Program, Department

of Psychology, Louisiana State University, Baton Rouge, LA

8/2013-8/2020 **Assistant Professor,** School Psychology Program, Department of

Psychology, Louisiana State University, Baton Rouge, LA

* Faculty Webpage: <https://www.lsu.edu/hss/psychology/faculty/school/long.php>
* Google Scholar: <https://scholar.google.com/citations?user=h2iFozoAAAAJ&hl=en&oi=ao>
* ResearchGate: https://www.researchgate.net/profile/Anna\_Long3

**EDUCATION**

7/2013 Postdoctoral Fellow/Research Associate, Department of Educational Psychology, Center for Behavioral Education and Research, Neag School of Education, University of Connecticut, Storrs, CT

8/2009 Ph.D. School Psychology, University of North Carolina, Chapel Hill, NC

 NASP & APA Accredited Program

 APA Accredited Internship

5/2002 B.A. Psychology, University of Maine, Orono, ME

 Summa Cum Laude with High Honors

Minor—Child Development and Family Relations

**LICENSURE/CERTIFICATIONS**

2016-present Louisiana Licensed Psychologist #1291

2014-2019 Louisiana Certified School Psychologist #AN539422

2012-2018 North Carolina Licensed Psychologist #4241

2012-2018 North Carolina Certified Health Services Provider - Psychologist

2009-2015 North Carolina Certified School Psychologist

2010-2015 Connecticut Licensed Psychologist #003076

**FACULTY AWARDS/RECOGNITIONS**

2021 Brij Mohan Distinguished Professor Award

 Re: Awarded April 2021; Recognizes a faculty member who serves as a model for the

community in demonstration of a commitment to peace, equality, and social justice.

2020 Human and Social Sciences Diversity Committee Excellence in Teaching Award

 Re: Awarded December 2020; Recognizes a faculty member who serves as a role model

for the community in demonstration of a commitment to diversity, inclusivity, and

accessibility.

2019Article of the Year, Coauthor

Re: Paper selected for the journal’s annual award (a designates reference below)

*School Psychology Review*, National Association of School Psychologists

2015 Tiger Athletic Foundation Undergraduate Teaching Award

Re:Awarded May 2015; Nominated by students enrolled in University College for outstanding teaching.

**UNIVERSITY TEACHING (*M* Instructor Score = 4.7/5)**

**Graduate Level**

Cultural Diversity in Counseling and Therapy, Department of Psychology (LSU, PSYC 7929, 5 sections)

School-Based Psychological Consultation, Department of Psychology (LSU, PSYC 7660, 3 sections)

School Psychology Internship, Department of Psychology (LSU, PSYC 7969, 5 sections)

School Psychology Practicum, Department of Psychology (LSU, PSYC 7668/9, 23 sections)

Sociocultural Bases of Behavior, Department of Psychology (LSU, PSYC 7040, 4 sections)

**Undergraduate Level**

Introduction to Psychology, Department of Psychology (LSU, PSYC 2000, 5 sections)

**UNIVERSITY STUDENT MENTORING**

**Committee Chair** (Chair *N* = 29)

Doctoral Comprehensive Exam, LSU (*n* = 9)

Doctoral Dissertation, LSU (*n* = 10)

Master’s Thesis, LSU (*n* = 8)

Undergraduate Honors Thesis, LSU (*n* = 2)

**Committee Member** (Member *N* = 66; Total Overall [Chair & Member] *N* = 95)

Doctoral Comprehensive Exam, LSU (*n* = 22)

Doctoral Dissertation, LSU (*n* = 23), external (*n* = 1)

Master’s Thesis, LSU (*n* = 19)

Undergraduate Honors Thesis, LSU (*n* = 1)

**Student Research Awards**

The Society for the Study of School Psychology (SSSP) 2022 Dissertation Grant Award (*n* = 1)

American Psychological Association Division 16 2022 Outstanding Dissertation Award (*n* = 1)

LSU Graduate Student Strategic Research Grant (*n* = 3)

LSU Distinguished Undergraduate Researcher Award (*n* = 1)

**Other Research/Academic Mentoring** (*N* = 6)

Chancellors Future Leaders in Research, LSU (*n* = 1)

Genesis Mentor, LSU (*n* = 1)

Pre-doctoral Scholars Institute, LSU (*n* = 1)

Presidents Millennial Scholars Program, LSU (*n* = 1)

Ronald E. McNair Scholars Program, LSU (*n* = 2)

**GRANTS & CONTRACTS**

**Grants – Under Review**

**Principal Investigator**. Long, A. C. J., Clark, K. N., & Choe, D. *Louisiana-Statewide Family Engagement Center (LA-SFEC): Advancing Meaningful Family-School Engagement*. Funding source: USDOE/Louisiana Center for Literacy & Learning. Duration: October 1, 2023 – September 20, 2028. Total amount requested: $578,100. Status: under review.

**Co-Principal Investigator**. Rose, C., Espelage, D., & Long, A. C. J. *Evaluation of the K-5 Second Step Social-Emotional Learning Program & Bully Prevention Unit: Impact on Youth with and At-Risk for Disability Identification*. Funding source: IES. Duration: July 1, 2023 – June 30, 2027. Total amount requested: $2,000,000. Status: under review.

**Grants – Funded**

**Co-Principal Investigator**.Rhodes, J., Long, A. C. J., & Thrasher, S. *AWARE II: Behavioral Health Support Program Infrastructure Development*. Funding source: SAMSHA/LDOE. Duration: 6 months (September 30, 2021 – September 29th, 2024). Total amount funded: $796,044. Status: funded.

**Co-Principal Investigator**.Rhodes, J., & Long, A. C. J. *Louisiana Social-Emotional Learning and Integration (LA-SELA): Louisiana Periscope Program*. Funding source: Louisiana Department of Education (LDOE). Duration: 6 months (January 1, 2021 – June 30th, 2021). Total amount funded: $403,529. Status: closed.

**Co-Principal Investigator**. Mooney, P., Skinner, K., & Long, A. C. J. *Writing that works: Data-based individualization for students with severe learning needs.* Funding source: Louisiana Systematic Initiatives Program, Louisiana Board of Regents. Duration: 14.5 months (spring 2017 – fall 2018). Total amount funded: $269,990. Status: closed.

**Principal Investigator.** Long, A. C. J. *Development of the Culturally Competent Community School Scale*. Funding source: Humanities & Social Sciences Manship Summer Research Grant, Louisiana State University. Duration: June, 2018 to August, 2018. Total amount funded: $5,000. Status: closed.

**Principal Investigator**.Long, A. C. J., & Miller, F. G. *Teacher classroom management: A meta-analysis of what works.* Funding source: Humanities & Social Sciences Manship Summer Research Grant, Louisiana State University. Duration: June, 2016 to August, 2016. Total amount funded: $5,000. Status: closed.

**Principal Investigator**. Long, A. C. J., & Sanetti, L. M. H. *Evaluation of a planning protocol on teachers’ implementation of a classroom management system in an alternative school setting: A pilot study.*  Funding source: University of Connecticut Research Foundation. Duration: January, 2012 to July, 2013. Total amount funded: $24,966. Status: closed.

**Contracts – Funded**

**Principal Investigator.** *One Step at a Time Behavioral and Psychological Services, LLC.* Purpose: Psychological services contract to provide psychological and psychoeducational assessment, behavioral consultation, and intervention/therapeutic to youth and families. Duration: January, 2023 to August, 2023. Total awarded: $8,004. Status: active.

**Principal Investigator**. *Kipp New Orleans Inc.* Purpose: Training contract to provide school-based psychoeducational assessment, consultation, and intervention services. Duration: July, 2017 to May, 2023. Mean annual award: $22,936; Total awarded: $140,165. Annual graduate assistantships funded over course of contract: 5. Status: active.

**Principal Investigator**. *Advocates For Arts-Based Education Corporation*.Purpose: Training contract to provide school-based psychoeducational assessment, mental health screening, consultation, and intervention services. Duration: August, 2021 to May, 2024. Mean annual award: $24,499; Total awarded: $73,496. Annual graduate assistantships funded over course of contract: 3. Status: active.

**Principal Investigator** (Co-PI: Jeanne Donaldson). *I CARE -Youth Violence and Drug Prevention Program.* Purpose: Training contract to provide psychological, professional development and research services to support student behavioral health. Duration: August, 2021 to May, 2022. Total awarded: $22,742. Annual graduate assistantship funded over course of contract: 1. Status: active.

**Principal Investigator**. *Gulfsouth Autism Center.* Purpose: Training contract to provide psychological assessment and behavioral therapy services. Duration: August, 2018 to May, 2020. Mean annual award: $20,318; Total awarded: $40,636. Annual graduate assistantships funded over course of contract: 2. Status: closed.

**Principal Investigator**. *Democracy Prep Louisiana.* Purpose: Training contract to provide school-based psychoeducational assessment, consultation, and intervention services. Duration: July, 2018 to May, 2019. Total awarded: $24,216. Annual graduate assistantships funded over course of contract: 1. Status: closed.

**Principal Investigator** (Co-PI: Tyler Renshaw). *I CARE -Youth Violence and Drug Prevention Program.* Purpose: Training contract to provide school-based mental health treatment services. Duration: May, 2017 to May, 2019. Mean annual award: $50,407.50; Total awarded: $100,815. Annual graduate assistantships funded over course of contract: 4. Status: closed.

**Principal Investigator**. *Akili Academy of New Orleans.* Purpose: To provide school-based psychoeducational assessment, consultation, and intervention services. Duration: August, 2016 to May, 2018. Mean annual award: $22,087.50; Total awarded: $44,175. Annual graduate assistantships funded over course of contract: 2. Status: closed.

**Principal Investigator** (Co-PI: Tyler Renshaw). *University Preparatory Academy.* Purpose: Training contract to provide school-based psychoeducational assessment, consultation, and intervention services. Duration: May, 2017 to May, 2018. Total awarded: $26,550. Annual graduate assistantships funded over course of contract: 1. Status: closed.

**Principal Investigator**. *East Baton Rouge Parish School System.* Purpose: Training contract to provide school-based psychoeducational assessment and evaluation coordination services. Duration: August, 2014 to May, 2017. Meanannual award: $100,180; Total awarded: $300,540. Annual graduate assistantships funded over course of contract: 11. Status: closed.

**Principal Investigator**. *Louisiana Key Academy*. Purpose: Training contract to provide school-based psychoeducational assessment, consultation, and intervention services. Duration: August, 2014 to May, 2016. Meanannual award: $19,055.50; Total awarded: $38,111. Annual graduate assistantships funded over course of contract: 2. Status: closed.

**Research Grants - Unfunded**

**Principal Investigator**. Long, A. C. J., Espelage, D., & Clark, K. N. *Development and Pilot Testing of Trauma-Informed Sources of Strength for Equity: Promoting Resiliency through Social-Emotional Learning and Proactive Prevention in Elementary Schools*. Funding source: IES. Duration: July 1, 2022 – June 30, 2026. Total amount requested: $2,000,000. Status: scored, unfunded.

**Co-Principal Investigator**. Frick, P., Kimonis, E. R., Long, A. C. J., & Briggs, N. *A Novel Psychosocial Intervention for Young Children with Limited Prosocial Emotions.* Funding source: NIMH. Duration: July 1, 2022 – June 30, 2025. Total amount requested: $1,804,269.00. Status: scored, unfunded.

**Co-Principal Investigator**. Rose, C., Espelage, D., & Long, A. C. J. *Evaluation of the K-5 Second Step Social-Emotional Learning Program & Bully Prevention Unit: Impact on Youth with and At-Risk for Disability Identification*. Funding source: IES. Duration: January 1, 2022 – December 30, 2025. Total amount requested: $3,000,000. Status: unfunded.

**Co-Principal Investigator**. Baker, B., & Long, A. C. J. *A community action approach to engage African American caregivers in trauma-informed positive parenting*. Funding source: Robert Wood Johnson Foundation. Duration: September 15, 2020 – September 14, 2023. Total amount requested: $91,800. Status: unfunded.

**Co-Principal Investigator**. Frick, P., Long, A. C. J., & Shirtcliff, E. *Patterns of R-DOC risk for serious behavior problems in young children.* Funding source: National Institute of Mental Health (R01, Opportunity Number PA-16-160). Duration: July 1, 2017 – June 30, 2022. Total amount requested: $3,257,275. Status: unfunded.

**Co-Principal Investigator**. Renshaw, T. L., & Long, A. C. J. *Intervening with middle school teachers’ to enhance student wellbeing: The independent and combined effects of mindful breathing and the Good Behavior Game.* Funding source: Louisiana Board of Regents. Years: 2015-2016. Total amount requested: $152,324. Status: unfunded.

**Co-Principal Investigator**. Renshaw, T. L., & Long, A. C. J. *Intervening with middle school teachers to enhance student wellbeing: The independent and combined effects of mindful breathing and the Good Behavior Game.* Funding source: Louisiana Board of Regents. Years: 2014. Total amount requested: $9,768. Status: unfunded.

**Co-Principal Investigator**. Renshaw, T. L., & Long, A. C. J. *Cultivating mental health in the classroom: A curriculum for teaching resilience and wellbeing in schools.* Funding source: W.K. Kellogg Foundation. Years: 2014 to 2016. Total amount requested: $650,000. Status: unfunded.

**Co-Principal Investigator**. Renshaw, T. L., & Long, A. C. J. *The Classroom Resilience and Wellness Curriculum: A train-the-trainer approach to enhancing teachers’ and students’ wellbeing.* Funding source: William T. Grant Foundation. Years: 2013-2014. Total amount requested: $700,000. Status: unfunded.

**PUBLICATIONS**

\* indicates student at time of initial manuscript submission

a earned journal’s annual article of the year award

**Peer-Reviewed Journal Articles**

Sanetti, L. M. H., Yel, N., Long, A. C. J., Neugebauer, S., Collier-Meek, M. A., & Kratochwill, T. R. (under review). Assessing teachers’ intervention-related expectations and self-efficacy: An examination of the factor structure of the Implementation Beliefs Assessment. *Implementation Science*. Manuscript submitted for publication.

\*DeBoer, J. L., & Long, A. C. J. (under review). A comparison of self-report measures to screen for mental health concerns in youth. *School Mental Health*. Manuscript submitted for publication.

Clark, K. N., \*Blocker, M. S., \*Gittens, O. S., & Long, A. C. J. (in press). Profiles of educators’ classroom management style: Differences in perceived school climate and professional characteristics. *Journal of School Psychology.* Manuscript accepted for publication.

Moore, S.A., Long, A. C. J., Coyle, S., Cooper, J. M., Mayworm, A. M., \*Amirazizi, S., Edyburn, K. L., Pannozzo, P., Choe, D., Miller, F. G., Eklund, K., Bohnenkamp, J., Whitcomb, S., Raines, T. C., & Dowdy, E. (2023). A roadmap to equitable school mental health screening. *Journal of School Psychology, 96*, 57-94*.* <https://doi.org/10.1016/j.jsp.2022.11.001>

\*Valido, A., \*Robinson, L. E., \*Woolweaver, A. B., \*Drescher, A., Espelage, D. L., \*Wright, A. A., \*Ishmeal, D., \*Dailey, M. M., Long, A. C. J., & LoMurray, S. (2023). Pilot evaluation of the elementary social-emotional learning program Sources of Strength. *School Mental Health*. Advanced online copy, <https://doi.org/10.1007/s12310-023-09567-0>

Dean, K. E., Long, A. C. J., Trinh, N., McClendon, J., & Buckner, J. D. (2022). Treatment-seeking for anxiety and depression among Black adults: Current status of research and an empirically informed psycho-sociocultural model. *Behavioral Therapy, 53*(6), 1077-1091*.* <https://doi.org/10.1016/j.beth.2022.04.005>

Goodwin, A. K. B., & Long, A. C. J. (2022). Parents’ perceptions of culturally responsive teacher practices on elementary children’s mental health and well-being. *Journal of Child and Family Studies*. Advanced online copy, <https://doi.org/10.1007/s10826-022-02454-3>

Goodwin, A. K. B., Roberson, A. J., \*Watson, A., \*Chen, G., & Long, A. C. J. (2022). School sociocultural protective factors and mental health of elementary-aged children and their caregivers amidst the COVID-19 pandemic. *School Psychology International,* 1-18. Advanced online copy, doi:[10.1177/01430343221128192](https://doi.org/10.1177/01430343221128192)

\*Robinson, L. E., \*Valido, A., \*Drescher, A., \*Woolweaver, A. B., Espelage, D. L., LoMurray, S., Long, A. C. J., \*Wright, A. A., & \*Dailey, M. M. (2022). Teachers, stress, and the COVID-19 pandemic: A qualitative analysis. *School Mental Health*. Advanced online copy, https://doi:10.1007/s12310-022-09533-2

\*Goodwin, A. K. B., \*Chen, G. L., & Long, A. C. J. (2021). Mental health, well-being, and help-seeking in schools among black adolescents: The role of discrimination in high achieving academic settings. *Psychology in the Schools, 58*, 1690– 1707. <https://doi.org/10.1002/pits.22523>

\*Allouche, S., \*Munson, J. A. G., & Long, A. C. J. (2021). Mental health help-seeking in adolescence: An exploration of variables associated with help-seeking intent in schools. *School Mental Health, 13*, 362-375*.* doi: 10.1007/s12310-021-09426-w

Long, A. C. J., Miller, F. G., & \*Upright, J. J. (2019). Classroom management for ethnic–racial minority students: A meta-analysis of single-case design studies. *School Psychology Quarterly, 34*, 1-13. doi:10.1037/spq0000305

aCook, C. R., \*Coco, S., \*Zhang, Y.,\*Fiat, A. E., Duong, M. T., Renshaw, T. L., Long, A. C. J., & \*Frank, S. (2018). Cultivating positive teacher–student relationships: Preliminary evaluation of the establish–maintain–restore (EMR) method. *School Psychology Review, 47*, 226-243. doi:10.17105/SPR-2017-0025.V47-3

\*Dean, K. E., Long, A. C. J., Matthews, R. A., & Buckner, J. D. (2018). Willingness to seek treatment among black students with anxiety and depression: The synergistic effect of sociocultural factors with symptom severity and intolerance of uncertainty. *Behavioral Therapy, 49*, 691-701. doi:10.1016/j.beth.2017.12.008

Long, A. C. J., Renshaw, T. L., & \*Camarota, D. (2018). Classroom management in an urban, alternative school: A comparison of mindfulness and behavioral approaches. *Contemporary School Psychology,* 22, 233-248. doi:10.1007/s40688-018-0177-y

Long, A. C. J., Sanetti, L. M. H., \*Lark, C. R., & \*Connolly, J. G. (2018). Examining behavioral consultation plus computer-based implementation planning on teachers’ intervention implementation in an alternative school. *Remedial and Special Education, 39*, 106-117. doi:10.1177/0741932517748422

\*Plessy, K. S., Long, A. C. J., & Kelley, M. L. (2018). The influence of race and income on community mothers' acceptance of child management methods. *Behavioral Therapy, 49*, 668-680. doi:10.1016/j.beth.2017.12.011

Sanetti, L. M. H., \*Williamson, K. M., Long, A. C. J., & Kratochwill, T. R. (2018). Increasing in-service teacher implementation of classroom management practices through consultation, implementation planning, and participant modeling. *Journal of Positive Behavior Interventions, 20*, 43-59*.* doi:[10.1177/1098300717722357](https://doi.org/10.1177/1098300717722357)

Cook, C. R., \*Grady, E. A., Long, A. C. J., Renshaw, T. L., Codding, R. S., \*Fiat, A., & \*Larson, M. (2017). Evaluating the impact of increasing general education teachers’ ratio of positive-to-negative interactions on students’ classroom behavior. *Journal of Positive Behavior Interventions, 19*, 67–77. doi:10.1177/1098300716679137

Collins, T. A., Cook, C. R., Dart, E. H., Socie, D. G., Renshaw, T. L., & Long, A. C. J. (2016). Improving classroom engagement among high school students with disruptive behavior: Evaluation of the class pass intervention. *Psychology in the Schools, 53*, 204-219. doi:10.1002/pits.21893

Long, A. C. J., Sanetti, L. M. H., Collier-Meek, M. A., \*Gallucci, J., \*Altschaefl, M., & Kratochwill, T. R. (2016). An exploratory investigation of teachers’ intervention planning and perceived implementation barriers. *Journal of School Psychology, 55*, 1-26. doi:10.1016/j.jsp.2015.12.002

Renshaw, T. L., Long, A. C. J., & Cook, C. R. (2015). Assessing teachers’ positive psychological functioning at work: Development and validation of the Teacher Subjective Wellbeing Questionnaire. *School Psychology Quarterly, 30*, 289-306. doi:10.1037/spq0000112

Sanetti, L. M. H., Collier-Meek, M. A., Long, A. C. J., \*Byron, J. R., & Kratochwill, T. R. (2015). Increasing teacher treatment integrity of behavior support plans through consultation and implementation planning. *Journal of School Psychology, 53*, 209-229. doi:10.1016/j.jsp.2015.03.002

Bertram, R. M., \*Charnin, L., Kerns, S., & Long, A. C. J. (2015). Evidence-based practice in North American MSW curricula. *Research on Social Work Practice, 25*, 737-748. doi:10.1177/1049731514532846

Renshaw, T. L., Long, A. C. J., & Cook, C. R. (2014). Assessing adolescents’ positive psychological functioning at school: Development and validation of the Student Subjective Wellbeing Questionnaire. *School Psychology Quarterly*, *30*, 534-552. doi:10.1037/spq0000088

Sanetti, L. M. H., Collier-Meek, M. A., Long, A. C. J., \*Kim, J. S., & Kratochwill, T. R., (2014). Using implementation planning to increase teachers' adherence and quality to behavior support plans. *Psychology in the Schools, 51*, 879-895. doi:10.1002/pits.21787

Sanetti, L. M. H., Kratochwill, T. R., & Long, A. C. J.(2013). Applying adult behavior change theory to support mediator-based intervention implementation. *School Psychology Quarterly, 28,* 47-62. doi:10.1037/spq0000007

Roberts, J. E., Long, A. C. J.**,** McCary, L. M., Quady, A. N., Rose, B. S., Widrick, D., & Baranek, G. (2012). Cardiovascular and behavioral response to auditory stimuli in boys with fragile X syndrome. *Journal of Pediatric Psychology, 38*, 276-284. doi:10.1093/jpepsy/jss114

Roberts, J. E., Hatton, D. D., Long, A. C. J., Anello, V., & Columbo, J. (2012). Visual attention and autistic behavior in infants with fragile X syndrome. *Journal of Autism and Developmental Disabilities, 42*, 937-946*.* doi:10.1007/s10803-011-1316-8

Roberts, J. E., Clarke, M. A., Carter, J. C., Alcorn, K., Long, A. C. J., & Kaufmann, W. E. (2009). Autistic behavior in boys with fragile X syndrome: Social approach and HPA-axis dysfunction. *Journal of Neurodevelopmental Disorders*, *1*, 283-291. doi:10.1007/s11689-009-9028-5

Roberts, J. E., Mankowski J. B., Sideris J., Goldman B. D., Hatton D. D., Mirrett P. L., Baranek, G. T., Reznick, J. S., Long, A. C. J., & Bailey D.B. Jr. (2009). Trajectories and predictors of the development of very young boys with fragile X syndrome. *Journal of Pediatric Psychology, 34*, 827-836. doi: 10.1093/jpepsy/jsn129

**Invited Book Chapters in Edited Volumes**

Noell, G. H., Gansle, K. A., & Long, A. C. J. (in press). Behavioral consultation: Linking referral concerns, intervention, and outcomes. In L. A. Theodore, B. A. Bracken, & M. A. Bray (Eds.), *Desk Reference for* S*chool Psychologists* (pp.). New York, NY: Oxford University Press. Chapter accepted for publication.

Long, A. C. J., & Clark, K. N. (2022). An equity-driven behavior management approach to close the discipline gap. In E. Sabornie, & D. L. Espelage (Eds.), *Handbook of Classroom Management* (3rd Ed., pp. 436-454). New York, NY: Routledge. doi:10.4324/9781003275312-27

Long, A. C. J., \*Munson, J. A. G., & Lark, C. R. (2020). Time out. In M. Coolong-Chaffin, R. Hawkins, & M. Axelrod (Eds.), *Case studies in school psychology: Behavioral interventions for effective problem solving* (pp. 48-61). New York, NY: Routledge Press.

\*Castagna, P. J., \*Upton, S. R., & Long, A. C. J. (2020). Cognitive-behavioral therapy for children with emotion regulation challenges. In C. Maykel & M. A. Bray (Eds.), *Promoting mind-body health in schools: Interventions for mental health professionals* (pp. 317–333). Washington, DC: American Psychological Association. doi:10.1037/0000157-022

\*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.), *Promoting mind-body health in schools: Interventions for mental health professionals* (pp. 27-43). Washington, DC: American Psychological Association. doi:10.1037/0000157-003

Long, A. C. J., & **\***Byrne, D. C.(2015).Assessing and promoting treatment integrity in classroom management. In W. G. Scarlett (Ed.), *The Sage encyclopedia of classroom management: An A-to-Z guide*. (pp. 46-49). Thousand Oaks, CA: Sage Publications, Inc.

Long, A. C. J.,& \*Gallucci, J.(2015).Assessing classroom management. In W. G. Scarlett (Ed.), *The Sage encyclopedia of classroom management: An A-to-Z guide*. (pp. 49-53). Thousand Oaks, CA: Sage Publications, Inc.

Long, A. C. J., & Maynard, B. R. (2014). Treatment integrity as adult behavior change: A review of models. In L. M. H. Sanetti & T. R. Kratochwill (Eds.), *Treatment integrity: A foundation for evidence-based practice in applied psychology* (pp. 55-77). Washington, DC: American Psychological Association. doi:10.1037/14275-005

**Other Publications**

Long, A. C. J., \*McIver, E. C., \*Olinger, R. M., \*Bolognino, S. J., & Renshaw, T. L. (2015). Balancing treatment integrity and client responsiveness: Adapting a mindfulness curriculum. *Communique, 43*(8), 1, 15-17.

Renshaw, T. L., \*Bolognino, S. J., \*Fletcher, S. P., & Long, A. C. J. (2015). Using mindfulness to improve well-being in schools. *Communique, 43*(6), 4-8.

Catlett, C., Winton, P., & (Long) James, A. C. (2006). Resources within reason: A place to discover good, inexpensive materials for providing effective services to very young children and their families. *Young Exceptional Children, 9*(3), 30-31.

Winton, P., Catlett, C., & (Long) James, A. C.(2005). Resources within reason: A place to discover good, inexpensive materials for providing effective services to very young children and their families. *Young Exceptional Children*, *9*(1), 30-31.

**CONFERENCE PRESENTATIONS**

\* indicates graduate student author at time of presentation

\*\* indicates undergraduate author at time of presentation

 **Paper Presentations**

\*Chen, G. L., & Long, A. C. J. (2023, February). *Help seeking for Asian Americans, and how schools can help*. Paper presented at the Annual Convention of the National Association of School Psychologists, Denver, CO.

\*DeBoer, J. L., Long, A. C. J., \*Gittens, O. S., & \*Inabnett, M. (2023, February). *Comparing self-report measures to screen for youth mental health*. Paper presented at the Annual Convention of the National Association of School Psychologists, Denver, CO.

Goodwin, A. K. B., Roberson, A., \*Watson, A., \*Chen, G. L., & Long, A. C. J. (2023, February). *Alleviating families’ mental health distress: School sociocultural resilience during COVID-19*. Paper presented at the Annual Convention of the National Association of School Psychologists, Denver, CO.

Long, A. C. J., \*Chen, G. L., & \*Watson, A. (2023, February). *Implicit bias in school-based suicide risk assessment*. Paper accepted at the Annual Convention of the National Association of School Psychologists, Denver, CO.

Miller, F. G., Long, A. C. J., & Clark, K. N. (2023, February). *Advancing equitable SEB screening practices: A demonstration study*. Paper presented at the Annual Convention of the National Association of School Psychologists, Denver, CO.

Vasquez, J. I., Long, A. C. J., & Goodwin, A. K. B. (2023, February). *Meta-analysis of cultural, reinforcing, and effective secondary-level classroom management practices*. Paper presented at the Annual Convention of the National Association of School Psychologists, Denver, CO.

Moore, S. A., Long, A. C. J., Cooper, J. M., \*Amirazizi, S., Eklund, K., Whitcomb, S., & Dowdy, E. (2022, October). *A roadmap to equitable mental health screening in schools*. Paper presented at the Annual Conference on Advancing School Mental Health, Virtual.

Long, A. C. J., Clark, K. N., \*Blocker, M., \*Allouche, S. (2022, February). *Youth help-seeking at school: Minoritized and nonminoritized students as self-advocates*. Paper presented at the Annual Convention of the National Association of School Psychologists, Boston, MA.

Long, A. C. J. (2021, March). *Towards empirically supported, culturally responsive practice*: *Cultural competence a critical yet elusive construct*. Paper presented at the Louisiana School Psychology Association Annual Convention, online.

\*Munson, J. A. G., & Long, A. C. J. (2021, February). *Improving diverse family partnerships*. Paper presented at the Annual Convention of the National Association of School Psychologists, Salt Lake City, UT.

\*Upright, J. J., & Long, A. C. J. (2020, February). *A component analysis of implementation planning: Examining mechanisms that underlie a teacher implementation support strategy*. Paper presented at the Annual Convention of the National Association of School Psychologists, Baltimore, MD.

Long, A. C. J. (2019, November). *Effective implementation: It ain’t easy*. Paper presented at the Louisiana School Psychology Association Annual Convention, Lafayette, LA.

\*Allouche, S., & Long, A. C. J. (2019, November). *Mental health help-seeking in adolescence: An exploration of variables associated with help-seeking intent in schools*. Paper presented at the Louisiana School Psychology Association Annual Convention, Lafayette, LA.

\*Goodwin, A. K. B., & Long, A. C. J. (2019, February). *Assessing cultural competence from the perspective of key stakeholders.* Paper presented at the Annual Convention of the National Association of School Psychologists, Atlanta, GA.

\*Fletcher, S. P., & Long, A. C. J. (2018, February). *Process dimensions of implementation beyond adherence: Impact on teacher effectiveness.* Paper presented at the Annual Convention of the National Association of School Psychologists, Chicago, IL.

\*Hamilton, M. J., \*Goodwin, A. K. B., & Long, A. C. J. (2018, February). *Examining teacher multicultural competence and predictive value to student outcomes.* Paper presented at the Annual Convention of the National Association of School Psychologists, Chicago, IL.

\*Hamilton, M. J., & Long, A. C. J. (2017, February). *Examining teacher multicultural competence in the classroom*. Paper presented at the Annual Convention of the National Association of School Psychologists, San Antonio, TX.

Long, A. C. J., Renshaw, T. L., & \*Goodwin, A. K. B. (2017, February). *The effectiveness of two different theoretical approaches to classroom management*. Paper presented at the Annual Convention of the National Association of School Psychologists, San Antonio, TX.

Long, A. C. J., Sanetti, L. M. H., & Collier-Meek, M. A. (2015, May). *Teachers’ intervention planning and perceived implementation barriers: A statewide exploratory study*. Paper presented at the Global Implementation Conference, Dublin, Ireland.

\*Lark, C. R., Long, A. C. J., & Sanetti, L. M. H. (2015, February). *Multidimensional treatment integrity and its relationship to student outcomes*. Paper presented at the Annual Convention of the National Association of School Psychologists, Orlando, FL.

Sanetti, L. M. H., \*Williamson, K., \*Byron, J., Long, A. C. J., \*Kim, J. S., & Kratochwill, T. R. (2014, February). *Defining and quantifying treatment integrity: Conceptual and methodological barriers to assessment and interpretation.*Paper presented at the Annual Convention of the National Association of School Psychologists, Washington, DC.

\*Collier-Meek, M. A., \*Gallucci, J. J., Long, A. C. J., & Sanetti, L. M. H. (2013, February). *Teachers’ perceived barriers to intervention implementation: Implications for treatment integrity.* Paper presented at the Annual Convention of the National Association of School Psychologists, Seattle, WA.

Long, A. C. J., & Miller, F. G. (2013, February). *Integrity of intervention implementation and cultural adaptation: Complimentary or competing.* Paper to be presented at the Annual Convention of the National Association of School Psychologists, Seattle, WA.

Long, A. C. J., Sanetti, L. M. H., \*Collier-Meek, M. A., & \*Kim, J. S. (2013, February). *Applying adult behavior change theory to support intervention implementation.* Paper presented at the Annual Convention of the National Association of School Psychologists, Seattle, WA.

Sanetti, L. M. H., Long, A. C. J., \*Collier-Meek, M. A., & \*Byron, J. R. (2013, February). *Assessing treatment integrity: Direct observation versus permanent product review.* Paper presented at the Annual Convention of the National Association of School Psychologists, Seattle, WA.

Sanetti, L. M. H., Long, A. C. J., \*Collier-Meek, M. A., \*Byron, J. R. & \*Byrne, D. (2013, February). *Promoting treatment integrity through effective implementation planning.* Paper presented at the Annual Convention of the National Association of School Psychologists, Seattle, WA.

Long, A. C. J., & Sanetti, L. M. H (2012, February). *Treatment integrity as adult behavior change: A review of models*. Paper presented at the Annual Convention of the National Association of School Psychologists, Philadelphia, PA.

Sanetti, L. M. H., & Long, A. C. J. (2012, February). *Applying a theory of adult behavior change to treatment integrity.* Paper presented at the Annual Convention of the National Association of School Psychologists, Philadelphia, PA.

Long, A. C. J., Roberts, J. E., & Bailey, D. (2008, July). *Parenting stress and social support in families with children with fragile X syndrome: A comparison of mothers and fathers*.Paper presented at the 11th International Fragile X Conference, St. Louis, MO.

Roberts, J. E., Bailey, D., & Long, A. C. J. (2008, March). *Longitudinal analyses of mood and anxiety disorders in mothers with the fragile X premutation*. Paper presented at the Annual Meeting of the Gatlinburg Conference on Research and Theory in Intellectual and Developmental Disabilities, San Diego, CA.

Ellingsen, K., (Long) James, A. C., Mamak, E., & Wasik, B. H. (2005, October). *Increasing children’s preparedness for school through Partners for Literacy*. Paper presented at the Annual Meeting of the North Carolina School Psychology Association, Charlotte, NC.

(Long) James, A. C. (2002, April). *Effective problem solving: The influence of awareness of alternative responses.* Paper presented at the University of Maine Honors Symposium, Orono, ME.

**Keynote Address**

Long, A. C. J. (2021, October). *A multi-level approach to addressing educational and health disparities in schools: The emerging science of cultural adaptation*. World Association for Academic Doctors, Keynote Address, Center for Racial Justice, Dillard University, New Orleans, LA.

Long, A. C. J. (2021, May). *Towards empirically supported, culturally responsive practice: The emerging science of cultural adaptation*. Inaugural Barbara Hanna Wasik Distinguished Lecture, Frank Porter Graham Child Development Institute, University of North Carolina, Chapel Hill, NC.

 **Symposium Presentations**

Goodwin, A. K. B. & Long, A. C. J. (2022, November). *Centering the impact of COVID-19, school
discrimination, and children’s mental health in minoritized families*. In E. Roach (Chair) *Understanding and Addressing Race-Related Stress and Trauma in Youth of Color* [Symposium]. Presented at the 56th Annual Conference of the Association for the Behavioral and Cognitive Therapies (ABCT), New York, NY.

Long, A. C. J. (2021, November). *Classroom management for ethnic–racial minority students: A meta-analysis of single-case design studies*. In B. Merrill & J. Piscitello (Chairs), *Treatments That Work for Childhood ADHD: Diversity in the Evidence-base and Strategies to Improve Treatment Equity, Inclusion, and Cultural Fit* [Symposium]. Presented at the 55th Annual Conference of the Association for the Behavioral and Cognitive Therapies (ABCT), New Orleans, LA [Virtual Convention].

Dean, K. E., Long, A. C. J., Frick, P., & Buckner, J. (2020, November). *Discrimination and substance use: The serially mediating effects of perceived discrimination, distress, and willingness to use*. In K. E. Dean & J. McClendon (Chairs), *Discrimination and mental health: Examining the impacts of a chronic stressor* [Symposium]. Presented at the 54th Annual Conference of the Association for the Behavioral and Cognitive Therapies (ABCT), Philadelphia, PA [Virtual Convention].

Roberts, J. E., Long, A. C. J., & Colombo, J. (2009, March). *Development of visual attention in infants with fragile X syndrome.* In J. E. Roberts (Chair), *Evaluating infants and toddlers at risk: Autism & fragile X syndrome* [Symposium]. Presented at the Annual Meeting of Gatlinburg Conference on Research and Theory in Intellectual and Developmental Disabilities, New Orleans, LA.

 **Poster Presentations**

Goodwin, A. K. B. & Long, A. C. J. (2022, October). *Parents’ perceptions of culturally responsive school practices on elementary children’s mental health and well-being*. Poster presented at the Annual Conference on Advancing School Mental Health, Virtual.

\*Blocker, M., \*DeBoer, J., Clark, K. N., Long, A. C. J., & \*Gittens, O. S. (2022, February). *Profiles of educators’ classroom management style: Differences in perceived school climate and professional characteristics*. Poster presented at the Annual Convention of the National Association of School Psychologists, Boston, MA.

\*Goodwin, A. K. B., \*Chen, G. L., & Long, A. C. J. (2020, November). *Adolescents’ experiences of discrimination in high achieving settings: Internalizing mental health risk and school mental health help-seeking.* Poster at the 54th Annual Conference of the Association for the Behavioral and Cognitive Therapies (ABCT), Philadelphia, PA [Virtual Convention].

\*Howard, G., Smith, R. W., & Long, A.C. J. (2020, February). *Parental involvement at school and work-family conflict: A moderated mediation analysis.* Poster presented at the Crimson Conference on Work and Family at the University of Alabama: Tuscaloosa, AL.

\*Allouche, S., & Long, A. C. J. (2020, February). *Variables associated with student mental health help-seeking at school*. Poster to be presented at the Annual Convention of the National Association of School Psychologists, Baltimore, MD.

\*Goodwin, A. K. B., & Long, A. C. J. (2019, February). *Moving towards an understanding of cultural competence in schools*. Poster presented at the Annual Convention of the National Association of School Psychologists, Atlanta, GA.

\*Upright, J. J.,&Long, A. C. J.(2018, February).*Teachers’ reported intervention implementation barriers: Implications for treatment integrity.* Poster presented at the Annual Convention of the National Association of School Psychologists, Chicago, IL.

Long, A. C. J.,Miller, F. G., & \*Upright, J. J. (2018, February). *Classroom management including minority students: Meta-analysis of SCD studies*. Poster presented at the Annual Convention of the National Association of School Psychologists, Chicago, IL.

\*Metallo, S.,&Long, A. C. J.(2018, February).*The effects of teacher wellbeing and distress on classroom management*. Poster presented at the Annual Convention of the National Association of School Psychologists, Chicago, IL.

Long, A. C. J., Miller, F. G., \*Schardt, A., \*Fletcher, S. P., & \*Hamilton, M. J. (2016, February). *Teacher classroom management practices: A meta-analysis of what works.* Poster presented at the Annual Convention of the National Association of School Psychologists, New Orleans, LA.

Long, A. C. J., \*Yassine, J. N., \*Hartman, K., & Gresham, F. M. (2016, February). *Towards increasing classroom management feasibility: Assessment of group behavior function*. Poster presented at the Annual Convention of the National Association of School Psychologists, New Orleans, LA.

\*\*Harris, C. N. S., & Long, A. C. J. (2015, July). *Improving outcomes for all students: A content analysis of the school psychology literature*. Poster presented at the Louisiana State University Ronald E. McNair Research Scholars Program Research Colloquium, Baton Rouge, LA.

\*Baker, E., Long, A. C. J., \*Bolognino, S., Renshaw, T. L. (2015, February). *Adaptations to evidence-based interventions.* Poster presented at the Annual Convention of the National Association of School Psychologists, Orlando, FL.

Long, A. C. J., Miller, F. G., & \*Fletcher, S. P. (2015, February). *Effectiveness of classroom management interventions and practices: A synthesis.* Poster presented at the Annual Convention of the National Association of School Psychologists, Orlando, FL.

Long, A. C. J., Renshaw, T. L., \*Hamilton, M. J., \*Bolognino, S. J., & \*Lark, C. R. (2015, February). *Teacher psychological resources as they relate to classroom management practices.* Poster presented at the Annual Convention of the National Association of School Psychologists, Orlando, FL.

\*\*Thompson, Y., & Long, A. C. J. (2014, March). *An exploration of teacher psychological resources and implementation of classroom behavior management practices.* Poster presented at the Louisiana State University Discover Research Day, Baton Rouge, LA.

Long, A. C. J., Sanetti, L. M. H., & \*Byrne, D. C. (2014, February). *Investigating teachers planning for intervention implementation: A survey study.* Poster presented at the Annual Convention of National Association of School Psychologists, Washington, DC.

Long, A. C. J., Sanetti, L. M. H., \*Gallucci, J. G., & \*Byrne, D. C. (2014, February). *Examining the promise of computer-based implementation planning: A pilot study.*Poster presented at the Annual Convention of National Association of School Psychologists, Washington, DC.

\*Williamson, K., \*Mills, J., \*Byrne, D. C., Long, A. C. J., Sanetti, L. M. H., & Kratochwill, T. R. (2014, February). *Analyzing treatment integrity at the component level.*Poster presented at the Annual Convention of National Association of School Psychologists, Washington, DC.

\*Williamson, K., \*Mills, J., Long, A. C. J., & Sanetti, L. M. H. (2014, February). *Investigating treatment integrity: Classroom management and student outcomes.*Poster presented at the Annual Convention of National Association of School Psychologists, Washington, DC.

\*\*Thompson, Y., & Long, A. C. J. (2013, November). *Implementation intentions effect on treatment integrity to a classroom management system.* Poster presented at the Louisiana State University Undergraduate Research Forum, Baton Rouge, LA.

\*Byron, J. R., \*Gallucci, J., \*Byrne, D. C., Long, A. C. J., & Sanetti, L. M. H. (2013, May). *A comparison of implementation planning methods: Online versus in-person.* Poster presented at the Center for Behavioral Education and Research Student Research Symposium, Storrs, CT.

\*Byron, J. R., \*Kim, J. S., \*Mills, J., \*Williamson, K., \*Gallucci, J., Long, A. C. J., & Sanetti, L. M. H. (2013, May). *Examining multiple tiers of supports for teachers’ intervention implementation within Project PRIME.* Poster presented at the Center for Behavioral Education and Research Student Research Symposium, Storrs, CT.

\*Williamson, K., \*Mills, J., \*Byron, J. R., Long, A. C. J., & Sanetti, L. M. H. (2013, May). *Investigating teachers’ adherence to classroom management plans and relationships to student outcomes.* Poster presented at the Center for Behavioral Education and Research Student Research Symposium, Storrs, CT.

\*Byron, J. R., \*Collier-Meek, M. A., Sanetti, L. M. H., Long, A. C. J., & Kratochwill, T. R. (2012, August). *Barriers to implementation: Teachers’ perspectives from a statewide survey.* Poster presented at the Annual Convention of the American Psychological Association, Orlando, FL.

\*Byron, J. R., Sanetti, L. M. H., & Long, A. C. J. (2012, August). *An evaluation of action and coping planning as a strategy to increase treatment integrity.* Poster presented at the Annual Convention of the American Psychological Association, Orlando, FL.

Long, A. C. J., \*Collier-Meek, M. A., \*Kim, J. S., & Sanetti, L. M. H (2012, August). *Promoting treatment integrity: A review of adult behavior change models*. Poster presented at the Annual Convention of the American Psychological Association, Orlando, FL.

Sanetti, L. M. H., Long, A. C. J., & \*Byron, J. R. (2012, August). *Validating an intervention implementation intention and sustainability self-efficacy measure*. Poster presented at the Annual Convention of the American Psychological Association, Orlando, FL.

\*Byron, J. R., \*Byrne, D., \*Collier-Meek, M. A., Long, A. C. J., & Sanetti, L. M. H. (2012, May). *Implementation planning as a strategy for increasing treatment integrity.* Poster presented at the Center for Behavioral Education and Research Student Research Symposium, Storrs, CT.

\*Collier-Meek, M. A., \*Gallucci, J. J., \*Kim, J. S., \*Byron, J. R., Long, A. C. J., & Sanetti, L. M. H. (2012, May). *Teachers’ perspectives on barriers to implementation.* Poster presented at the Center for Behavioral Education and Research Student Research Symposium, Storrs, CT.

\*Gallucci, J. J., \*Onuegbulem, C., \*Altschaefl, M., Long, A. C. J., & Sanetti, L. M. H. (2012, May). *Introduction to implementation planning and an example of its use in a class-wide behavior intervention.* Poster presented at the Center for Behavioral Education and Research Student Research Symposium, Storrs, CT.

Long, A. C. J., Sanetti, L. M. H., & Neugebauer, S. (2012, February). *Validating the implementation intention and self-efficacy measure.* Poster presented at the Annual Convention of the National Association of School Psychologists, Philadelphia, PA.

Sanetti, L. M. H., Long, A. C. J., \*Byron, J. R., & Neugebauer, S.R. (2012, August). *Validating an intervention implementation intention and sustainability self-efficacy measure.* Poster presented at the Annual Convention of the American Psychological Association, Orlando, FL.

Sanetti, L. M. H., Long, A. C. J., & Kratochwill, T. R. (2011, August). *Not reinventing the wheel: Adaptation of a theory of behavior change for use in education.* Poster presented at the Global Implementation Conference, Washington, DC.

Sanetti, L. M. H., Long, A. C. J., & Kratochwill, T. R. (2011, August). *Adult behavior change: A prerequisite for high levels of treatment integrity in schools*. Poster presented at the Annual Convention of the American Psychological Association, Washington, DC.

Sanetti, L. M. H, Long, A. C. J., & Kratochwill, T. R. (2011, August). *Survey of educators’ planning of intervention implementation.* Poster presented at the Annual Convention of the American Psychological Association, Washington, DC.

\*Collier-Meek, M. A., \*Fallon, L. M., Long, A. C. J., & Sanetti, L. M. H. (2011, May). *Integrating a model of adult behavior change into school-based treatment integrity: An introduction to Project PRIME*. Poster presented at the Center for Behavioral Education and Research Student Research Symposium, Storrs, CT.

(Long) James, A. C., Roberts, J. E. & Bailey, D. (2007, March). *Father presence as a predictor of maternal stress and quality of life in families with children with fragile X syndrome.* Poster presented at the Annual Meeting of the Gatlinburg Conference on Research and Theory in Intellectual and Developmental Disabilities, Annapolis, MD.

**EDITORIAL, REVIEWER, & PROFESSIONAL ROLES**

1/2023 – present **Associate Editor,** Journal of Child and Family Studies

1/2021 – present **Associate Editor,** Assessment for Effective Intervention

1/2020 – present **Chair/Member**, APA Division 16 Committee on Ethnic Minority Affairs

1/2019 – 1/2020 **Editorial Board Member**, School Psychology Review

10/2018 – present **Editorial Board Member**, Journal of School Psychology

6/2018 – present **Editorial Board Member**, School Psychology International

3/2018 – 1/2020 **Editorial Board Member**, Journal of Educational and Psychological Consultation

10/2017 – 2020 **Editorial Board Member**, Assessment for Effective Intervention

1/2016 – present **Editorial Board Member**, School Psychology (formerly School Psychology Quarterly)

2011 – present **Ad hoc Reviewer**

* Contemporary School Psychology
* Journal of Clinical Psychology
* Psychology in the Schools
* Routledge / Taylor and Francis Group (Book Proposal Reviewer)
* School Psychology Review

**UNIVERSITY SERVICE**

**University:**

**Consultant/Trainer,** National Center for Biomedical Research and Training (NCBRT), Louisiana State University (6/2020-9/2020)

**LSU Hurricane Experts media list member,** Division of Strategic Communications, Office of Research & Economic Development, Louisiana State University (2016-present)

* Areas of Expertise: Child and school psychology. Wrote the tip sheets for LSU staff and community parents: *Common Reactions to Crisis Events* and [*Helping Kids Cope with Traumatic Events*](http://www.lsu.edu/mediacenter/02psych_long_tipsheet.php)

**Faculty Representative**,Undergraduate student recruitment for theCollege of Humanities & Social Sciences, Louisiana State University (2013-present)

**Member**, Workforce Development Group, The Child & Family Evidence-Based Practice Consortium (2011-2013)

**Member,** Women of Color Events Committee, University of Connecticut (2011-2013)

**Department:**

**Member/Chair**, Committee on Diversity and Outreach in Psychology, Louisiana State University (1/2015 –

present)

**Director**, Student-Athlete Psychoeducational Testing Services, Psychological Services Center, Louisiana

State University (2014-2016)

**Member**, Psychology Tenure-Track Faculty Search Committee, Louisiana State University (*n* = 6)

**Chair**, Psychology Tenure-Track Faculty Search Committee, Louisiana State University (*n* = 1)

**Invited Community Lectures & Trainings**

Long, A. C. J. (2021, November). *Responsive and equitable behavioral intervention: Implementation that makes a difference*. Stronger Together Fall 2021 Training Conference, NOLA Public Schools, New Orleans, LA.

Long, A. C. J. (2021, March). *Towards empirically supported, culturally responsive practice*. Department of Psychology, Tulane University, New Orleans, LA.

Long, A. C. J. (2021, January). *Anti-bias and educational equity: The incendiary nature of minority stress*. Lusher Charter School, New Orleans, LA.

Long, A. C. J., & Clark, K. (2020, August). *Psychological first aid for the classroom: Responding to the current COVID-19 and race-based events.* Lusher Charter School, New Orleans, LA.

Long, A. C. J., & Harman, J. (2016, November). *Let’s mutually enhance the effectiveness of teams: Decision-making without bias.* ExxonMobil, Baton Rouge, LA.

Long, A. C. J. (2016, February). *Annual 8th grade career day.* Sherwood Middle Academic Magnet School, Baton Rouge, LA.

Long, A. C. J. (2015, November). *Effective classroom behavior management: Evidence-based strategies for schools implementing positive behavior intervention and supports.* Professional development training conducted at Celerity Charter Schools, Baton Rouge, LA.

Long, A. C. J. (2015, February). *Annual 8th grade career day.* Sherwood Middle Academic Magnet School, Baton Rouge, LA.

Long, A. C. J., & Fletcher, S. P. (2014, August). *Effective classroom behavior management: Evidence-based strategies for schools implementing positive behavior intervention and supports.* Professional development training conducted at Dufrocq Elementary School, East Baton Rouge Parish School System, Baton Rouge, LA.

Long, A. C. J., & Fletcher, S. P. (2014, August). *Effective classroom behavior management: Evidence-based strategies for schools implementing positive behavior intervention and supports.* Professional development training conducted at Greenbrier Elementary School, East Baton Rouge Parish School System, Baton Rouge, LA.

Long, A. C. J., Bolognino, S. J., & Fletcher, S. P.,(2014, October). *Effective classroom behavior management: Evidence-based strategies for schools implementing positive behavior intervention and supports.* Professional development training conducted at Louisiana Key Academy, Baton Rouge, LA.

Sanetti, L. M. H., & Long, A. C. J. (2012, May). *Understanding and promoting treatment integrity.* Technical assistance training conducted at the Northeast PBIS Forum, Cromwell, CT.

**CLINICAL PROFESSIONAL POSITIONS**

2019-2022 **Psychologist**, Family Behavioral Health Center, Baton Rouge, LA

2011-2012 **Psychologist**, Institute of Professional Practice, Inc., Woodbridge, CT

2009-2010 **Postdoctoral Psychology Fellow**, 3-C Institute for Social Development/3-Family

Services, P.A., Cary, NC

2008- 2009 **Child-Youth Clinical Psychology Intern,** Central Regional Hospital, Raleigh, NC

2007 - 2008 **Psychology Extern,** The Clinical Center for the Study of Development and Learning (CDL), University of North Carolina - Chapel Hill, NC

2006 - 2007 **Psychology Extern,** John Umstead Hospital, Butner, NC

2005 - 2006 **Psychology Extern,** Dorothea Dix Hospital Child Psychiatric Outpatient Clinic, Raleigh,

 NC

2004 - 2005 **School Psychology Advanced Extern,** Guilford County Public Schools, Greensboro,

 NC

2003 - 2004 **School Psychology Extern,** Durham Public Schools, Durham, NC

2003 – 2008 **Graduate Research Assistant**, Frank Porter Graham Child Development Institute,

University of North Carolina - Chapel Hill, Chapel Hill, NC

2002 - 2003 **Community Outreach Member,** AmeriCorps Hillsborough Reads, Hillsborough

County, Tampa, FL

**PROFESSIONAL AFFILIATIONS**

* **Member**,American Psychological Association
* **Member,** Louisiana School Psychological Association
* **Member**,National Association of School Psychologists
* **Member,** The Society for Personality and Social Psychology