

CURRICULUM VITA OF LINDSEY M. O'BRENNAN

Licensed Psychologist (PY 10190) and Education Researcher
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EDUCATION

- 2007-2012 **Doctor of Philosophy, University of California Santa Barbara, Santa Barbara, CA**
Department of Counseling, Clinical, and School Psychology
Combined PhD with emphasis in School Psychology
Dissertation: *A Multilevel Examination of Students' Problem Behavior: The Importance of School Climate and Classroom Contextual Factors*
- 2011-2012 **APA-Accredited Predoctoral Internship, Baltimore, MD**
VA Maryland Health Care System/University of Maryland School of Medicine
Psychology Consortium
Track: School Mental Health
- 2005-2007 **Masters of Arts, Catholic University of America, Washington, DC**
Emphasis: General Psychology, June 2007
Thesis: *Relations Between Students' Perceptions of School Connectedness and Peer Victimization*
- 2001-2005 **Bachelor of Arts, Loyola University Maryland, Baltimore, MD**
Major/Minor: Psychology and Fine Arts
Graduated Cum Laude June 2005
Semester Abroad: Bangkok, Thailand; May – November 2003

PROFESSIONAL EXPERIENCE

OWNER AND LEAD PSYCHOLOGIST

Aug. 2018 – Current

Morningstar Wellness, PLLC, Tampa FL

Business owner and lead psychologist at clinical private practice that provides individual and group counseling, coaching, and consultation services to individuals, families, and organizations. The practice specializes in treating adolescents and adults dealing with anxiety, depression, low self-esteem, difficult life transition, identity development, and stress due to school, work, and home demands utilizing cognitive-behavior therapy, motivational interview, and positive psychology modalities.

POSTDOCTORAL FELLOW

Sept. 2015 – Current

University of South Florida, School Psychology Program, Tampa, FL

Supervisors: Shannon Suldo, PhD and Elizabeth Shaunessy-Dedrick, PhD

Serve as a Project Coordinator on an Institute for Education Sciences (IES) Goal 2 grant, "Facilitating Academic Success and Emotional Well-being among High School Students in Accelerated Curricula" (R305A150543; PI Suldo and Co-PI Shaunessy-Dedrick). Took a leadership role in the development and implementation of the (1) *Advancing Coping and Engagement (ACE) Program*, a 12-week, manualized universal curriculum addressing coping skills and school engagement for students taking AP and IB courses, and (2) *Motivation, Assessment, and Planning (MAP) Intervention*, an individualized motivational interviewing coaching intervention for youth at-risk for academic or emotional difficulties.

PROJECT DIRECTOR**Mar. 2014 – Sept. 2015***Psychological Assessment Resources (PAR), Inc., Lutz, FL**Supervisors: Travis White, PhD and Bob Smith, PhD*

Directly managed the research and development of new psychological assessments and software programs that result in highly marketable and profitable products for psychologists, medical professionals, and other mental health clinicians. Specially, I led the project development on DBRConnect (school-wide online student behavior tracking system), the Emotional Disturbance Decision Tree – Student Report (EDDT-SR), and revising the Personality Assessment Inventory (PAI).

POSTDOCTORAL FELLOW**July 2012 – Mar. 2014***Johns Hopkins University Bloomberg School of Public Health, Dept. of Mental Health**Child Mental Health Services Training Grant funded by National Institute of Mental Health**Supervisors: Catherine Bradshaw, PhD and Phil Leaf, PhD*

Through a NRSA Institutional Research Training fellowship (PI Leaf, T32 MH019545-21), applied advanced quantitative statistical analyses (latent class analysis, hierarchical linear modeling) to address salient research questions within the area of youth violence prevention and the enhancement of school-wide protective factors. Also served as a consultant on the Johns Hopkins CDC-funded Center for the Prevention of Youth Violence grant (PI Leaf, #1U01CE001954-02), targeting high-risk youth in Baltimore City public schools. Assisted teachers and administrators in the implementation of Positive Behavior Interventions & Supports (PBIS), Olweus Bullying Prevention Program (OBPP), and Coping Power Program.

PREDOCTORAL PSYCHOLOGY INTERN**June 2011 – June 2012***National Center for School Mental Health, University of Maryland School of Medicine; Baltimore, MD**Supervisors: Nancy Lever, PhD, Sharon Stephan, PhD, and Nicole Evangelista, PhD*

Provided full continuum of clinical services to general education students attending a Baltimore City elementary school (grades K - 5) including individual and group counseling services, comprehensive psychological evaluations, individualized treatment plans, consultation with family members, teachers, and other school staff, and in-service trainings with school staff related to children's mental health and staff well-being.

SCHOOL PSYCHOLOGY EXTERN**June 2009 – May 2011***El Puente Community School; Santa Barbara, CA**Supervisors: Erin Galbraith, M.Ed., NCSP and Michael Furlong, PhD*

Provided direct clinical interventions to juveniles (ages 14-18) in a court ordered/community school including intellectual and social-emotional assessments for students' Individual Education Plans (IEPs), group counseling for anger management and social-emotional concerns, and classroom behavior support plans for students showcasing academic and social-emotional concerns.

SCHOOL PSYCHOLOGY ADVANCED PRACTICUM STUDENT**Aug. 2008 – June 2009***Carpinteria Unified School District, Carpinteria, CA**Supervisors: Rondi Campbell, MA, NCSP, and Jill Sharkey, PhD*

Provided direct intervention to students attending one elementary and one high school while receiving direct and indirect supervision from a credentialed school psychologist. Duties included conducting intellectual and social-emotional assessments for students' Individual Educational Plans (IEPs), writing and presenting psychoeducational reports related to disability eligibility, providing individual and group counseling, collaborating and consulting with teachers and staff regarding behavior support plans, and assisting during crisis response situations.

GRADUATE RESEARCH ASSISTANT**Sept. 2007 – June 2012***University of California, Santa Barbara; Santa Barbara, CA**Supervisor: Michael Furlong, PhD*

Evaluated and implemented the Safe Schools/Healthy Student (SS/HS) Initiative, a federally funded program that aims to promote safe and healthy environments among schools in Carpinteria, CA school district. Also, served as the editorial assistant for the *Journal of School Violence*, and assisted editors Michael Furlong PhD and Douglas Smith PhD on editorial tasks with the aim of furthering the development of the Journal.

GRADUATE RESEARCH ASSISTANT**May 2006 – Aug. 2011***Johns Hopkins University, Bloomberg School of Public Health, Baltimore, MD**Supervisors: Catherine Bradshaw, PhD and Philip Leaf, PhD*

Examined the effects of a longitudinal state-wide study of Positive Behavioral Interventions & Supports (PBIS) on elementary school children's behavioral outcomes. In addition, I collaborated with Dr. Catherine Bradshaw, JHU School of Public Health professor, in examining research on bullying, peer victimization, and school climate from a multi-level and public health perspective.

TEACHING AND SUPERVISION EXPERIENCE**CLINICAL SUPERVISOR****August 2018-Current***University of South Florida, School Psychology Program*

Provide clinical supervision to school psychology doctoral students completing their internship in Pasco County. Coordinate with school psychology faculty and onsite supervisors to ensure interns are providing evidence-based services to students and their families.

ADJUNCT PROFESSOR**Sept. 2015 – July 2018***University of South Florida, School Psychology Program*

Taught the Advanced Practicum: Child & Adolescent Psychology course (EDG 7931 011) in Fall and Spring of 2015-16, 2016-17, 2017-18 academic years. Served as the University supervisor for approximately 7-9 school psychology doctoral students completing their school mental health practicum experience. Taught the Social Psychology course (EDF 6938 003) in Summer 2016 and 2018 semester to 20 doctoral students per semester in the College of Education. Class discusses important social psychology areas of study including conformity, persuasion, social cognition, prejudice, and human aggression.

TEACHING ASSOCIATE**Aug. 2012 – Aug. 2013***Loyola University Maryland, School Counseling Graduate Program*

Taught the Educational Testing & Measurements course (GC-606-601) in the Fall '12 and Spring '13 semesters, and Research & Evaluation course (GC-600-601) in Summer '13 semester to school counseling students in the graduate program.

CLINICAL SUPERVISOR**Aug. 2011 – June 2012***University of Maryland School Mental Health Program*

Responsibilities include being the on-site peer supervisor for a master's level counseling psychology graduate student by assigning cases and providing assistance/training with regard to the intake process, case conceptualization, development of treatment plans, crisis intervention, and classroom prevention.

GRADUATE SUPERVISOR**June 2009 – May 2011***University of California, Santa Barbara; Santa Barbara, CA*

Supervised 6 undergraduate students enrolled in Independent Research in Psychology course (Psy 199). Students assisted in a school-wide study examining the effects Positive Behavioral Interventions &

Supports (PBIS) on students' social-emotional and academic functioning in an alternative high school setting. Course credit was based on student's completion of research tasks (i.e., data entry, data analysis, and development of factsheets) and final paper.

PUBLICATIONS

Journal Articles

- Suldo, S. M., **O'Brennan, L. M.**, Storey, E. D., & Shaunessy-Dedrick, E. (2018). "But I've never had to study or get help before!": Supporting high school students in accelerated courses. *NASP Communiqué*, *46*, 1, 18-21.
- O'Brennan, L.**, Pas, E. T., & Bradshaw, C. P. (2017). Multilevel Examination of Burnout among High School Staff: Importance of Staff and School Factors. *School Psychology Review*, *46*, 165-176.
- O'Brennan, L. M.**, Waasdorp, T. E., Pas, E. T., & Bradshaw, C. P. (2015). Long-term effects of school bullying on social-emotional functioning: A comparison of students in general and special education. *Remedial and Special Education*, *36*, 275-285.
- Racz, S. J., **O'Brennan, L. M.**, Bradshaw, C. P., & Leaf, P. J. (2015). The influence of family and teacher factors on early disruptive school behaviors: A latent profile transition analysis. *Journal of Emotional and Behavioral Disorders*, *24*, 67-81.
- Pas, E. T., Cash, A. H., **O'Brennan, L. M.**, Debnam, K. J., & Bradshaw, C. P. (2015). Profiles of high school student behavior in the classroom: Associations with teacher behavior management strategies and classroom composition. *Journal of School Psychology*, *53*, 137-148. doi:10.1016/j.jsp.2014.12.005
- Mendelson, T., Tandon, S. D., **O'Brennan, L. M.**, Leaf, P. J., Ialongo, N. S. (2015). Brief Report. Moving prevention into schools: The impact of a trauma-informed school-based intervention. *Journal of Adolescence*, *43*, 142-147.
- O'Brennan, L. M.**, Waasdorp, T. E., & Bradshaw, C. P. (2014). Strengthening bullying prevention through school staff connectedness. *Journal of Educational Psychology*, *106*, 870-880. doi: 10.1037/a0035957.
- O'Brennan, L. M.**, Bradshaw, C. P., & Furlong, M. J. (2014). Influence of classroom and school climate on teacher perceptions of student problem behavior. *School Mental Health*, *6*, 125-136. doi: 10.1007/s12310-014-9118-8.
- Bradshaw, C. P., Waasdorp, T. E., **O'Brennan, L.**, & Gulemetova, M. (2013). Teachers' and education support professionals' perspectives on bullying and prevention: Findings from a National Education Association (NEA) survey. *School Psychology Review*, *42*, 280-297.
- Bradshaw, C. P., Waasdorp, T. E., & **O'Brennan, L.** (2013). A latent class approach to examining forms of peer victimization. *Journal of Educational Psychology*, *105*, 839-849.
- Furlong, M. J., **O'Brennan, L. M.**, & You, S. (2011). An examination of the psychometric properties of the school connectedness scale across 18 socio-cultural groups. *Psychology in the Schools*, *48*, 986-997.
- Waasdorp, T. E., Pas, E. L., **O'Brennan, L. M.**, & Bradshaw, C. P. (2011). A multilevel perspective on the climate of bullying: Discrepancies among students, school staff, and parents. *Journal of School Violence*, *10*, 115-132.
- O'Brennan, L. M.**, & Furlong, M. F. (2010). Relations between students' perceptions of school connectedness and peer victimization. *Journal of School Violence*, *9*, 375- 391.
- Bradshaw, C. P., Mitchell, M. M., **O'Brennan, L. M.**, & Leaf, P. J. (2010). Multilevel exploration of factors contributing to the overrepresentation of African American students in office disciplinary referrals. *Journal of Education Psychology*, *102*, 508-520.
- Furlong, M. J., Ritchey, K., & **O'Brennan, L. M.** (2009). Developing norms for the California Resilience Youth Development Module: Internal assets and school resources subscales. *California School Psychologist*, *14*, 35-46.

- Bradshaw, C. P., Sawyer, A. L., & **O'Brennan, L. M.** (2009). A social disorganization perspective on bullying-related attitudes and behaviors: The influence of school context. *American Journal of Community Psychology, 43*, 204-220.
- O'Brennan, L.**, Bradshaw, C. P., & Sawyer, A. (2009). Social-emotional problems among frequent bullies, victims, and bully/victims: Implications for prevention and intervention through schools. *Psychology in the Schools, 46*, 100-115.
- Sawyer, A., Bradshaw, C., & **O'Brennan, L.** (2008). Examining ethnic, gender, and developmental differences in the way children report being a victim of "bullying" on self-report measures. *Journal of Adolescent Health, 43*, 106-114.
- Bradshaw, C. P., **O'Brennan, L.**, & Sawyer, A. (2008). Examining the relationship among frequent involvement in bullying, school connectedness, and social norms of aggression. *Professional School Counseling, 12*, 10-21.
- Bradshaw, C. P., **O'Brennan, L. M.**, & McNeely, C. (2008). Core competencies and the prevention of school failure and early school leaving. In N. G. Guerra & C. P. Bradshaw (Eds.), *Core Competencies to Promote Positive Youth Development and Prevent Adolescent Risk Behavior. New directions in Child and Adolescent Development, 122*, 19-32.
- Bradshaw, C. P., Sawyer, A., & **O'Brennan, L.** (2007). Bullying and peer victimization at school: Perceptual differences between students and school Staff. *School Psychology Review, 3*, 361-382.

Edited Book Chapters and Other Publications

- Suldo, S. M., Parker, J., Shaunessy-Dedrick, E., & **O'Brennan, L.** (in press). Mental health interventions. In J. Fredricks, A. Reschly, & S. Christenson (Eds.), *Handbook of Student Engagement Interventions: Working with Disengaged Youth*. Elsevier Press.
- O'Brennan, L. M.**, & Furlong, M. F. (2018). Promoting Collaboration among Education Professionals to Enhance School Safety. In M. Mayer & S. Jimerson (Eds), *School Safety and Violence Prevention: Science, Practice, and Policy Driving Change*.
- Bradshaw, C. P., **O'Brennan, L. M.**, Waasdorp, T. E., Pas, E., Blumenstyk, J., Bartolo, D., & Leff, S. S. (2018). The New Frontier: Leveraging Innovative Technologies to Prevent Bullying. In A. T. Vazsonyi, D. J. Flannery, & M. DeLisi (Eds.), *Cambridge Handbook of Violent Behavior and Aggression (2nd Ed.)*. New York, NY: Cambridge University Press.
- O'Brennan, L. M.**, & Bradshaw, C. P. (2017). Bullying and School Climate. In C. P. Bradshaw (Ed), *Handbook on Bullying Prevention: A Lifecourse Perspective*. Washington, DC: National Association of Social Workers (NASW) Press.
- Waasdorp, T. E., **O'Brennan, L. M.**, & Bradshaw, C. P. (2017). The Role of Practitioners and Educational Support Professionals in Preventing Bullying. In C. P. Bradshaw (Ed), *Handbook on Bullying Prevention: A Lifecourse Perspective*. Washington, DC: National Association of Social Workers (NASW) Press.
- O'Brennan, L. M.**, & Furlong, M. J. (2016). Interventions for School Violence. In L. Theodore (Ed), *Handbook of Applied Interventions for Children and Adolescents*. New York, NY: Springer.
- O'Brennan, L. M.**, & Bradshaw, C. P. (2013, October). *Importance of school climate* (Research Brief). Washington, DC: National Education Association.
- O'Brennan, L.**, Furlong, M., O'Malley, M. D. & Jones, C. N. (2013). The Influence of School Contexts and Processes on Violence and Disruption. In P. Garner, J. Kauffman & J. Elliott (Eds), *The SAGE Handbook of Emotional & Behavioral Difficulties* (2nd Ed). Thousand Oaks, CA: Sage.
- O'Brennan, L.**, & Stephan, S. (2013). Diagnosing Behavioral Health and Behavioral Concerns. In D. C. Wiley & A. C. Cory (Eds.), *Encyclopedia of School Health*. Thousand Oaks, CA: Sage.
- Lever, N., Lindsey, M., **O'Brennan, L.**, & Weist, M. (2013). Pre-service Training for School Mental Health Clinicians. In M. Weist, N. Lever, C. Bradshaw, & J. Owens (Eds.), *Handbook of School Mental Health* (2nd ed.). New York, NY: Kluwer Academic/Plenum Publishers.
- Sharkey, J. D., Furlong, M. J., Dowdy, E., Felix, E. D., **O'Brennan, L.**, & Ritchey, K. (2012). The United States Safe Schools/Healthy Students Initiative: Turning a national initiative into local action. In

- S. R. Jimerson, A. B. Nickerson, M. J. Mayer, & M. F. Furlong (Eds.), *The Handbook of School Violence and School Safety: International Research and Practice* (pp. 487-502). New York, NY: Routledge.
- Furlong, M. J., & **O'Brennan, L. M.** (2010). Review of the Behavioral and Emotional Screening System (BASC–2 BESS). In B. S. Plake, J. C. Impara, & R. A. Spies (Eds.), *The eighteenth mental measurements yearbook*.
- O'Brennan, L. M.**, & Bradshaw, C. P. (2009). Helping school staff identify and understand the effects of bullying. In S. Hymel & S. Swearer (Eds.), *Peer-reviewed special issue on bullying* published on Education.com.

Technical Reports

- Bradshaw, C. P., & **O'Brennan, L. M.** (2014). *NEA Bully Free School Climate Summit: Conference proceedings*. Washington, DC: National Education Association.
- Cunningham, J., **O'Brennan, L.**, Brandt, N. E., Lever, N., & Stephan, S. (January, 2012). *Health Care Reform: What School Mental Health Professionals Need to Know*. Baltimore, MD: Center for School Mental Health, Department of Psychiatry, University of Maryland School of Medicine.
- Bradshaw, C. P., Waasdorp, T. E., & **O'Brennan, L. M.** (2011). *Teachers and Education Support Professionals' Perspective on Bullying and Prevention*. Technical report prepared for the National Education Association, Washington, DC.
- Bradshaw, C. P., Waasdorp, T. E., & **O'Brennan, L.** (2010). *NEA Members' knowledge and experience with bullying questionnaire*. Survey instrument prepared for the National Education Association, Washington, DC.
- Bradshaw, C. P., Waasdorp, T. E., & **O'Brennan, L. M.** (2010). *Whole-school Approaches to Bullying Prevention: Engaging Teachers and Educational Support Professionals in the Prevention Process*. Technical report prepared for the National Education Association, Washington, DC.

PRESENTATIONS

- O'Brennan, L. M.**, Parker, J., Shum, K. Z., Storey, E., & Suldo, S. M. (February, 2018). *Integrating practical mindfulness strategies into a coping skills curriculum*. Paper presented at National Association of School Psychologists Annual Conference, Chicago, IL.
- Lee, J., Suldo, S. M., & **O'Brennan, L. M.** (February, 2018). *Increasing school psychologists' competency in motivational interviewing through supervised practice*. Paper presented at National Association of School Psychologists Annual Conference, Chicago, IL.
- Moseley, A., Hanks, C., Shum, K. Z., **O'Brennan, L. M.**, & Suldo, S. M. (February, 2018). *Evoking students' motivation: Capitalizing on strengths, values and goals*. Paper presented at National Association of School Psychologists Annual Conference, Chicago, IL.
- Hanks, C., Suldo, S. M., **O'Brennan, L. M.**, & Shaunessy-Dedrick, E. S. (February, 2018). *How much is too much: Extracurriculars and the overscheduling dilemma*. Paper presented at National Association of School Psychologists Annual Conference, Chicago, IL.
- Moseley, A., Suldo, S. M., & **O'Brennan, L. M.** (February, 2018). *Is all stress bad- Exploring eustress among high-achieving students*. Paper presented at National Association of School Psychologists Annual Conference, Chicago, IL.
- Shaunessy-Dedrick, E. Suldo, S. M., **O'Brennan, L. M.**, Parker, J., Moseley, A., Ferron, J., & Dedrick, R. F. (April, 2018). *Development of an intervention to support Advanced Placement and International Baccalaureate Students' Coping and Engagement*. Paper presented at the Annual Conference of the American Educational Research Association, NY, NY.
- Socie, D., **O'Brennan, L. M.**, Parker, J., Smith, H., & Nishikawa, C. (2018, February). *Field Reports on Doctoral Internships and Postdocs in School Psychology*. Symposium presented at National Association of School Psychologists Annual Conference. Chicago, IL.

- Dickinson, S., Harbor, R., **O'Brennan, L.**, & Raffaele Mendez, L. M. (2018, February). *Cognitive behavioral intervention for trauma in schools: A field application*. Paper presented at the annual conference of the National Association of School Psychologists (NASP), Chicago, IL.
- Dickinson, S., Harbor, R., **O'Brennan, L.**, & Raffaele Mendez, L. M. (2017, November). *Cognitive behavioral intervention for trauma in schools: Lessons learned*. Paper presented at the annual conference of the Florida Association of School Psychologists (FASP), Daytona Beach, FL.
- Suldo, S., **O'Brennan, L. M.**, Parker, J., Storey, E., Moseley, A., & Shum, K. Z. (2017, October). *Optimizing Academic Outcomes of High-Achieving High School Freshmen via a Multi-Tiered System of Supports for Mental Health*. Skill-building session to be presented at the annual conference on Advancing on School Mental Health. Washington, DC.
- Parker, J., **O'Brennan, L. M.**, Suldo, S., Hanks, C., Shum, K. Z., & Storey, E. (2017, October). *Promoting School Connectedness among High School Students in Stressful, Accelerated Curricula*. Skill-building session to be presented at the annual conference on Advancing on School Mental Health. Washington, DC.
- O'Brennan, L.**, Parker, J., Hanks, C., Shum, K. Z., & Suldo, S. (2017, February). *Fostering student engagement among high schoolers in accelerated curricula*. Mini-skills session presented at the National Association of School Psychologists (NASP) Annual Conference, San Antonio, TX.
- Suldo, S. M., Shaunessy-Dedrick, E., **O'Brennan, L.**, Storey, E., & Shum, K. Z. (2017, February). Evidence-based practices for supporting Advanced Placement and International Baccalaureate Students. Paper presented at the National Association of School Psychologists (NASP) Annual Conference, San Antonio, TX.
- O'Brennan, L. M.**, Parker, J., Storey, E., Gormley, R., Wang, H., & Suldo, S. (2016, November). *Integrating Mindfulness Strategies into a High School Coping Skills Curriculum*. Skill-building session presented at the annual meeting of the Florida Association for School Psychologists (FASP). Palm Harbor, FL.
- O'Brennan, L. M.**, Parker, J., Collier, A., Hanks, C., Shum, K., & Shaunessy-Dedrick, E. (2016, November). *Enhancing Student Engagement of High Schoolers in Accelerated Curricula*. Skill-building session presented at the annual meeting of the Florida Association for School Psychologists (FASP). Palm Harbor, FL.
- O'Brennan, L. M.** (2016, November). *DBR Connect: Using Technology in Screening and Progress Monitoring Assessment*. Skill-building session presented at the annual meeting of the Florida Association for School Psychologists (FASP). Palm Harbor, FL.
- Shaunessy-Dedrick, E., Suldo, S., **O'Brennan, L.**, Parker, J., Hanks, C., & Collier, A. (2016, September). *The Importance University School Partnerships: Integrating Student, Teacher, and Parent Voice into Evidence Based Practices*. Skill-building session presented at the annual conference on Advancing on School Mental Health. San Diego, CA.
- Suldo, S., Shaunessy-Dedrick, E., **O'Brennan, L.**, Storey, E., Gormley, R., & Shum, K. (2016, September). *Evidence-Based Practices for Supporting the Mental Health Needs of High-Achieving Youth in Stressful Academic Programs*. Skill-building session presented at the annual conference on Advancing on School Mental Health. San Diego, CA.
- O'Brennan, L. M.**, Riley-Tillman, T. C., & Chafouleas, S. (2016, February). *DBR Connect: Using Technology to Facilitate Assessment and Intervention*. Paper presented at the annual meeting of the National Association for School Psychologists, New Orleans, LA.
- O'Brennan, L. M.**, Pas, E. & Bradshaw, C. P. (2014, May). *Should I Stay or Should I Go? Multilevel Examination of High School Staff Members' Connectedness and Burnout*. Paper presented at the annual meeting of the Society for Prevention Research, Washington, DC.
- O'Brennan, L. M.**, Mendelson, T., & Tandon, D. (2014, March). *Effectiveness of a school-based universal prevention program on the social-emotional functioning of urban, middle school youth*. Paper presented at the biannual meeting of the Society for Research on Adolescence, Austin, TX.

- O'Brennan, L. M.,** Racz, S. J., Bradshaw, C. P., & Leaf, P. J. (2014, February). *Lessons learned from implementing evidence-based prevention programs in urban schools*. Paper presented at the annual meeting of the National Association for School Psychologists, Washington, DC.
- O'Brennan, L. M.,** & Bradshaw, C. P. (2013, November). *Building capacity for evidence-based bullying practices in urban middle schools*. Workshop symposium at the annual meeting of the International Bullying Prevention Association, Nashville, TN.
- Racz, S. J., **O'Brennan, L. M.,** Bettencourt, A., Bradshaw, C. P., & Leaf, P. (2013, May). *Influence of Family and Teacher Factors on Early Disruptive and Bullying Behaviors: A Latent Profile Transition Analysis*. Paper presented at the annual meeting of the Society for Prevention Research, San Francisco, CA.
- Pas, E., Cash, A., Debnam, K., **O'Brennan, L.,** & Bradshaw, C. (2013, May). *Observing the Relationship between Teacher Classroom Management Style and Student Behavior*. Paper presented at the annual meeting of the Society for Prevention Research, San Francisco, CA.
- O'Brennan, L.,** Racz, S., Bradshaw, C. P., & Furlong, M. (2013, April). *Impact of Classroom Behavioral Norms on Students' Disruptive Behavior*. Paper presented at the annual meeting of the Society for Research on Child Development, Seattle, WA.
- O'Brennan, L.,** Furlong, M. J., & Bradshaw, C. P. (2012, May). *A Multi-level Examination of Students' Problem Behavior: The Importance of School Climate and Classroom Contextual Factors*. Paper presented at the annual meeting of the Society for Prevention Research, Washington, DC.
- Waasdorp, T., **O'Brennan, L.,** & Bradshaw, C. P. (2012, May). *Examining the Link between Staff Connectedness and Bullying Prevention*. Paper presented at the annual meeting of the Society for Prevention Research, Washington, DC.
- O'Brennan, L.,** & Stephan, S. (2012, May). *School Mental Health Capacity Building at State and Local Levels*. Poster presented at the annual University of Maryland Department of Psychiatry Research Festival, Baltimore, MD.
- Lever, N. & **O'Brennan, L.** (2011, August). *Promoting Wellness in Clinicians, Students, and Families*. R01 South Carolina Fall Cohort Intensive Training, Myrtle Beach, SC.
- O'Brennan, L. M.,** Bradshaw, C. P., Pas, E. T., Ritchey, K., & Waasdorp, T. E. (2011, February). *Examining the Link between Bullying and School Connectedness*. Symposium to be presented at the annual meeting of the National Association for School Psychologists, San Francisco, CA.
- Ritchey, K., **O'Brennan, L. M.,** & Sullivan, K. (2011, February). *School climate, school connectedness, and the achievement gap*. Paper presented at the annual meeting of the National Association for School Psychologists, San Francisco, CA.
- Waasdorp, T. E., Bradshaw, C. P., & **O'Brennan, L. M.** (2011, March). *Examining the Relationship Between School Climate and Staff Interventions in Different Types of Bullying Situations*. Poster to be presented the Biannual Meeting for the Society for Research in Child Development (SRCD), Montreal, Quebec.
- Bradshaw, C. P., Waasdorp, T. E., & **O'Brennan, L. M.** (2010, June). *A Multilevel Perspective On Peer Victimization: Discrepancies Among Youth, Teacher, And Parent Views*. Paper presented at the annual meeting of the Society for Prevention Research, Denver, CO.
- Ritchey, K. M., **O'Brennan, L. M.,** & Furlong, M. J. (2010, March). *Increasing the Practicality of the California Resilience Youth Development Module*. Paper presented at the annual meeting of the National Association for School Psychologists, Chicago, IL.
- Furlong, M. J., **O'Brennan, L. M.,** & Ritchey, K. M. (2010, March). *California's Resilience Youth Development Module: Resources for Everyday Use*. Paper presented at the annual meeting of the California Association for School Psychologists, Santa Clara, CA.
- Mitchell, M. M., Bradshaw, C. P., **O'Brennan, L. M.,** & Leaf, P.J. (2009, November). *Multilevel exploration of factors contributing to the overrepresentation of African American students in office disciplinary referrals*. Poster to be presented at the annual meeting of the American Public Health Association. Philadelphia, PA.

- Bradshaw, C. P., Sawyer, A., & **O'Brennan, L.** (2009, April). *Examining Forms of Frequent Peer Victimization in Relation to Social-emotional Problems*. Paper presented at the Biannual Meeting for the Society for Research in Child Development (SRCD), Denver, CO.
- O'Brennan, L. M.**, & Furlong, M. J. (2009). *Examining the Relationship between School Connectedness and Student Well-being*. Paper presented at the Annual California Association of School Psychologists (CASP) Convention, Riverside, CA.
- O'Brennan, L.**, Sawyer, A., & Bradshaw, C. P. (2008, March). *Examining Developmental Differences in the Social-emotional Problems among Frequent Bullies, Victims, and Bully/Victims*. Poster presented at Biannual Meeting for the Society for Research on Adolescents (SRA), Chicago, IL.
- O'Brennan, L.**, Sawyer, A., & Bradshaw, C. P. (2007, April). *Understanding Child and Teacher Perceptions of School Bullying: Implications for Effective Prevention*. Poster presented at the Biannual Meeting for the Society for Research in Child Development (SRCD), Boston, MA.
- Sawyer, A., **O'Brennan, L.**, & Bradshaw, C. P. (2007, April). *Frequent Involvement in Bullying and Perceptions of the School Environment: Findings from a District-Wide Study*. Poster presented at the Biannual Meeting for Society for Research in Child Development (SRCD), Boston, MA.
- Fenzel, L., & **O'Brennan, L.** (2007, April). *Educating At-Risk Urban African American Children: The Effects of School Climate on Academic Achievement and Motivation*. Paper proposal presented at American Educational Research Association (AERA) Annual Meeting, Chicago, IL.
- Bradshaw, C., Sawyer, A., & **O'Brennan, L.** (2006, Nov). *Bullying and attitudes toward Retaliation: A Social Disorganization Perspective*. Paper presented at the American Society of Criminology, Los Angeles, CA.

Invited Talks, Webinars, and Workshops

- Orangetheory Fitness (August, 2018). *Transforming Your Challenges into Opportunities*. Member Wellness Workshop.
- Robinson High School (November, 2017). *Advancing Coping and Engagement among International Baccalaureate (IB) Students*. IB Parent Workshop.
- Hillsborough County School Psychologists (November, 2016). *Advancing Coping and Engagement among AP and IB Student: Piloting the ACE Program in Hillsborough County Schools*. Hillsborough County School Psychologists Colloquium Series.
- Strawberry Crest High School (August, 2016). *Advancing Coping and Engagement in your International Baccalaureate (IB) Program*. Freshman Orientation Workshop.
- National Association for Elementary School Principals (NAESP; February, 2014). *Preventing Bullying Part 1: Specific Strategies*. NAESP two-part webinar series on Bullying Prevention.
- University of Virginia, Curry School of Education (January, 2014). *Evidence-based Practices for Relational Aggression*. Curry School of Education's Young Women Leaders Program (YWLP) Colloquium Series.
- Gay, Lesbian, & Straight Education Network (GLSEN; November, 2013). *Enhancing school climate through Gay-Straight Alliances and bullying prevention programs*. Presentation for students and staff at Roland Park Elementary School, Baltimore City School District.
- Baltimore City Public School System (August, 2013). *Linking PBIS and Bullying Prevention*. Presentation at training for PBIS Returning Team Training in the Baltimore City Schools.
- St. Mary's College of Maryland (April, 2013). *Bullying and Youth Violence Prevention in Maryland Schools*. St. Mary's College Psychology Department Colloquium Series.
- University of Maryland, School of Medicine (November, 2013). *Thinking Outside the Bullying Box: Creating Safe Spaces for Children and Adolescents*. University of Maryland School of Medicine Department of Psychiatry Colloquium Series.
- Loyola University Maryland (December, 2011). *Psychoeducational assessments in the school setting*. Invited lecture for Dr. Nicole Evangelista's psychology graduate course Use of Tests in Counseling (PY 635).

Loyola University Maryland (December, 2011). *Collaborating with mental health professionals in the school setting*. Invited lecture for Dr. Janet Preis' speech-language pathology graduate course Ethics in the School Setting (SP656).

University of California, Santa Barbara (February, 2011). *Working with Adolescents: How to Get Teens to Open Up*. Professional development training for the Pathways Mentorship Program

Carpinteria Unified School District (April, 2010). *Behavior Management within Special Education Settings*. Professional development training for Special Education Support Professionals in Carpinteria Unified School District.

Council on Alcohol and Drug Abuse (August, 2009). *Behavior Management in the Classroom*. Professional development training for elementary and middle school counselors in Santa Barbara School District.

RELATED TRAINING

Sept 2016 *Motivational Interviewing Advanced Coaching Training*; Jon Lee, PhD
 Sept 2015 *Motivational Interviewing Advanced Training*; Angela Bethea-Walsh, PhD
 Dec 2013 *Classroom Check-up Coaching Model*; Elise Pas, PhD
 Aug 2013 *Cognitive Behavior Intervention for Trauma in Schools*; Sharon Stephan, PhD
 July 2013 *Positive Behavior Interventions and Supports (PBIS)*; PBIS Maryland Leadership Team
 Sept 2012 *Coping Power*; John Lochman, PhD, Nicole Powell, PhD, and Caroline Bowmeyer, PhD
 Aug. 2012 *Family Check-Up Model*; Thomas Dishion, PhD and Elizabeth Stromshak, PhD
 July 2012 *Olweus Bullying Prevention Program(OBPP)*; National OBPP Certified Trainers
 Aug 2011 *Common Elements Approach to Evidence Based Practice*; University of Maryland School of Medicine, Center for School Mental Health
 Aug. 2011 *Prevention and Management of Disruptive Behavior*; VA Maryland Health Care System
 Sept. 2009 *PREPaRE: School Crisis Prevention and Intervention Training*; Steven Brock, PhD and Shelley Hart, MA, NCSP
 Sept 2008 *Non-Violent Crisis Intervention Training*; Santa Barbara County SELPA
 Jan 2008 *Pivotal Response Training (PRT)*; Robert Koegel, PhD and Rosy Fredeen, PhD

AWARDS & HONORS

2016 Co-Author for Honorable Mention for Outstanding Article of the Year, *J. of School Psychology*
 2011 Gevirtz Graduate School of Education Travel Grant, UC Santa Barbara
 2010 Summer Institute Youth Violence Prevention Invited Attendee, Berkeley, CA
 2010 Graduate Division Dissertation Award, UC Santa Barbara
 2010 Hosford Fellowship Research Award, UC Santa Barbara
 2009 Gevirtz Graduate School of Edu. Dean's Council Scholar, UC Santa Barbara
 2009 Hosford Fellowship Research Award, UC Santa Barbara
 2009 Gevirtz Graduate School of Education Travel Grant, UC Santa Barbara
 2007 Quarter Block Grant, UC Santa Barbara
 2005 Psi Chi National Psychology Honors Society, Loyola College of Maryland

SERVICE

School Psychology Program Applicant Review	Since 2015
Reviewer, School Psychology Review	Since 2016
Reviewer, Review of Educational Research	Since 2016
Reviewer, Teaching and Teacher Education	Since 2015
Reviewer, Journal of Early Adolescence	Since 2013
Reviewer, Journal of Research on Adolescence	Since 2012

Reviewer, Community Mental Health	Since 2012
Reviewer, Behavior Modification	Since 2011
Reviewer, Progress in Community Health Partnerships	Since 2009
Reviewer, Journal of School Violence	Since 2008
Co-Reviewer, Journal of School Psychology Review	Since 2008
Graduate Student Representative, Student Affairs Committee	2007-2011

PROFESSIONAL AFFILIATIONS

National Association of School Psychologists (NASP)	2008-Present
Florida Association of School Psychologists (FASP)	2016-Present
American Psychological Association (APA)	2008-Present
Society for Prevention Research (SPR)	2010-2014
Society for Research on Child Development (SRCD)	2007-2014
Student Affiliates in School Psychology (SASP)	2008-2012
California Association of School Psychologists (CASP)	2007-2009
American Education Research Association (AERA)	2007-2009