**Shereen Naser, Ph.D., M.S.**

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**Academic Employment**

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| August 2016- Present | Assistant Professor, *Cleveland State University* |
| July 2015- July 2016 | Visiting Assistant Professor, *Tulane University* |
| August 2014 – May 2015 | Adjunct Professor, *Tulane University* |

**Certifications**

School Psychologist professional pupil services license, OH3266771

School Psychology certification, Louisiana AN535866

**Education**

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| 2013-2014 | **Predoctoral Internship (APA Accredited)**  **Louisiana School Psychology Internship Consortium**  School Psychologist and Response to Intervention Coordinator for New Orleans College Prep Charter schools.  Supervisor: George Herbert, Ph.D., licensed clinical psychologist |
| 2011-2014 | **Doctor of Philosophy, Psychology**  School Psychology Program, APA Accredited Department of Psychology, Tulane UniversityTulane University, New Orleans, LA Dissertation: Behavioral and Emotional Screening Systems in the  School Context (March 2014)  Advisor; Stacy Overstreet, Ph.D. |
| 2008-2011 | **Master of Science, Psychology** School Psychology Program, APA AccreditedDepartment of Psychology *Tulane University, New Orleans, LA*  Thesis: Evaluating the Effects of Substance Use on Posttraumatic Stress Symptoms in a Community Sample of Female Adolescents Following Hurricane Katrina (September 2011)  Advisor; Stacy Overstreet, Ph.D. |
| 2004-2008 | Bachelor of Science in Psychology with honors  Department of Psychology  *University of Texas, Austin, TX*  Thesis: Occupational Choice Motivation in 3rd Grade  Advisor; Rebecca Bigler, Ph.D. |

**Grants**

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| **Internal Funding** | |
| 2020 | **Naser, S.**, Goncy, L., Clonan-Roy, K., & Fuller, K.. *The contribution of the school setting to LGBTQ+ youth health outcomes and feelings of safety; Assessing the impact of school closure due to COVID-19 on LGTBQ+ youth*. Covid 19 Rapid Response Grant.  ($3,000) |
| 2019  2018  2018  2018 | **Naser, S.**, Goncy, L., Clonan-Roy, K., & Fuller, K.. *Sexual education experiences of transgender and gender nonconforming youth.* Undergraduate summer research award.  ($4,000)  Fuller, K. (Co-PI), Clonan-Roy, K. (Co-PI), **Naser, S., (Co-I)**, & Goncy, E., (Co-I).  *Research on the Health of Transgender and Gender Nonconforming Populations* Multicollege Interdisciplinary Research Program (MIRP)  ($24, 959.00)  **Naser, S. (Co-PI)** & Goncy, E. (CO-PI)  *Understanding gender differences in early adolescent decisions to use drugs and alcohol*  Undergraduate Summer Research Award  ($3,945.00)  Goncy, E., (PI), **Naser, S., (Co-I)**, & Fuller, K. (Co-I)  *Determining mechanisms to explain gender differences in early adolescence substance use.*  Center for Behavioral Health Sciences and Office of Research.  ($4,800) |
| 2018 | **Naser, S. (PI)**  *Using a child rights lens to develop social emotional learning programming*  CSU Department of Education Action Research Project Grant  ($500) |
| 2017 | **Naser, S. (Co-PI)** & Goncy, E. (CO-PI)  *Understanding gender differences in early adolescent decisions to use drugs and alcohol*  Undergraduate Summer Research Award Multi-college Interdisciplinary Research Program.  ($7,772.00) |
| 2016 | **Naser, S. (PI)**  *Using action research to develop a social emotional learning program* CSU Department of Education Action Research Project Grant  ($500) |

**External Funding**

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| *Submitted*  2020  2019  2018, 2019  2018  2016 | Brann, K., **Naser, S.**, Cole, B., Robison, D., Meehan, C.  Parent/Guardian Engaged Screening and Referral Process to Promote Equitable Access to Mental Health Supports. Research Grant Submitted to William T Grant Foundation.  Submitted, not funded ($300,000).  Fuller, K. (Co-PI), Clonan-Roy, K. (Co-PI), **Naser, S., (Co-I),** & Goncy, E., (Co-I).  The health of sexual and gender minority populations: The role of adult and peer relationships in the health information seeking behavior of SGM youth  National Institute of Health (R01) PA-18-040  Submitted, under review ($1,319,500.00)  **Naser, S., (Co-PI),** & Brann, K. (Co-PI).  *Using an integrated data-based referral framework to reduce disproportionality in school discipline referrals and increase access to mental health prevention and intervention services for marginalized youth.*  William T. Grant Foundation, Officers Grant  $49,652.  Submitted, funded Spring 2019.  **Naser, S., (Co-PI),** & Brann, K. (Co-PI).  *Using an integrated data-based referral framework to reduce disproportionality in school discipline referrals and increase access to mental health prevention and intervention services for marginalized youth.*  William T. Grant Foundation  $300,000.  Submitted, not funded. Spring, 2018  DeBooth, K., (Co-PI), **Naser, S., (Co-PI)**, Purcell, T., (Co-I)  *Multisensory, play-based intervention for preschool children. A pilot study of an occupational therapy program for preschool children that advances social emotional learning*.  National Institute of Health  Submitted, not funded. Spring 2017 |
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**Honors and Awards**

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| 2019 | College Merit Recognition Award for Research (highest level) |
| 2019 | Department Level Research Award |
| 2018 | School Psychology Research Collaboration Conference Early Career Scholar for 2019 |
| 2017, 2019, 2020 | Presentation invited to become a documented session for the National Association for School Psychology (NASP). |
| 2015 | American Psychological Association, Psychology Summer Institute Minority Research Fellow |
| 2014 | Tulane 34 recipient in recognition of exemplary leadership, service and academic excellence |
| 2012 | APA Div. 16 Outstanding Student Presentation Award |
| 2012 | W.L. Bergeron Memorial Scholarship recipient recognizing Louisiana School Psychology Associations Graduate Student of the Year |

**Scholarship**

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| **Peer Reviewed Publications:**  Verlenden, J., **Naser, S**., & Brown, J. (2020). Universal screening for behavioral and emotional risk; The cornerstone of prevention programming in multi-tiered systems of support. *Educational Policy.*  **Naser, S.,** Aurora, P., Verlenden, J., Braun, L.\*, Smith, R.\* & Nastasi, B (2019). Utilizing PCSIM to create a social emotional learning program using the U.N. convention on the rights of the child. *School Psychology International.* |
| **Naser, S.,** & Dever, B., (2019) Mapping trajectories of behavioral and emotional risk among predominantly African American youth across the middle school transition. *School Psychology Review.*  **Naser, S**., & Dever, B. (2019). Teacher and student concordance on universal screening for behavioral and emotional risk. *Journal of Psychoeducational Assessment.*  Grapin, S., Griffin, C., **Naser, S.**, Brown, J., & Proctor, S. (2019*).* Review of school-based anti-discrimination interventions. *Policy Insights in Behavioral and Brain Sciences*  Najjar, K.\*, **Naser, S.,** &Clonan-Roy, K.(2019). Experiences of Arab heritage youth in U.S. schools and impact on identity development. *School Psychology International.*  **Naser, S.,** Brown, J., & Verlenden, J. (2018). The utility of universal screening to guide school-based prevention initiatives: Comparison of office discipline referrals to standardized emotional and behavioral risk screening. *Contemporary School Psychology,* DOI 10.1007/s40688-018-0173-2 |
| **Naser, S.,** Hitti, A., Overstreet, S. (2017). Behavioral and Emotional Screening System Student Form: Is There Evidence of a Global At-Risk Factor in a Sample of African American Youth? *Journal of Psychoeducational Assessment. http://journals.sagepub.com/doi/abs/10.1177/0734282916686015* |
| Sims, A.J., Boasso, A.M., Burch, B., **Naser,** **S.,** Overstreet, S. (2015) Hurricane exposure and school problems: The mediating role of posttraumatic Stress Symptoms. Child and Youth Care Forum (44) DOI 10.1007/s10566-015-9316-z |
| Nastasi, B. K., & **Naser, S**. (2014). Child rights as a framework for advancing professional standards for practice, ethics, and professional development in school psychology. School Psychology International, 35(1), 36–49, doi: http://dx.doi.org/10.1177/ 0143034313512409. |
| Burch, B., **Naser, S**., & Overstreet, S. (2010). Children and disasters: Lessons from Hurricane Katrina. *Whittier Journal of Child and Family Advocacy*, 10, 3-23. |
| \* Indicates students involved on the project.    **Peer Reviewed Publications Under Review:**  **Naser, S.,** Clonan-Roy, K., Fuller, K., & Goncy, L. (under review, abstract accepted for a special issue). LGTBQ+ Youth Experiences of Sex Ed. *Psychology in the Schools.*  Brown, J., **Naser, S.,** Griffin, C., Grapin, S., & Proctor, S., under review, abstract accepted for a special issue). Consultation Model for Working with LGBTQ+ Youth. *Psychology in the Schools.*    **Naser, S.** Brann, K., Noltemeyer, A.(under review). Using System 2 cues for more equitable behavioral referrals in schools. *School Psychology Quarterly.*  **Naser, S.,** Fuller, K., Goncy, L.,Clonan-Roy, K, Williams, A.\* & DeBoard, A\* (revise and resubmit). The silencing of LGBTQ+ identities in middle and high school health education textbooks. *Psychology in the Schools.*  Clonnan-Roy, K., Goncy, L., **Naser, S.,** & Fuller, K. (under review) How sex education textbooks contribute to rape culture. *Archives of Sexual Behavior.*  Goncy, L., **Naser, S.,** Fuller, K., & Clonan-Roy, K., (under review) Examining gender difference patterns in substance use and attitudes toward substance use across early adolescence. *Prevention Science.* |
| Brann, K**.**, Bidwell, S.\*, **Naser, S.**, & Olszewski, A. (under review). The potential of social, emotional, and behavioral screening in preschool: A review of procedures and processes. *Contemporary School Psychology*.  Fuller, K., Clonan-Roy, Goncy, & **Naser, S.** (under review). The dis-empowerment of youth sexual decision making in current u.s. sex education textbooks.  **Peer Reviewed Publications in Progress** |
| **Naser, S.,** Brann, K., Brown, J., & Aurora, P. (abstract submitted to special issue). Equity in school-based universal screening for behavioral and emotional risk. *Psychology in the Schools.*  **Naser, S.,** Brown, C., Grapin, S., Proctor, S., & Brown, J., (abstract submitted to special issue). Equity in School Based Mental Health Universal Programming: Combatting Colorblind Practices in Social Emotional Learning and Trauma Informed Care. *Psychology in the Schools.*    Chan, P., **Naser, S.,** & Matthews, C.\* (in preparation) Defining Disrespect. *Journal of Educational Psychology.*  **Naser, S.,** Ishaq,J.\*, Najjar, K.\*, & Clonan-Roy, K. (in preparation). School facilitation of Arab student identity formation, and impact on mental health.  Brann, K., **Naser, S.,** Brown, C., & Splett, J. (in preparation). Pilot Mixed Method Study on the Implementation Process to Adopting Screening within a Tiered System. Manuscript in progress for *Journal of Applied School Psychology*, finishing data analyses.  Fuller, K.A., **Naser, S.**, Clonan-Roy, K. & Goncy, E. (In Progress). Online sexual health information seeking behaviors of sexual and gender minority youth: The propulsion to find accurate and inclusionary content |
| \*Indicates student involved in the project.  **Book Chapters:**  **Naser, S.,** Grapin, S., Griffing, C., & Brown, J., (anticipated 2020). Using DisCrit to guide supervision practice for school-age youth with emotional and behavior risk. In Proctor, S., *Critical Theory to Guide School Psychology Practice.*  Nastasi, B.,& **Naser, S** (2020) Child rights in school psychology practice.  **Naser, S.,** Nunn, A. (2020)Using technology in the classroom; Truly differentiated learning. Nastasi, B.K., Hart, S., **Naser, S. (Eds.)**(in progress)International Handbook on Child Rights in School Psychology**.**  **Naser, S.,** Mulser, R.M. (2020)The Changing Role of the School Psychologist. Nastasi, B.K., Hart, S., **Naser, S. (Eds.)**(in progress)International Handbook on Child Rights in School Psychology**.**  **Naser, S**., Nastasi, B., & Mulser, R. (2014). Promoting social justice in schools: Building child resilience. In Johnson, C., Friedman, H., Diaz, J., & Franco., Z. & Nastasi, B., (Eds.), *Praeger Handbook of Social Justice and Psychology: Volume 3. Youth and Disciplines in Psychology* (pp. 23-38). Santa Barbara, CA: ABC-CLIO/Praeger. |
| **Edited Book:**  Nastasi, B.K., Hart, S., **Naser, S**. (Eds.)(Spring 2020) International Handbook on Child Rights in School Psychology. Springer. |
| **Other Publications:**  National Association of School Psychologists. (2012, 2019). Child rights [Position statement]. Bethesda, MD: Contributing author  National Association of School Psychologists (2019) Students Who Are Displaced Persons, Refugees, or Asylum-Seekers. [Position statement]. Bethesda, MD: Contributing author  National Association of School Psychologists (2019) Students Who Are Displaced Persons, Refugees, or Asylum-Seekers. [Position statement policy addendum]. Bethesda, MD: Contributing author  National Association of School Psychologists (2019) Students Who Are Displaced Persons, Refugees, or Asylum-Seekers. [Position statement practice addendum]. Bethesda, MD: Contributing author  **Naser, S.** (2017). *Supporting Refugee Youth and Families in the School Setting.* Communique. Volume 45. Number 5. https://www.nasponline.org/publications/periodicals/communique/issues/volume-45-issue-5/supporting-refugee-youth-and-families-in-the-school-setting  Barrett, C., **Naser, S**., Kelly, S., & Reeves., M.. (2016). *Supporting Vulnerable Students in Stressful Times: Tips for Parents* [handout]. National Association of School Psychologists. Bethesda, MD: Author.  **Naser, S.,** Carey, E., Verlenden, J., Cianci, R., Nastasi, B., Summerville, M., Burch, B. (2013). *The UN Convention on the Rights of the Child online learning curriculum for school based mental health professionals.* Available at; <https://www.myhaikuclass.com/CRCmodule/crcformentalhealthprofessionals/cms_page/view>.  International School Psychological Association (ISPA) & Child Rights Education for Professionals (CRED-PRO)(2010). *Child rights for school psychologists and other school-based mental health professionals curriculum.* (Developed for ISPA&CRED-PRO by *B.K. Nastasi, S. Hart, B. Burch, R.M. Mulser,* ***S. Naser****, & M. Summerville)* Available: <http://www.cred-pro.org/group/internaionalschoolpsychologycurriculum>. |

**National and International Peer Reviewed Presentations:**

Ishaq, J.\*, Goncy, E. A., & **Naser, S.** (2020, November 19-22, submitted). Promoting positive skills in children and adolescents through school-based yoga intervention [Poster session]. Association for Behavioral and Cognitive Therapies annual convention, Philadelphia, PA.

Ishaq, J.\*, Goncy, E. A., & **Naser, S.** (2020, November 19-22, submitted). Measurement of self-regulation in children and evaluation in a yoga intervention program [Poster session]. Association for Behavioral and Cognitive Therapies annual convention, Philadelphia, PA.

**Naser, S.,** Grapin, S., Griffin, C., Brown, J. & Proctor, S. (2020, February). School psychologists experiences of responding to discrimination in schools. Paper presentation at the National Association of School Psychology annual conference in Baltimore, MD.

**Naser, S.** & Brann, K., (2020, February). Using neutralizing routines in student behavioral referrals. Paper presentation at the National Association of School Psychology annual conference in Baltimore, MD.

Naser, N.\*, Smith, R.\* & **Naser, S.** (2020, February). Experiences implementing social emotional group sessions. Poster presented at National Association of School Psychology annual conference in Baltimore, MD.

Kaucheck, M.\*, Smith, R.\*, **Naser, S. (**2020, February). Child rights in the classroom. Poster presented at National Association of School Psychology annual conference in Baltimore, MD.

Doleh, S.\* & **Naser, S.** (2020, February). School facilitation of Arab American student identity development. Poster presented at National Association of School Psychology annual conference in Baltimore, MD.

Brann, K. & **Naser, S.** (2020, February). Technical implementation techniques for universal screening.

Paper presentation at the National Association of School Psychology annual conference in Baltimore, MD.

Scherr, T., von der Embse, **Naser, S.,** Hess, R., Diakow, D. & Cyril, K. (2020, February). Supporting students and families who have immigrated. Symposium presented at the National Association of School Psychology annual conference in Baltimore, MD.

Goncy, E. A., **Naser, S.,** Fuller, K., & Clonan-Roy, K., (2020, March, submitted). Inclusionary sexual health information for transgender and gender non-conforming youth. In C. Jensen (Chair), Identities chosen, innate, and conferred: Influences on multiple domains of social ideneity across adolescence. Paper submitted to the 2020 biennial convention of the Society for Research on Adolescence, San Diego, CA.

Clonan-Roy, K., Fuller, K. A., Goncy, E. A., & **Naser, S**. (Fall 2019). Sexual health information for gender minority youth in Northeast Ohio. Workshop presented at the Ohio Sex Education Summit, Cleveland, OH. Authors presented in alphabetical order.

Clonan-Roy, K., Fuller, K., Goncy, E., & **Naser, S.** (Summer 2019). Access to Inclusionary and Accurate Sexual Health Information for Gender Minority Youth. American Association of Sexuality Educators, Counselors, and Therapists, Philadelphia, PA. Authors presented in alphabetical order.

**Naser, S.** (Summer 2019) The application of child rights in school psychology consultation. Presented as part of a symposium presentation on child rights in school psychology at the International School Psychology Association annual conference.

**Naser, S.** (Summer 2019) Building a child rights education program to address social emotional learning in schools. Presented as part of a symposium presentation on child rights in school psychology at the International School Psychology Association annual conference.

**Naser, S.** (Summer 2019) The application of child rights in schools through technology. Presented as part of a symposium presentation on child rights in school psychology at the International School Psychology Association annual conference.

Brann, K., **& Naser, S.** (Summer 2019). Universal screening for social and emotional risk in preschool. Presented as a paper presentation at the International School Psychology Association annual conference.

Braun, L.\*, Smith, R.\* & **Naser, S**., (Spring 2019). Using participatory culture specific intervention models for intervention development. Presented as a poster presentation at the National Association of School Psychologists annual convention.

DiTomaso, M.\*, Naser, N.\*, & **Naser, S**., (Spring 2019). Predictive validity of measured risk by BESS-3 and performance on standardized tests. Presented as a poster presentation at the National Association of School Psychologists annual conference.

Smith, R.\*, Braun, L.\*, & **Naser, S.,** (Spring 2019). Using Child Rights as a framework for social emotional learning curriculums. Submitted as a poster presentation to the National Association of School Psychologists annual conference.

Qureshi, M.\*, Naser, N.\*, & **Naser, S.**, (Spring 2019). The impact of community yoga programming in schools; measuring student self-regulation pre and post yoga program participation. Presented as a poster presentation at the National Association of School Psychologists annual conference.

**Naser, S.,** Scherr, T., & Hess, R., (Spring 2019). Best practices for school based professionals working with refugee youth. Presented as a symposium at the National Association of School Psychologists annual conference.

**Naser, S.,** Scherr, T., & Hess, R., (Spring 2019). Best practices for school-based professionals working with displaced youth. Presented as an invited field-based skills session at the National Association of School Psychologists annual conference.

**Naser, S.** & Brown, J.(Spring 2019). Universal screening as prevention data. Presented as a paper presentation at the National Association of School Psychologists annual conference.

**Naser, S** & Dever, B. (2018) Mapping trajectories of behavioral and emotional risk over the middle school transition. Presented as part of a symposium at the American Psychological Association annual conference.

Najjar, K.\*, & **Naser, S.** (2018) How discrimination in the school setting impacts acculturation in Arab American students. Oral presentation conducted at the 31st Annual Great Lakes Regional Psychology Conference, Kalamazoo, MI.

**Naser, S.,** & Goncy, E. (2018) Understanding the developing attitudes of adolescents around drugs. Presented as a poster at the Society for Prevention Research annual conference.

Goncy, E., **Naser, S.** (2018) After school programming and reduction of juvenile delinquency. Presented as a poster at the Society for Prevention Research annual conference.

**Naser, S.,** Frato, P., & Hood, J.\*, (2018). From behavioral screening to effective intervention: A collaborative problem-solving approach. Presented as a poster at the National Association of School Psychology annual conference.

**Naser, S.,** Shriberg, D., Proctor, S., & Barrett, C., (2018) Using a social justice lens in research, training and practice. Presented as a symposium at the National Association of School Psychology annual conference.

Skebo, H.\*, Shockey, M.\*, Smith, R.\*, & **Naser, S.** (2018). Student and teacher agreement on behavioral and emotional screening. Presented as a poster at the National Association of School Psychology annual conference.

Najjar, K.\*, & **Naser, S.** (2018) The school’s role in facilitating acculturation for Arab American youth. Presented as a poster session at the National Association of School Psychology annual conference.

**Naser**, S., Scherr, T., Hess, R., A’Vant, L., Willie, A.\*, & Baas, S. (2017). Best practices for working with refugee youth and families in schools. Presented as a Documented Session at the National Association of School Psychology annual conference.

**Naser**, S., (2017). Contemporary issues in school psychology; Immigration. Presented as part of the International School Psychology’s annual symposium at the National Association of School Psychology’s annual conference.

Engstrom, E.\*, MacKellar, S.\*, Jarmusz, M.\*, & **Naser**, S. (2017) A comparison of Tier I behavioral screening methods. Poster presented at the National Association of School Psychology annual conference.

Simon, K.\*, Petrovic, L.\*, **Naser, S.,** & Overstreet, S. (2016). Do office discipline referrals link early behavioral risk with later academic outcomes? A case for a mediation model. Presented at the American Psychological Association annual conference.

Petrovic, L.\*, Simon, K.\*, **Naser, S.,** & Overstreet, S. (2016). Agree to disagree? Examining agreement among teacher and student reports of risk. Presented at the American Psychological Association annual conference.

**Naser, S.,** Sims, A., & Carter, P. (2014, August). *Predictive validity of the BESS student report form.* Presentation conducted as part of a symposium titled Social-emotional universal screening: Implications for practice in low resource, high risk contexts. Paper symposium presented at the meeting of the American Psychological Association. Honolulu, HI.

**Naser, S.** (2013, November). Navigating Implementation of Social Emotional Learning Curricula in the School Setting presented at the annual meeting of the Louisiana School Psychological Association, Lafayette, LA.

**Naser, S.** (2013, August). Predictive validity of the BESS student report form. Presentation conducted as part of a symposium titled Social-Emotional Universal Screening- Implications for Practice in Low-Resource High-Risk contexts at the annual meeting of the American Psychological Association. Washington, DC.

Verlenden, J., Carey, E. J., **Naser, S.,** & Nastasi, B. K. (2012, November). Introduction to an online child rights curriculum for school-based mental health professionals. Poster presented at the Annual Meeting of the Louisiana School Psychological Association, Lafayette, LA.

**Naser, S.**, Mendez, C., & Overstreet, S. (2012, August). Behavioral and Emotional Screening Systems and The Relationship to Student Behavioral Misconduct. Poster session presented at the annual meeting of the American Psychological Association, Orlando, FL.

**Naser, S.,** Burch, B., Nastasi, B.K., & Hart, S. (2012, July). *School psychologists as advocates for child rights.* Workshop accepted for presentation at 34th annual International School Psychology Association Conference, Montreal, Canada.

**Naser, S.**, Summerville, M., Burch, B. & Bonnie, N. (2011, November). School Psychologists as Advocates of Child Rights. Poster session presented at the annual meeting of the Louisiana School Psychological Association, Lafayette, LA.

**Naser, S.** (2011, August). Research experiences within a trauma-focused school psychology training program. Presentation conducted as part of a symposium titled Translating Research on Trauma into Evidence-Based Practices: Trauma Focused School Psychology at the annual meeting of the American Psychological Association. Washington, DC.

**Naser, S.**, Mozier, K & Overstreet, S. (2010, August). Adolescent use of socially interactive technology to communicate about stressful events. Poster session presented at the annual meeting of the American Psychological Association, San Diego, CA.

**Naser, S.**, Dempsey, M., & Overstreet, S. (2010, February). Effects of substance use on PTS symptoms in a school-based sample of female adolescents exposed to hurricane Katrina. Poster session presented at the annual meeting of the National Association of School Psychologists, Chicago, IL.

\*Indicates students involved on the project.

**Community workshops and other invited presentations or creative works:**

**Naser, S.** (2020, February). Supporting forcibly displaced youth. Invited as a panel member during the keynote of the Trainers of School Psychologists annual conference in Baltimore, MD.

Scherr, T., & **Naser, S.,** (Fall 2019). Use your resources: Supporting forcibly displaced youth and families. Presented as part of APA’s Div. 16 webinar series.

Clonan-Roy, K., Fuller, K., Goncy, E., & **Naser, S.** (Fall 2019). Inclusionary sexual health information for transgender and gender non-conforming youth. Research presented to the community. Authors presented in alphabetical order.

**Naser, S.** (2018) Data data data. *Presentation given to a community non-profit organization regarding using behavioral screening tools in program evaluation efforts.*

**Naser, S.** (2017-2018) Facilitated several podcasts as part of the #SP4SJ series for the National Association of School Psychologists. <https://www.nasponline.org/resources-and-publications/resources/diversity/social-justice/sp4sj-podcast-and-google-hangout-series/an-introduction-to-the-sp4sj-series-x40296>.

**Naser, S.** (May, 2017) How to support refugee’s with symptoms of trauma in a community and school setting. *Presentation given to community health care workers in the Zaatari refugee camp.*

**Naser, S.,** Shriberg, D. (March, 2017). #PFYChat, mental health of immigrant and refugee youth. Participated on behalf of the American Psychological Association. <https://storify.com/APAPublicInt/pfychat-how-can-we-protect-the-mental-health-of-im>

**Naser, S.** (2015 September) Social Emotional Learning as part of RtI. Presented during teacher training sessions for New Orleans College Prep.

**Naser, S.**, (2015 July) An Introduction to Trauma Informed Schools. Presented during teacher training sessions at Sylvanie Williams College Prep.

Naser, S. (2015, June). Trauma in the classroom: Tools for teachers. Presented at the New Orleans Special Education Collaborative meeting.

Overstreet, S., Swift, A., Sims, A., Mars, D., **Naser, S.**, & Nastasi, B., (2014, January). NASP PREPaRE Workshop 1. Standardized workshop presented to 60 attendees from public schools and community agencies.

Overstreet, S., Swift, A., Sims, A., Mars, D., **Naser, S.**, & Nastasi, B., (2013, June). NASP PREPaRE Workshop 2. Standardized workshop presented to over 40 school-based mental health professionals in New Orleans public schools.

Overstreet, S., Swift, A., Sims, A., Mars, D., **Naser, S.,** & Nastasi, B., (2013, January). NASP PREPaRE Workshop 1. Standardized workshop presented to 104 attendees from 48 publics schools and 8 community agencies.

**Naser, S.** (2011, May). Understanding youth and trauma. Professional development for ReThink New Orleans staff. New Orleans, LA.

**Teaching and Advising Experience**

**Advising experience:**

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| 2016- present  2015-2016 | **University Honors Program**  Support students in development and implementation of independent research projects.  **University Based School Psychology Student Supervisor**  Supervisor: Courtney Baker, Ph.D.  Responsibilities: Supervise 2nd year School Psychology doctoral students with behavioral and cognitive behavioral assessments and interventions |
| 2014-2015 | **School Based School Psychology Student Supervisor**  Responsibilities: Supervise 2nd year graduate student in the school setting, through implementation of behavioral and cognitive behavioral interventions. |
| 2011-2012 | **Internship in Psychology Course Assistant**  Responsibilities: Supervise and coordinate 10 undergraduate students in implementation of the Second Step Social Emotional Learning Curriculum. |

**Teaching experiences:**

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| 2019  2018  2017, 2018, 2019  2017, 2018, 2019  2017  2017, 2018  2017, 2018, 2019  2015-2016 | **Introduction to the Psychology Major at CSU**  Responsibilities: Co-develop class content and teach course as primary instructor in an online format.  **Special Topics in Psychology; Abnormal Psychology in Fact, Fiction and Film**  Responsibilities: Develop class content and teach course as primary instructor  **Independent Studies**  Responsibilities: Supervise independent study projects for individual students.  **Internship Seminar**  Responsibilities: Develop class content and teach course as primary instructor  **Introduction to University Life**  Responsibilities: Facilitate course as primary instructor  **Diversity in School Psychology**  Responsibilities: Develop class content and teach course as primary instructor  **Behavioral MTSS**  Responsibilities: Develop class content and teach course as primary instructor  **Behavioral and Cognitive Behavioral Interventions**  Responsibilities: Develop class content and teach course as primary instructor |
| 2012-2013, 2014-2015, 2015-2016 | **Abnormal Psychology**  Responsibilities: Develop and teach course as primary instructor |
| 2012 (Spring) | **Education: Access and Equity**  *Co-instructor*  Responsibilities: Develop and teach course content along with co-instructor, as part of a teaching practicum. |
| 2008-2009 | **Experimental Psychology Teaching Assistant**  Responsibilities: Teach and modify previously developed course content for the Experimental Psychology lab component. |

**Relevant Professional Experiences**

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| July 2014-July 2015 | **Sylvanie Williams College Prep**  *New Orleans, LA*  On-Site Supervisor: Susan Ratterree- Nationally Certified School Psychologist  School Psychologist and Response to Intervention coordinator for Sylvanie Williams College Prep. Created their academic and behavioral RtI system, managed the RtI team, and acted as evaluation coordinator. |
| July 2013-July 2014 | **Louisiana School Psychology Internship Consortium**  *New Orleans, LA*  On-Site Supervisor: George Hebert, Ph.D. – Licensed Clinical Psychologist  School Psychologist and Response to Intervention coordinator for New Orleans College Prep Charter system. |
| Fall 2012 | **Tulane University Anxiety Disorders Clinic**  *New Orleans, LA*  On-Site Supervisor: Enrique Varela, Ph.D. – Licensed Clinical Psychologist  Conducted evidence based, Cognitive Behavioral treatment with children and adolescents referred to the clinic due to symptoms of anxiety. |
| Fall 2011-Spring | **Children’s Bureau New Orleans**  *New Orleans, LA*  Off-Site Supervisor: Enrique Varela, Ph.D.- Licensed Clinical Psychologist  On-Site Supervisor: Andrea Steinkamp, M.A.- Licensed Clinical Social Worker  Worked with a community mental health clinic providing trauma focused services to students in local schools including individual TF-CBT and Grief and Trauma group therapy to clients with minimal social and economic resources. Participated in school crises interventions. |
| Fall 2010-Spring 2011 | **Project Fleur-de-lis**  *New Orleans, LA*  Off-Site Supervisor: Bonnie Nastasi, Ph.D. – Licensed School Psychologist  On-Site Supervisor: Douglas Walker, Ph.D. – Licensed Clinical psychologist  Worked with a National Children’s Traumatic Stress Network funded community mental health clinic in providing trauma-focused services to students in local schools including individual therapy and CBITS group therapy to a wide variety of clients with minimal social and economic resources. |
| Fall 2009-Spring 2010 | **Green Charter School**  *New Orleans, LA*  Off-Site Supervisor: Chris Wilson, Ph.D. – Licensed Clinical Psychologist  On-Site Supervisor: Laura Todaro, L.C.S.W. – Licensed Clinical Social Worker  Conducted behavioral assessments, saw individual therapy clients and conducted a trauma therapy group. Aided in conducting screening measures. This practicum also included a consultation component where I was asked to work with certain the teachers of my clients on class-wide interventions |
| Fall 2009-Spring 2010 | **Assessment Practicum**  *Tulane University*  *New Orleans, LA*  Off-Site Supervisor: Stacy Overstreet, Ph.D. – Licensed School Psychologist  On-Site Supervisor: Adrian Petrosini, L.C.S.W.- Licensed Clinical Social Worker  Conducted psychoeducational assessments at Lusher High School, a local 9-12 charter school, as well at St. Peter Claver, a local private school. Students were referred by their school social workers primarily for academic failure. |
| Fall 2012 | **Tulane University Anxiety Disorders Clinic**  *New Orleans, LA*  On-Site Supervisor: Enrique Varela, Ph.D. – Licensed Clinical Psychologist  Conducted evidence based, cognitive behavioral therapy with children and adolescents referred to the clinic due to symptoms of anxiety, aided with administration of the Anxiety Disorders Interview Schedule for Children (ADIS) measure and conducted clinic intakes. |

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| **Service**  **University Service:**  Department Scholarships and Awards Committee  School Psychology Program Committee  College Diversity Council  Ad hoc committee at the college level for addressing academic disparities  Co faculty advisor for two undergraduate organizations, Psi Chi and Psychology Club  Facilitator of CSU’s School Health Community of Practice (2016-2018)  **Editorial Board**  2020-present Associate Editor, *School Psychology International*  2020-present Editorial Advisory Board, *School Psychology Review*  2019- present Associate Editor, *Contemporary School Psychology*  **Ad hoc Reviewer:**   |  |  | | --- | --- | | 2016-present  2015- present  2018-2019 | Psychology in the Schools  School Psychology Forum  Contemporary School Psychology | | 2010-2015 | National Association of School Psychology paper and presentation proposal reviewer for the national convention. | |
| **Professional Organizations Service:**   |  |  | | --- | --- | | 2018- present  2017-2019 | Member of NASP’s Research Committee  Co-chair of ISPA’s Membership Committee | | 2016- 2019 | Member of the NASP’s Social Justice Task Force | | 2016- present | Co facilitator of NASP’s refugee and immigrant work group | | 2010-2015 | School crises responder with Children’s Bureau New Orleans | | 2010-2015 | Member of the American Psychological Associations Div. 16 working group on Social Justice | | 2010-2014 | Provide leadership for the Tulane University Child Rights Team | | 2013-2014 | Founder and organizer of School Psychologists of New Orleans | | 2012-2013 | Consulted with Catholic Charities on development of a group coping skills program for Arabic speaking refugees | | 2011-2013 | American Psychological Association Div. 56 Student membership Committee Co-Chair | | 2010-2013 | Created and maintained the Tulane School Psychology web-site | | 2010-2012  2010-present | American Psychological Association of Graduate Students Advocacy Committee regional coordinator for Louisiana  Provide school consultation for those working with Arabic speaking youth. | |
| **Professional Memberships:** |
| National Association of School Psychologists  American Psychological Association  Ohio Inter-University Council  Ohio School Psychological Association  American Psychological Association, Div. 16  Association of Middle Eastern and North African Psychology Professionals  International School Psychology Association  **Community Positions:**  Board of Birzeit Society’s National Organization (Chair of Publication Committee)  Board of Bethlehem Community Health Center (Chair of research) |