

Tamika P. La Salle Ph.D.

University of Connecticut
Neag School of Education
Department of Educational Psychology

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EDUCATION

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

ACADEMIC POSITIONS

Assistant Professor in School Psychology, 2013-Present
Research Scientist, Center for Behavioral Educational Research (CBER)
University of Connecticut, Storrs, CT
Department of Educational Psychology

PROFESSIONAL POSITIONS

Contract School Psychologist, June 2009-August 2012
Clayton County Public School System, Atlanta, GA

Special Education Teacher in a Resource Setting, August 2007-August 2008
DeKalb County Public Schools: Dresden Elementary School, Atlanta, GA

Special Education Teacher in an Inclusion Setting, August 2005-August 2007
DeKalb County Public Schools: Miller Grove Middle School, Atlanta, GA

PUBLICATIONS

Journal Articles

- Sugai, G., Simonsen, B., Freeman, J., & **La Salle, T.** (invited, in preparation). Capacity development and multi-tiered systems of support: Guiding principles. *Australasian Journal of Special Education*.
- La Salle, T. S., Freeman, J., Sugai, G. M., *Integration of School Climate and Positive Behavioral Interventions and Supports*. *Journal of Positive Behavior Interventions*. (Year Submitted: 2016).
- Palmieri, L. & **La Salle, T.P.** (under review). Supporting students in foster care.
- Parris, L., **La Salle, T. P.**, Varjas, K., Meyers, J. (2016). Introduction to the special issue: Improving student outcomes: Research on school climate and violence prevention and intervention. *School Psychology Forum*, 10(1), 1-3.
- La Salle, T.P.** & Sanetti, L. (2016). Implications of student health problems on achievement and engagement. *International Journal of School & Educational Psychology*, 4(1), 10-15.
- La Salle, T. P.**, Parris, L., & Morin, M. (2016). Deconstructing peer victimization: Relationships with connectedness, gender, grade, and race. *School Psychology Forum*, 10(1), 41-54.
- La Salle, T. P.**, Zabeck, F., & Meyers, J. (2016). Elementary student perceptions of school climate and associations with student and school factors. *School Psychology Forum*, 10(1), 55-65.
- La Salle, T. P.**, Meyers, J., Davis, D., & Georgia Department of Education. (in revision). School climate accountability: Examining the factor structure of the Georgia comprehensive school climate inventory.
- La Salle, T. P.**, Meyers, J., Roach, A.R., & Varjas, K. (2015). A cultural – ecological model of school climate. *International Journal of School and Educational Psychology*, 00, 1-10. doi: 10.1080/21683603.2015.1047550.
- White, N., **La Salle, T.P.**, Ashby, J. S. & Meyers, J. (2014). A brief measure of adolescent perception of school climate. *School Psychology Quarterly*, 29(3), 349-359.
- La Salle, T.P.**, Roach, A. R., & McGrath, D. (2013). The relationship of IEP quality to curricular access and academic achievement for students with disabilities. *International Journal of Special Education*, 28(1), 135-144.

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

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

Contributions to Edited Volumes

La Salle, T. P. (2015). Multicultural Considerations. In Scarlet, G. (Ed), Classroom Management: An A-to-Z Guide. Thousand Oaks, Ca: SAGE.

Sugai, G., Simonsen, B., **La Salle, T.P.**, & Freeman, J. (in press). Promoting school-wide social skills. In P. Sturmey (Ed.), *The Wiley handbook of violence and aggression* (Vol. 3) (pp. XX-XX). New York: Wiley & Sons.

Technical Reports/Manuals

La Salle, T. P., McIntosh, K., Eliason, B. M. (2016). School climate survey suite administration manual. Technical Assistance Center on Positive Behavioral Interventions and Supports.

Montrosse-Moorhead, B., Dostal, H., Dougherty, S. M., **La Salle, T. P.**, Weiner, J. M., (2016) *Connecticut pre-kindergarten impact evaluation study: Discussion and implications.*

Montrosse-Moorhead, B., Dostal, H., Dougherty, S. M., **La Salle, T. P.**, Weiner, J. M., (2016). *Connecticut pre-kindergarten impact evaluation study: Data analysis and findings.*

INSTRUMENT DEVELOPMENT

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

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

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

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

PAPERS PRESENTED AT PROFESSIONAL CONFERENCES

International Professional Conferences

- La Salle, T. P.,** Sugai, G., & Freeman, J., (2016, July). Cross-Cultural School Climate Validation and PBIS Practices Study. Paper presented at the International School Psychology Association Conference: Amsterdam, The Netherlands.
- La Salle, T. P.,** & Meyers, J., Georgia Department of Education, (2015, June). School climate measures: implications for large-scale school evaluation policies. Symposium presented at the International School Psychology Association Conference: Sao Paulo, Brazil.
- La Salle, T. P.,** & Meyers, J. (2014, July). Facilitating child advocacy through the inclusion of multiple perspectives in school climate. Symposium presented at the International School Psychology Association Conference: Kaunas, Lithuania.

National Professional Conferences

- La Salle, T.P.** (2016, April). Integrating student, personnel, and parent school climate data within PBIS. Poster presented at National American Educational Research Association National Conference: San Francisco, California.
- La Salle, T.P.,** Avitia M., Jabick, A., Polk, T. K. & Rocha Neves, J. (2016, February). Examining school readiness among kindergarten students: Similarities and differences across demographic groups. Poster presented at National Association of School Psychologists Annual Convention: New Orleans, Louisiana.
- La Salle, T. P.** (2015, November). A complimentary model of school climate and PBIS. Paper presented at the 11th Annual Forum on Positive Behavioral Interventions and Supports: Norwood, Massachusetts.
- Sassu, K., Bray, M., **La Salle, T. P.,** Sanaetti, L., & Proctor, S. (2015, February). Evaluating professional dispositions within graduate training programs. Poster presentation American Psychological Association: Toronto, Canada.
- La Salle, T. P.,** Parris, L.P., & Morin, M. (2015, February). Deconstructing peer victimization: Relationships with connectedness, gender, and race/ethnicity. Paper presented at the National Association of School Psychologists Annual Convention: Orlando, Florida.
- La Salle, T. P.,** Freeman, J., & Sugai, G. (2014, October). School climate survey evaluation study: Initial steps towards evaluating school climate within the context of PBIS. Poster presented at the National PBIS Leadership Forum.
- La Salle, T. P.,** Meyers, J., & Zabeck, F. (2014, February). Cultural and ecological considerations within the context of school climate. Paper presented at the National

Association of School Psychologists Annual Convention: Washington, D.C.

La Salle, T. (2013, February). Multilevel analyses examining relationships between school climate and culture. Paper presented at the National Association of School Psychologists Annual Convention: Washington, D.C.

La Salle, T., & Parris, L. (2012). An examination of the impact of school climate on drug alcohol use and suicidality. Paper presented at the National Association of School Psychologists Annual Convention: Philadelphia, PA.

La Salle, T. (2012, February). Teacher perceptions of school climate. Poster presented at the National Association of School Psychologists Annual Convention: Philadelphia, PA.

La Salle, T., Talapatra, D., Chilungu, E.N., Roach, A.T., Truscott, S., & Matthews, Y. (2012, February). Professional learning for teachers of students with significant cognitive disabilities. Poster presented at the National Association of School Psychologists Annual Convention: Philadelphia, PA.

Talapatra, D, Roach, A. T., **La Salle, T.,** Staschke, A. M., & Ariyo, Y. (2011, February). Longitudinal evaluation of alternate assessment performance and student outcome indicators. Paper presented at the National Association of School Psychologists Annual Convention: San Francisco, CA.

Chilungu, E. N., Roach, A. T., Heil, K. M., Wixson, C. S., Wells, L., Talapatra, D., **La Salle, T. P.,** Vignieri, M., Garcia, D., & Varjas, K. (2010, May). Alternate assessments: A comparison of two validity studies. Paper presented at the American Educational Research Association Annual Meeting: Denver, CO.

La Salle, T. P., Roach, A. T., McGrath, D., Kuwik, T., & Wixson, C. (2010, February). IEP quality and access to the general curriculum. Poster presented at the American Educational Research Association Annual Meeting: Denver, CO.

La Salle, T., & Roach, A. (2010, February). IEP quality and curricular access for students with disabilities. Paper presented at the National Association of School Psychologists Annual Convention: Chicago, IL

La Salle, T. (2010, February). School Climate: My interests and demands...combined. Presentation for the NASP Minority Scholarship 15th anniversary Celebration at the National Association of School Psychologists Annual Convention: Chicago, IL.

La Salle, T., Wingfield, R., & Mojadeddi. (2010, February). Increasing understanding of multiculturalism to promote school psychologists' competence with diverse children and families. Paper presented at the National Association of School Psychologists Annual Convention: Chicago, IL.

Talapatra, D., Roach, A. T., **La Salle, T. P.**, & Cadenhead, C. (2010, March). Evidence quality's influence on alternate assessment performance and rater agreement. Poster presented at the National Association of School Psychologist Annual Convention: Chicago, IL.

Wixson, C. S., Roach, A. T., Talapatra, D., & **La Salle, T. P.** (2010, March). Scorers' perspectives and decision-making processes in evaluating alternate assessment portfolios. Poster presented at the National Association of School Psychologists Annual Convention: Chicago, IL.

Roach, A. T., Elliott, S. N., Kettler, R. J., Wixson, C. S., Talapatra, D., **La Salle, T.**, & Bolt, S. (2009, February). Assessing students with disabilities: Cognitive load theory to item modifications. Symposium presented at the National Association of School Psychologists Annual Convention: Boston, MA.

Roach, A. T., Talapatra, D., Wixson, C. S., **La Salle, T.**, & Kettler, R. (2008, August). Using think-aloud cognitive labs to evaluate test-item modifications. Poster presented at the American Psychological Association Annual Convention: Boston, MA.

INVITED PRESENTATIONS

La Salle, T.P. (2016, April 25-26). Cultural Competence. Professional Learning Planning Session: Data Analysis of the CT SAI. Conducted by the Connecticut State Department of Education (CSDE).

La Salle, T.P. (2016, April 7). I am who I am: Examining culture and school climate. Social Justice and Equity Symposium. Conducted by the Capitol Region Education Council. Hartford, CT.

Anderson, P., Green, P., **La Salle, T.**, Lombardi, A., Woulfin, S., & Zipoli, R. (2015, June 4). Connecticut's Dyslexia Policy in Practice. *Critical Issues in Dyslexia*. Mini conference Conducted by Reading & Language Arts Center. Storrs, CT.

GRANTS, CONTRACTS, AND EXTERNAL FUNDING

Role: Co-Principal Investigator

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

Funding agency: Funded by Connecticut Office of Early Childhood

Duration: 2015 – 2019

Amount: \$836,671

Role: Co-Principal Investigator

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

Funding agency: Office of the Vice President for Research

Duration: 2015 – 2017

Amount: \$43,498

Role: Principal Investigator

Grant title: School Improvement Grant

Funding agency: Funded by Norwich Public Schools/Connecticut Department of Education

Duration: 2015 – 2016

Amount: \$18,417

Role: Co-Principal Investigator

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

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

Duration: 2014 – 2015

Amount: \$173,488

Role: Co-Principal Investigator

Grant title: Evaluation of Connecticut's State-Funded Pre-Kindergarten Program

Funding agency: Connecticut Academy of Science and Engineering

Duration: 2014 – 2016

Amount: \$191,968

Role: Co-Principal Investigator

Grant title: OSEP National Technical Assistance Center on Positive Behavioral Interventions and Supports.

Funding agency: US Department of Education, Office of Special Education and Rehabilitative Services, Office of Special Education Programs.

Duration: 2013 – 2018

Amount: \$2,614,592

Role: Co-Principal Investigator

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

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

Duration: 2013 – 2014

Amount: \$173,799

PROFESSIONAL DEVELOPMENT & CONSULTING

- **Granby Public Schools**, August 2016-Present
Culturally Responsive Education Practices and Supports
- **Dekalb Public Schools**, May 2016-Present
School Climate Intervention/Check & Connect
- **Norwich Public Schools**, February 2014-Present
Culturally Responsive Education Practices and Supports
- **Georgia Department of Education (GADOE)**, May 2010-Present
Safe and Drug Free Schools Department
Georgia Student Health Survey Revisions and Validation
- **University of Pittsburgh Department of Education**, August 2010-November 2010
Pennsylvania Alternate System of Assessment Alignment
- **Mississippi Department of Education**, March 2008- May 2009
Mississippi Alternate Assessment of Extended Curriculum
Frameworks MAAECF Project

INSTRUCTION & SUPERVISION

University of Connecticut, 2013-present

- EPSY 5194 (3) Cultural Diversity
- EPSY 5194 (3) Systems & Organization Intervention
- EPSY 5194 (3) Child Psychopathology

PROFESSIONAL SERVICE

University

University of Connecticut, Professional Service

- Undergraduate Student Advising, 2015-Present
- Curriculum and Courses, Fall 2015 –Present
- Promotion Tenure and Retention Policy Committee Fall 2015-Present
- Graduate Student Advising, 2013-Present
- Department Head Search Committee, Fall 2015- Spring 2016
- Panelist, The Graduate School Professional Development Event: Academic Job Interviewing Panel. December, 2013.
- Judge, “Three-Minute Thesis Competition.” September 2013-October 2014.

Profession

- Connecticut State Department of Education Cultural Competence Workgroup Member, January 2016-present
 - This committee is responsible for developing and rolling out the Cultural Competence professional standard to all districts within Connecticut. My role is to facilitate the development of key and support documents that will be made available to districts.
- Leadership Roles in Professional Organizations
NASP *Minority Scholarship Program*, Board Member, 2013-present
 - My role includes supporting scholarship recipients at our national convention, gathering information on recipient successes and accomplishments, and facilitating mentoring and collaborations among present and past recipients.
- Association for Positive Behavioral Support, Board Member for Equity (*ex-officio*), 2016-present
 - My current role includes learning more about APBS' mission and goals and working collaboratively with other workgroups to address issues of (in) equity that affect students and families
- International Association of School Psychologists Research Committee, Co-Chair, 2015-present
 - My role includes facilitating cross- cultural research
- Editorial Review Board Positions
 - Journal of School Psychology, January 2016-present
 - School Psychology Forum, June 2016- present
- Ad Hoc Reviewing
 - School Psychology Forum*, 2015-2016
 - Youth and Society*, 2015-Present
 - Journal of School Psychology*, 2013-2015
 - Gifted Child Quarterly*, 2013-Present
 - Assessment for Effective Intervention*, 2013-Present
- NASP Conference Proposal Reviewer
- International Association of School Psychologists Proposal Reviewer

MEDIA APPEARANCES

- Connecticut Legislative Assembly
Presentation to the School Climate Task Force, "School climate: academic achievement and social behavior competence september 2016
- Greenwich Times Newspaper
Interviewee, "*Greenwich students report high levels of stress*", April 2016
- Greenwich Times Newspaper
Interviewee, "*Suspensions down in Greenwich schools; minorities disciplined at disproportionate rate*", February 2016

LICENSURES & CERTIFICATION

- School Psychology (P-12)
- Special Education Language Arts Cognitive Level (P-5, 4-8)
- Special Education Math Cognitive Level (P-5, 4-8)
- Special Education Science Cognitive Level (P-5, 4-8)
- Special Education Social Science Cognitive Level (P-5, 4-8, 6-12)
- NASP PREPaRE: School Crisis Prevention and Intervention, October, 2009
Certification Training

PROFESSIONAL AFFILIATIONS

- National Association of School Psychologist (NASP)
- American Psychological Association (APA)
- Connecticut Association of School Psychologist (CASP)
- International School Psychologist Association (ISPA)

AWARDS

- 2015 Society for the Study of School Psychology, School Psychology Early Career Scholar
- Southern Regional Education Board (SREB)-State Doctoral Scholars Dissertation Fellowship, 2012
- Georgia State University, Outstanding Doctoral Student Award, 2011
- National Association of School Psychologists-ERT Minority Scholarship Program Award Winner, 2009