

Joshua C. Felver, PhD, ABPP

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EDUCATION

Postdoctoral (APA accredited) 2013 – 2015 Research Fellow	Alpert Medical School of Brown University Department of Psychiatry and Human Behavior School-Based Treatment and Child Psychopathology
Internship (APA accredited) 2012 – 2013 Clinical Fellow	Harvard Medical School – Boston Children’s Hospital Department of Psychiatry Child Clinical and Pediatric Psychology
Doctor of Philosophy 2007 – 2013 Graduate student	University of Oregon Department of Special Education and Clinical Sciences School Psychology (APA accredited)
Master of Science 2007 – 2010 Graduate student	University of Oregon Department of Special Education and Clinical Sciences Special Education
Bachelor of Arts 2001 – 2005 Undergraduate student	University of Rochester Department of Psychology Psychology

CURRENT APPOINTMENTS

Assistant Professor 2015 – present	Syracuse University Department of Psychology
Research Assistant Professor 2019 – present	SUNY Upstate Medical University Department of Physical Medicine and Rehabilitation

PROFESSIONAL INTERESTS

My research interests involve the development, implementation, and study of mindfulness-based programming in school and community settings. I am particularly interested in exploring biomechanisms and health outcomes in diverse and at-risk populations. My teaching interests involve engaging student learning through applied research, practicum, externships, and service learning experiences. My clinical interest is in generalist provision of evidence-based interventions to school-age youth and families as a health service psychologist.

HONORS, AWARDS, & FELLOWSHIPS

NIH Pediatric Loan Repayment Program (NCCIH), 2017 – 2019, 2019 – 2020
Senior Investigator, Mind & Life Summer Research Institute, 2017, 2019
International Association of Yoga Therapists Research Abstract Award for Excellence and Innovation in Yoga Research, 2014
University of Oregon Public Impact Fellowship, 2011 – 2012
University of Oregon Graduate Teaching Fellowship, 2011 – 2012
APA Training Institute Travel Award, 2010
NIMH Pre-doctoral Fellowship – National Research Service Award (T32), 2009 – 2011
DIBELS Conference Travel Award, 2008
APA Graduate Students Travel Award, 2008
University of Oregon School Psychology Program Travel Award, 2007
IES Early Intervention Leadership and Training Fellowship, 2007 – 2009

SCHOLARSHIP

PUBLICATIONS (*indicates graduate student advisee)

Peer Reviewed Publications

22. *Cary, E., Russo, N., Racer, K., & **Felver, J. C.** (in press). Neural correlate of acceptance: Relating individual differences in dispositional acceptance to error processing. *Mindfulness*. doi: 10.1007/s12671-020-01368-9
21. **Felver, J. C.**, *Helminen, DiFlorio, R. (in press). Ultra-brief mindfulness intervention for highly stressed professionals: A pilot open trial. *Journal of Alternative and Complementary Medicine*. doi: 10.1089/acm.2019.0311
20. **Felver, J. C.**, Razza, R., *Morton, M. L., *Clawson, A. J., & Shaffer Mannion, R. (in press). Physical education that includes yoga increases adolescent social-emotional competence: A pilot trial. *Journal of Child & Adolescent Mental Health*. doi: 10.2989/17280583.2019.1698429
19. *Morton, M. L., *Helminen, E., & **Felver, J. C.** (in press). A systematic review of mindfulness interventions on psychophysiological responses to acute stress. *Mindfulness*. doi: 10.1007/s12671-020-01386-7
18. **Felver, J. C.**, *Clawson, A. J., *Morton, M. L., Brier-Kennedy, E., Janack, P., & DiFlorio, R. A. (2019). School-based mindfulness intervention supports adolescent resiliency: A randomized controlled pilot study. *International Journal of School and Educational Psychology*, 7, 111-122. doi:10.1080/21683603.2018.1461722

17. *Helminen, E. C., *Morton, M. L., Wang, Q., & **Felver, J. C.** (2019). A meta-analysis of cortisol reactivity to the Trier Social Stress Test in virtual environments. *Psychoneuroendocrinology*. doi: 10.1016/j.psyneuen.2019.104437
16. **Felver, J. C.**, *Morton, M. L., & *Clawson, A. J. (2018). Mindfulness-Based Stress Reduction reduces psychological distress in college students. *College Student Journal*, 52, 291-298.
15. Singh, N. N., Lancioni, G. E., Nabors, L., Myers, R. E., **Felver, J. C.**, & Manikam, R. (2018). Samatha Meditation training for students with Attention Deficit/Hyperactivity Disorder: Effects on active academic engagement and math performance. *Mindfulness*, 9, 1867-1876. doi: 10.1007/s12671-018-1014-0
14. **Felver, J. C.**, Felver, S. L., Margolis, K. L., Ravitch, N. K., Romer, N., & Horner, R. H. (2017) Effectiveness and social validity of the Soles of the Feet mindfulness-based intervention with special education students. *Contemporary School Psychology*, 21, 358-368. doi: 10.1007/s40688-017-0133-2
13. **Felver, J. C.**, Jones, R., Killam, M. A., Kryger, C., Race, K., & McIntyre, L. L. (2017). Contemplative intervention reduces physical interventions for children in residential psychiatric treatment. *Prevention Science*, 18, 164-173. doi: 10.1007/s11121-016-0720-x
12. **Felver, J. C.**, Tipsord, J. M., Morris, M. J., Racer, K. H., & Dishion, T. J. (2017). The effects of mindfulness-based intervention on children's attention regulation. *Journal of Attention Disorders*, 21, 872-881. doi: 10.1177/1087054714548032
11. **Felver, J. C.**, Celis-DeHoyos, E., Tezanos, K., & Singh, N. (2016). A systematic review of mindfulness-based interventions for youth in school settings. *Mindfulness*, 7, 34-45. doi: 10.1007/s12671-015-0389-4
10. **Felver, J. C.** & Jennings, P. A. (2016) Applications of mindfulness-based interventions in school settings: An introduction. *Mindfulness*, 7, 1-4. doi:10.1007/s12671-015-0478-4.
9. May, L. M., Reinka, M. A., Tipsord, J. M., **Felver, J. C.**, & Berkman, E. T. (2016). Parenting an early adolescent: a pilot study examining neural and relationship quality changes of a mindfulness intervention. *Mindfulness*, 7, 1203-1213. doi: 10.1007/s12671-016-0563-3.
8. Singh, N. N., Lancioni, G. E., Karazsia, B. T., **Felver, J. C.**, & Winton, A.S. (2016). Effects of Samatha Meditation on active academic engagement and math performance of students with Attention Deficit/Hyperactivity Disorder. *Mindfulness*, 7, 68-75. doi: 10.1007/s12671-015-0424-5.

7. **Felver, J. C.**, Butzer, B., Olson, K., Smith, I., & Khalsa, S. B. (2015). Effects of a school-based yoga curriculum on mood state. *Contemporary School Psychology, 19*, 184-192. doi:10.1007/s40688-014-0031-9
6. **Felver, J. C.**, Frank, J. L., & McEachern, A. D. (2014). Effectiveness, acceptability, and feasibility of the Soles of the Feet mindfulness-based intervention with elementary school students. *Mindfulness, 5*, 589–597. doi:10.1007/s12671-013-0238-2
5. **Felver, J. C.**, Doerner, E., Jones, J., Kaye, N. & Merrell, K. M. (2013). Mindfulness in school psychology: Applications for intervention and research. *Psychology in the Schools, 50*, 531-547. doi:10.1002/pits.21695
4. Racer, K. H., Gilbert, T. T., Luu, P., **Felver-Gant J. C.**, Abdullaev, Y., & Dishion, T. J. (2011) Attention network performance and psychopathic symptoms in early adolescence: An ERP study. *Journal of Abnormal Child Psychology, 39*, 1001-1012. doi: 10.1007/s10802-011-9522-6
3. Merrell, K. H., **Felver-Gant, J. C.**, & Tom, K. M. (2011). Development and validation of a parent report measure for assessing social-emotional competencies of children and adolescents. *Journal of Child and Family Studies, 20*, 529-540. doi:10.1007/s10826-010-9425-0
2. **Felver-Gant, J. C.**, Bruce, A., Zimmerman, M., Sweet, L., Millman, R., & Aloia, M. (2007). Working memory in obstructive sleep apnea: Construct validity and treatment effects. *Journal of Clinical Sleep Medicine, 3*, 589-594.
1. **Felver-Gant J. C.** & Hefner K. (2005). Being mindful: Facilitating enhanced personal integrity and interpersonal honesty. *Journal of Undergraduate Research, 3*, 26-29.

Books

1. **Felver, J. C.** & Singh, N. N. (in press, September 2020 publication). *Mindfulness in the classroom: An evidence-based program to reduce disruptive behavior and increase academic engagement*. Oakland, CA: New Harbinger Publications.

Book Chapters

4. **Felver, J. C.** (in press). Brief mindfulness interventions: Soles of the Feet for students and daily guided audio practice. In Renshaw, T. L. & Jimerson, S. R. (Eds.) *Using mindfulness to promote mental health in schools*. Oxford University Press.

3. **Felver, J. C.** & Lee, M. K. (in press). Education. In N. N. Singh & S. D. S. Joy (Eds.), *Mindfulness-based interventions with children and adolescents: Research and practice*. Springer.
2. **Felver, J. C.**, *Clawson, A. J., *Helminen, E. C., *Koelmel, E. L., *Morton, M. L., & *Sinegar, S. E. (2018). Reconceptualizing the measurement of mindfulness. In D. Grimes, H. Lin, & Q. Wang (Eds.), *Empirical studies of contemplative practices* (pp.19-42). Nova Science Publishers.
1. Dishion, T. J., **Felver-Gant, J. C.**, Abdullaev, Y., & Posner, M. I. (2011). Self-regulation and adolescent drug use: Translating developmental science and neuroscience into prevention practice. In M. Bardo, D. Fishbein, & R. Milich (Eds.), *Inhibitory control and drug abuse prevention: From research to translation* (pp. 281-301). Springer.
doi:10.1007/978-1-4419-1268-8_15

Non-Peer Reviewed Publications

11. Cary, E. L. & **Felver, J. C.** (in press). Book Review: Self-Compassion for Parents: Nurture Your Child by Caring for Yourself. *Mindfulness*.
10. Clawson, A. J. & **Felver, J. C.** (in press). Book Review: The Mindfulness Matters Program for Children and Adolescents: Strategies, Activities, and Techniques for Therapists and Teachers. *Mindfulness*.
9. Costa, M. R., **Felver, J. C.**, Razza, R. (2019). Supporting mindfulness based interventions with social virtual reality. *Proceedings of 2019 the 9th International Workshop on Computer Science and Engineering*, 238-245.
doi:10.18178/wcse.2019.06.036
8. **Felver, J. C.** (2018). Book review: Mindfulness and yoga in schools: A guide for teachers and practitioners. *Canadian Journal of School Psychology*, 33, 86-89.
doi:10.1177/0829573517720553
7. **Felver, J. C.** (2016). Book review: Handbook of mindfulness in education: Integrating theory and research into practice. *Mindfulness*, 7, 1445-1447.
doi:10.1007/s12671-016-0622-9.
6. **Felver, J. C.** (2016). Book review: Mindfulness for teachers: Simple skills for peace and productivity in the classroom. *Mindfulness*, 7, 286-288.
doi:10.1007/s12671-015-0470-z
5. **Felver, J. C.** (2014). Book review: Executive function and child development. *Journal of Child and Family Studies*, 23, 945-947.
doi:10.1007/s10826-013-9854-7

4. **Felver, J. C.** (2014). Book review: Mindfulness and acceptance for addictive behaviors: Applying contextual CBT to substance abuse and behavioral addictions. *Mindfulness*, 5, 108-110. doi:10.1007/s12671-013-0220-z
3. **Felver, J. C.** (2011). Book review: Mindfulness-based cognitive therapy for anxious children: A manual for treating childhood anxiety. *Mindfulness*, 2, 289-291. doi:10.1007/s12671-011-0077-y
2. **Felver-Gant, J. C.** & Levi, S. L. (2011). Book review: Evidence-based school mental health services: Affect education, emotion regulation training, and Cognitive Behavioral Therapy. *Journal of Child and Family Studies*, 20, 884-886. doi: 10.1007/s10826-011-9533-5
1. **Felver-Gant, J. C.** (2010). Book review: Teaching mindfulness: A practical guide for clinicians and educators. *Mindfulness*, 3, 196-198. doi:10.1007/s12671-010-0020-7

Works in progress

10. Becker, M., Bartalotta, A., *Morton, M. L., *Helminen, E., *Clawson, A., & **Felver, J. C.** (submitted; accepted pending revisions). *The effects of Mindfulness-Based Stress Reduction in the higher education workplace: A pilot study.*
9. *Helminen, E. C., Zhang, X., *Clawson, A. J., *Morton, M. L., *Cary, E. L. & **Felver J. C.** (submitted). *Stress-buffering effects of mindfulness programming for adolescents in schools: A contrast of discrepant results from two clinical trials.*
8. *Morton, M. L., *Helminen, E., & **Felver, J. C.** (submitted). *Acute psychosocial stress increases trapezius muscle activation.*
7. *Helminen, E., *Morton, M. L., Wang, Q. **Felver, J. C.** (submitted). *Stress reactivity to the Trier Social Stress Test in traditional and virtual environments: A meta-analytic comparison.*
6. *Helminen, E. C., Ducar, D. M., Parke, K. L., *Morton, M. L., & **Felver, J. C.** (submitted). *Self-compassion, minority stress, and mental health in sexual and gender minorities: A systematic review and meta-analysis.*
5. Shah, M., Moskowitz, L., & **Felver, J. C.** (in progress). *Soles of the Feet mindfulness-based program for students with autism spectrum disorder and challenging behavior.*
4. *Clawson, A. J. Eckert, T., & **Felver, J. C.** (in progress). *Effects of brief mindfulness practice on reading comprehension performance in racially diverse adolescents.*

3. *Clawson, A. J., Martens, B., Singh, N., & Wang, Q. **Felver, J. C.** (in progress). *A meta-analysis of Soles of the Feet mindfulness intervention single case research studies.*
2. *Cary, E. L., *Sinegar, S., Bergen-Cico, & **Felver, J. C.**, (in progress). *Self-regulation mediates effects of Mindfulness-Based Stress Reduction on anxiety.*
1. **Felver, J. C.**, *Clawson, A. J., *Helminen, E. C., *Koelmel, E. L., *Morton, M. L., & *Sinegar, S. E. (in progress). *Electronically delivered mindfulness-based programming effects on elementary school student's processing speed: A randomized-controlled trial.*

CONFERENCE PRESENTATIONS (*indicates advisee)

26. **Felver, J. C.**, *Helminen, E., *Morton, M., & *Sinegar, S. (2019, June). *Reconceptualizing the measurement of mindfulness.* Poster presented at the Mind and Life Summer Research Institute, Garrison, NY.
25. *Sinegar, S. & **Felver, J. C.** (2019, June). *An investigation of the effects of a yoga intervention on academic and socioemotional outcomes.* Poster presented at the Mind and Life Summer Research Institute, Garrison, NY.
24. *Morton, M., *Helminen, E., & **Felver, J. C.** (2019, June). *Learning to BREATHE (L2B) buffers adolescent responses to stress reactivity.* Poster presented at the Mind and Life Summer Research Institute, Garrison, NY.
23. *Helminen, E., *Morton, M., & **Felver, J. C.** (2019, June). A pilot study of the effects of brief daily mindfulness training on stress and well-being in principals. Poster presented at the Mind and Life Summer Research Institute, Garrison, NY.
22. **Felver, J. C.**, *Clawson, A. J., & Razza, R. (2018, August). *School-wide mindfulness interventions for teachers and students.* Invited lecture to the Syracuse City School District Summer Summit, Syracuse, NY.
21. **Felver, J. C.**, *Clawson, A. J., & *Koelmel, E. (2018, February). *School-based mindfulness intervention supports adolescent resiliency.* Paper presented at the National Association of School Psychologists Annual Convention, Chicago, IL.
20. **Felver, J. C.**, *Morton, M. L., & *Sinegar, S. (2018, February). *School-based yoga intervention increases adolescent resiliency.* Paper presented at the National Association of School Psychologists Annual Convention, Chicago, IL.
19. **Felver, J. C.** (2017, August). *Mindfulness-based interventions for teacher and student stress.* Invited lecture to the Syracuse City School District Summer Summit, Syracuse, NY.

18. **Felver, J. C.** (2017, June). *Standardizing mindfulness breathing practice: A proposed methodology*. Poster presented at the Mind and Life Summer Research Institute, Garrison, NY.
17. **Felver, J. C.** (2015, February). *Applications of mindfulness-based interventions in school settings*. Paper presented at the National Association of School Psychologists Annual Convention, Orlando, FL.
16. **Felver, J. C.** & Frank, J. L. (2015, February). *Soles of the Feet: A mindfulness intervention for disruptive behavior*. Paper presented at the National Association of School Psychologists Annual Convention, Orlando, FL.
15. Frank, J. L., Jennings, P. Berrena, E., & **Felver, J. C.** (2015, February). *Introduction to Learning to Breathe: A mindfulness-based intervention for adolescents*. Paper presented at the National Association of School Psychologists Annual Convention, Orlando, FL.
14. Butzer, B., **Felver, J. C.**, & Khalsa, S. B. S. (2014, September). *Acute effects of school-based yoga on student mood*. Poster presented at the annual International Association of Yoga Therapists Symposium on Yoga Research Conference, Lenox, MA.
13. **Felver, J. C.**, McIntyre, L.L., & Race, K. (2013, July). *Effects of a mindfulness-based intervention in a child psychiatric residential treatment facility*. Poster presented at the American Psychological Association annual conference, Honolulu, HI.
12. **Felver, J. C.**, Felver, S. L., Okray, D. A., & Merrell, K. W. (2012, February). *A pilot intervention trial of a social-emotional learning curriculum in a pre-kindergarten classroom*. Poster presented at the Graduate Student Research Forum, University of Oregon, Eugene, OR.
11. May, L. M., **Felver, J. C.**, Tipsord, J. M., & Berkman, E. T. (2012, March). *Brain-behavior correlations in the context of a parent-child mindfulness-based intervention*. Poster presented at the American Psychosomatic Society's annual conference, Athens, Greece.
10. **Felver-Gant, J. C.**, Groff, J., Morris, M., & Wilson, W. (2011, March). *Soles of the Feet: Mindfulness training to improve classroom behavior*. Poster presented at the National Association of School Psychologists Annual Convention, San Francisco, CA.
9. Merrell, K. W., Suldo, S. M., Romer, N., Tom, K., Cohn, B., & **Felver-Gant, J. C.** (2011, March). *Innovations in strength-based social-emotional assessment in schools*. Symposium presented at the National Association of School Psychologists Annual Convention, San Francisco, CA.

8. Fosco, G. M., McEachern, A., Tipsord, J., Huang, C., & **Felver-Gant, J. C.** (2010, June). *Ethnic dDisparities in school discipline practices: Can PBIS guide reductions?* Presentation given at the Society for Prevention Research Annual Meeting, Denver, CO.
7. **Felver-Gant, J. C.**, Merrell, K., Frank, J., & Roach, A. (2010, March). *Mindfulness in school psychology: Application for intervention and research.* Workshop presented at the National Association of School Psychologists Annual Convention, Chicago, IL.
6. **Felver-Gant, J. C.** & Merrell, K. (2010, March). *Parent ratings of student's assets and resilience: Sears-P factor structure.* Poster presented at the National Association of School Psychologists Annual Convention, Chicago, IL.
5. Tom, K., Merrell, K. W., Endrulat, N. R., Cohn, B., & Felver-Gant, J. C. (2009, February). *Assessing positive youth characteristics: Development and structure of the SEARS-P.* Poster presented at the National Association of School Psychologists Annual Convention, Boston, MA.
4. Cohn, B., Merrell, K. W., **Felver-Gant, J. C.**, Tom, K., & Endrulat, N. R. (2009, February). *Strength-based assessment of social and emotional functioning: SEARS-C and SEARS-A.* Paper presented at the National Association of School Psychologists Annual Convention, Boston, MA.
3. **Felver-Gant, J. C.**, Merrell, K., Tom, K., Cohn, B., & Romer, N. (2009, March). *Ratings of student's assets and resilience: Development of the SEARS-T.* Poster presented at the National Association of School Psychologists Annual Convention, Boston, MA.
2. **Felver-Gant J. C.** & Merrell, K. W. (2008, August). *Mindfulness in schools: Implications for intervention and future research.* Paper presented at the American Psychological Association Conference's Student Affiliates in School Psychology Annual Mini-Convention, Boston, MA.
1. **Felver-Gant J. C.**, Bruce A., Zimmerman M., Sweet L., Millman R., & Aloia M. (February, 2007). *Working memory in obstructive sleep apnea: Construct validity and treatment effects.* Poster presented at the International Neuropsychological Society Conference, Portland, OR.

GRANT SUPPORT

Project Title: Adapting a school-based mindfulness intervention to target problematic alcohol use among African-American adolescents
Role: Principal Investigator
Grant: PA-18-775 Pilot and Feasibility Studies in Preparation for Drug and Alcohol Abuse Prevention Trials (R34 Clinical Trial Optional)
Amount: \$450,000 (direct)
Agency: National Institutes of Health (NIAAA)
Status: In revision

Project Title: Characterization and alteration of the biomechanism of stress in the development of problematic alcohol use among at-risk African American and Hispanic adolescents
Grant: Pilot Grant Program
Amount: \$40,187 (direct)
Agency: Binghamton University's Developmental Exposure Alcohol Research Center
Status: Submitted

Project Title: Virtual reality-supported mindfulness-based intervention for novice teachers
Role: Co-Investigator
Grant: Collaboration for Unprecedented Success and Excellence (CUSE) Grant Program
Amount: \$20,000 (direct)
Agency: Syracuse University Office of Sponsored Programs
Status: Funded 2019 – 2021

Project Title: Effects and Feasibility of a Brief Mindfulness-Based Intervention for Student Test Anxiety
Role: Principal Investigator
Grant: Collaboration for Unprecedented Success and Excellence (CUSE) Grant Program
Amount: \$29,991 (direct)
Agency: Syracuse University Office of Sponsored Programs
Status: Funded 2018 – 2020

Project Title: Evaluation of School-Based Mindfulness Curriculum "Learning to BREATHE"
Role: Principal Investigator
Grant: 1440 Award
Amount: \$15,000 (direct)
Agency: Mind & Life Institute
Status: Funded 2016 – 2018

Project Title: Study of mindfulness-based intervention in a child psychiatric residential treatment facility
Role: Principal Investigator
Grant: Hope Baney Fund Award
Amount: \$3,688 (direct)
Agency: University of Oregon – College of Education
Status: Funded 2012 – 2013

Project Title: Mindfulness Training for Parents and Children
Role: Co-Investigator (Jessica Tipsord, PI)
Grant: Varela Research Award for Contemplative Science
Amount: \$15,000 (direct)
Agency: Mind and Life Institute
Status: Funded 2010 – 2011

Project Title: Development and Psychopathology Research Training Grant
Role: Pre-doctoral Research Fellow (Elizabeth Stormshak, PI)
Grant: Ruth L. Kirschstein National Research Service Awards (NRSA) Institutional Research Training Grant (T32)
Amount: \$71,511
Agency: National Institute of Mental Health
Status: Funded 2009 – 2011

TEACHING, SUPERVISION, AND ADVISING

COURSES AS PRIMARY INSTRUCTOR

Syracuse University – Graduate

School-Based Mental Health (2017 – present)
Internship in School Psychology (2017 – present)
School Psychology Practicum (2017 – present)
Child and Adolescent Therapy (2017 – present)
Child and Family Interventions (2016 – present)

Syracuse University – Undergraduate

Mindfulness: Science and Practice (2020 – present)
Psychology of Childhood (2015 – present)

University of Oregon – Undergraduate

Service Learning Program in K-12 Schools (2011 – 2012)
Practicum in Mindfulness Meditation (2008 – 2009)

COURSES AS SUPERVISED TEACHING INSTRUCTOR

University of Oregon – Graduate

Intellectual Assessment (2011)

Statistics in Education I (2010)

University of Oregon – Undergraduate

Classroom Behavior Management (2009)

RESEARCH TEAMS DIRECTED

Syracuse University

Mind Body Laboratory (2015 – present)

University of Oregon

Mindfulness-Based Interventions in Public Schools (2010 – 2012)

DOCTORAL ADVISEES AND COMMITTEE MEMBER

Syracuse University

Emily Helminen, 2018 – current

Samantha Sinegar, 2017 – 2019

Emily Koelmel, 2017 – current

Melissa Morton, 2016 – current

Adam Clawson, 2016 – current

DOCTORAL DISSERTATION COMMITTEE MEMBER

Syracuse University

Natalie Williams (2020)

Lisa LaRowe (2020)

Nicole Shea (2018)

Kimberly Raymond (2017)

Allison Womack (2017)

William Sullivan (2017)

Rigby Malandrino (2017)

Michael Mullane (2017)

St. John's University

Monica Shah (2019)

MASTERS THESIS COMMITTEE MEMBER

Syracuse University

Samantha Sallade (2018)

David Voss (2018)

Natalie Williams (2017)

Lea Taylor (2016)

Kayla Wagner (2016)

Narmene Hansho (2016)

UNDERGRADUATE SENIOR THESIS ADVISED

University of Oregon

Maxwell Morris Mindfulness-Related Changes in Attentional Control in Kids (2012)

SERVICE

EDITORIAL SERVICE

Associate Editor

Mindfulness, 2016 – 2018

Journal of Child and Family Studies, 2013 – 2018

Editorial Board

Mindfulness, 2013 – 2015, 2018 – current

Journal of Child and Family Studies, 2018 – 2020

Guest Editor

Mindfulness special issue “Applications of Mindfulness-Based Interventions in School Settings,” 2016

Ad Hoc Reviewer

Asia Pacific Journal of Education review

Behavior Modification

Brain and Cognition

British Journal of Educational Psychology

Child Development

Contemporary School Psychology

Education and Treatment of Children

International Journal of School and Educational Psychology

Journal of School Psychology

School Mental Health

Grant Reviewer

Institute of Education Sciences

Israel Science Foundation

Mind and Life Institute

CLINICAL SUPERVISORY POSITIONS

Co-Director of Clinical Training, Syracuse University, Psychology Department, School Psychology Program, 2017 – current

Clinical supervisor, Soles of the Feet for Disruptive Classroom Behavior, Syracuse City School District, 2018 – current

Clinical supervisor, Merrell's Strong Start Social-Emotional Learning Curriculum, Syracuse University, Psychology Department, 2018

Clinical supervisor, Social Skills Training for Children and Parent Support, Syracuse University, Psychology Services Center, 2018

Clinical supervisor, Child and Adolescent Therapy Clinic, 2017

Clinical supervisor, Brief Effective Strategies for Test-taking Anxiety (BEST), Syracuse University, 2017 – current

Clinical supervisor, Learning to BREATHE Mindfulness Program for Adolescent Students, Syracuse City School District, 2017 – current

DEPARTMENTAL AND UNIVERSITY SERVICE POSITIONS

Associate director, Syracuse University Contemplative Collaborative, 2016 – current

Steering committee member, Syracuse University Contemplative Collaborative, 2015 – current

Research committee, Syracuse University Psychology Department, 2018 – current

Curriculum committee, Syracuse University Psychology Department, 2017 – 2018

Executive committee, Syracuse University Psychology Department, 2017 – 2018

Colloquium committee, Syracuse University Psychology Department, 2016 – 2017

CLINICAL POSITIONS

Instructor of Mindfulness-Based Stress Reduction, Syracuse University, 2015 – current

Instructor of Learning to BREATHE Mindfulness Program for Adolescent Students, Syracuse City School District, 2015 – 2017

Postdoctoral Fellowship in School-Based Day Treatment and Child/Adolescent

Psychopathology (APA-accredited), The Bradley School of Bradley Hospital, Alpert Medical School of Brown University's Clinical Psychology Training Consortium, Providence, RI, 2013 – 2015

Clinical activities: Individual therapy, family therapy, group therapy, psychological/psychiatric assessment, classroom consultation, & case management

Predoctoral Intern in Child Clinical and Pediatric Psychology (APA-accredited), Boston Children's Hospital, Harvard Medical School, Boston, MA, 2012 – 2013

Major rotations: Inpatient psychiatry & psychiatry consultation service

Minor rotations: Emergency department, general assessment, neuropsychological assessment, outpatient psychiatry service, & behavioral medicine clinic

Instructor of Mindfulness-Based Stress Reduction, Sacred Heart Medical Center at River Bend, Springfield, OR, 2012

Individual Therapist, Family Therapist, and Case Manager, Oregon Social Learning Center Community Programs, Eugene, OR, 2011 – 2012

Extern in Neuropsychological and Psychological Assessment, Oregon Health Sciences University, Eugene, OR, 2011

Instructor of Mindfulness-Family Stress Reduction, University of Oregon, Child and Family Center, Eugene, OR, 2010 – 2011

Advanced Practicum in Child and Family Interventions, University of Oregon, Child and Family Center, Eugene, OR, 2008 – 2012

Advanced Practicum in School Psychology Practice, University of Oregon, Springfield School District, Springfield, OR, 2008 – 2009

Co-Facilitator of School-Based Parent Training Initiative, Bethel School District, Bethel, OR, 2008 – 2009

Practicum in School Psychology Practice, University of Oregon, Cottage Grove School District, Cottage Grove, OR, 2007 – 2008

Clinical Interviewer, Alpert Medical School of Brown University, Department of Psychiatry and Human Behavior, Providence, RI, 2005-2007

CLINICAL CERTIFICATIONS AND LICENSURES

State of New York Licensed Psychologist #021949

American Board of Professional Psychology, School Psychology #8755

PROFESSIONAL MEMBERSHIPS

American Psychological Association, Division 16 (School Psychology) #89180223