**Curriculum Vitae**

Jamilia J. Blake

Department of Educational Psychology

Texas A&M University, College Station, Texas

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### **EDUCATION**

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| 2007 | Ph.D., Educational Psychology, The University of Georgia |
|  | Major: School Psychology, APA-approved; Minor: Research Methods & Statistics |
| 2003 | M. Ed., with distinction, Educational Psychology, The University of Georgia |
| 2000 | B.S., Psychology, Minor: Sociology; Cum Laude, The University of Georgia |
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| **ACADEMIC APPOINTMENTS** | |
| ***Academic Positions*** | |
| 2014-present | Associate Professor (tenured), School Psychology program, Department of Educational Psychology, Texas A&M University |
| 2008-present | Affiliate/Adjunct Faculty Member  Affiliate Faculty, Transdisciplinary Center for Health Equity Research, Texas A&M University (2011)  Adjunct Faculty, Department of Psychology, Texas A&M University (2010)  Affiliate Faculty, Center for Disability and Development, Texas A&M University (2009) |
| 2007-2014 | Assistant Professor, School Psychology program, Department of Educational Psychology, Texas A&M University |
| ***Administrative Positions*** | |
| 2018-present | Division Chair, School Psychology Program, Department of Educational Psychology, Texas A&M University |

**HONORS & DISTINCTIONS**

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|  | ***Research Awards*** |
| 2019 | 2019 Champion of Education, Education Law Center, Philadelphia, PA |
| 2019 | 2019 Best in Me Awardee, Black Girl Equity Alliance, Pittsburgh, PA |
| 2018-2021 | Presidential Impact Fellow, Texas A&M University |
| 2017 (Fall) | Faculty Development Leave, Texas A&M University |
| 2016-2019 | Yates Faculty Fellow, Department of Educational Psychology, Texas A&M University |
| 2015 | Rhonda Talley Distinguished Lecturer Award for Outstanding Contribution to Policy and Advocacy, Indiana University-Bloomington |
| 2010-2013 | Career Development Award, Loan Repayment Program, National Institute of Health’s National Center on Minority Health and Health Disparities (NCMHD) |
| 2006-2007 | Dissertation Fellow, Southern Regional Educational Board |
| 2004-2005 | Elizabeth Munsterberg Koppitz Child Psychology Fellow, American Psychological Foundation |
|  | ***Teaching Awards*** |
| 2014 | College of Education and Human Development Transforming Lives Faculty Fellow, Texas A&M University |
| 2011-2012 | Montague-Center for Teaching Excellence Scholar, Texas A& M University |

**LICENSURE & CERTIFICATION**

2013-present Health Service Psychologist

2012-present Licensed Psychologist (Texas)

2008-present Licensed Specialist in School Psychology (Texas)

2007-2012 Certified School Psychologist (Georgia)

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| **PROFESSIONAL CLINICAL EXPERIENCE & TRAINING** | |
| 2010-2012 | Postdoctoral Fellow for Licensure as Psychologist, Capstone Psychologics, College Station, Texas |
| 2006-2007 | Psychology Pre-doctoral Intern, Cobb County School District, Department of Psychological Services (APPIC-approved), Kennesaw, Georgia |
| 2005-2006 | Psychological Assistant, Santavicca, Ph.D. & Associates, Atlanta, Georgia |
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| **PROFESSIONAL MEMBERSHIPS** | |
| American Psychological Association  Division 16 School Psychology, Fellow  Division 45 Society for the Psychological Study of Culture, Ethnicity, and Race, Fellow  American Educational Research Association  Division E Counseling and Human Development  SIG Research Focus on Black Education  Association of Black Psychologists  Society of Research in Child Development | |
| **RESEARCH** | |
| **EXPERTISE**   * Disparate impact of school discipline for Black females * Peer-directed aggression, bullying, and victimization in socially marginalized populations * Gender and ethnic/racial differences in children’s social and psychological adjustment and educational attainment   **Scholarly Impact**  ORCID: 0000-0002-1452-6770   * Google scholar: h-index 22 based on 37 publications * Scopus: h-index 13 based on 34 publications * Web of Science: h-index 13 based on 40 publications | |
| **Publications**  Denotes: † invited; ⯐student author at time of submission; \*based from student dissertation/thesis  ***Refereed Publications (N=44)***  Journal 5-year impact factor (5-yr IF) and 2017 impact factor (IF) retrieved from Web of Science Journal Citation Reports December 2018  \*Banks, C. S., Blake, J. J., & Lewis, K. (in press). Collaborating with Parents to Increase Proactive Bystander Messages. *Professional School Counseling.*  ⯐Smith, D., ⯐Ortiz, N., Blake, J. J., Marchbanks, M. P., & Unni, A (in press). Tipping point: Effect of the number of in-school suspensions on academic failure. *Contemporary School Psychology*.  ⯐Martin, M., Blake, J. J., Marchbanks, M., & Ragan, K.⯐ (in press). Race, gender, disability and risk for juvenile justice contact. *The Journal of Special Education.*  \*Winters, R. R., Blake, J. J., Chen, S. (in press). Bully victimization among children with Attention-Deficit/Hyperactivity Disorder: A longitudinal examination of behavioral phenotypes. *Journal of Emotional and Behavioral Disorders*. [5-year IF: 2.267; IF: 1.200]  \*Vaughan-Jensen, J., ⯐Smith, D., Blake, J.J., Keith, V. M. & Willson, V. (in press). Breaking the cycle of child maltreatment and Intimate Partner Violence: The effects of student gender and caring relationships with teachers. *Journal of Aggression Maltreatment & Trauma.* [5-year IF: N/A; IF: 0.698] | |
| \*Pulido, R., Banks, C. S., Ragan, K. ⯐, Pang, D. ⯐, Blake, J.J., & McKyer, E. L. J. (in press). The impact of peer victimization on physical activity in overweight youth: Exploring racial and ethnic differences. *Journal of School Health*. [5-year IF: 2.172; IF: 1.935]  Peguero, A., Varela, K. S., Marchbanks, M. P., Eason, J., & Blake, J. J. (in press). School punishment and education: Racial/ethnic disparities with grade retention and the role of urbanicity. *Urban Education.* [5-year IF: 2.867; IF: 2.100]  \*Williams, A. J., Banks, C. S., & Blake, J. J. (2018). High school bystanders’ motivations and roles in bias-based bullying. *Psychology in the Schools, 55, 1259-1273.* [5-year IF: 1.247; IF: 1.666]  Peguero, A., Marchbanks, M. P., Varela, K. S., Eason, J., & Blake, J. J. (2018). Too strict or too lenient?: Examining the role of school strictness with educational and juvenile justice outcomes. *Sociological Spectrum, 1-20.* [5-year IF: 0.549; IF: 0.790]  Thamotharan, S. ⯐, Hall, S. K., Hahn, H., Blake, J. J., & Fields, S. (2018). Contextualizing gender and acculturative influences on Asian Indian sexual initiation. *Sexuality and Culture*, 22, 380-390*.* [5-year IF: N/A; IF: N/A]  Varela, K. S. ⯐, Peguero, A., Eason, J., Marchbanks, M. P., & Blake, J. J,, (2018). School strictness and education: Investigating racial and ethnic educational inequalities associated with being pushed out. *Sociology of Race and Ethnicity,* 4, 261-280. [5-year IF: N/A; IF: N/A]  Marchbanks, M. P., Peguero, A., Varela, K. S. ⯐, Blake, J. J., & Eason, J. (2018). School Strictness and Disproportionate Minority Contact: Investigating racial and ethnic disparities within the “School-to-Prison Pipeline.” *Youth Violence and Juvenile Justice*, 16, 241-259*.* [5-year IF: 2.327; IF: 1.796]  Curby, T. W., Berke, E., Alfonso, V. C., Blake, J. J., DeMarie, D., DuPaul, G….Subotnik, R. F. (2017). Kindergarten teacher perceptions of kindergarten readiness: The importance of social-emotional skills. *Perspectives on Early Childhood Psychology and Education, 2, 115-137.* [5-year IF: N/A; IF: N/A]  Blake, J. J., Keith, V. M., Luo, W., Le, H. ⯐, & Salter, P. (2017). The role of colorism in explaining African American females’ suspension risk. *School Psychology Quarterly,* 32, 118-130.[5-year IF: 2.913; IF: 1.818]  Blake, J. J., Gregory, A., James, M., Webb-Hasan, G. (2016). Early warning signs: Identifying opportunities to disrupt racial inequities in school discipline through data-based decision making. *School Psychology Forum*, 10, (3), 289-306.[5-year IF: N/A; IF: N/A]  Blake, J. J., Graves, S. L., Newell, M., & Jimerson, S. (2016). Diversification of School Psychology: Developing an evidence-base from current research and practice. *School Psychology Quarterly*, 31, 305-310*.* [5-year IF: 2.913; IF: 1.818]  Blake, J. J., Zhou, Q., Kwok, O., & Benz, M. R. (2016). Predictors of bullying behavior, victimization, and bully-victim risk among high school students with disabilities. *Remedial and Special Education, 37,* 285-295. [5-year IF: 2.709; IF: 1.648]  Smith, L. V. ⯐, Blake, J. J., Graves, S. L, Vaughan-Jensen, J. E., Pulido, R. ⯐, & Banks, C. ⯐ (2016). Promoting diversity through program websites: A multicultural content analysis of School Psychology program websites. *School Psychology Quarterly*, 31, 327-339. [5-year IF: 2.913; IF: 1.818]  Blake, J. J., Kim, E. S., Lund, E.M. ⯐, Zhou, Q. ⯐, Kwok, O., & Benz, M. R. (2016). Predictors of bully victimization in children with disabilities: A longitudinal examination with a national dataset. *Journal of Disability Policy Studies*, 26 (4), 199-208*.* [5-year IF: 1.588; IF: 1.104]  Blake, J. J., Banks, C. S. ⯐, Patience, B. A. ⯐, & Lund, E. M⯐ (2015). School-based mental health professionals’ bullying assessment practices: A call for evidence-based bullying assessment guidelines. *Professional School Counselor, 18 (1)*:136-147. [5-year IF: N/A; IF: N/A]  Dornhecker, M. ⯐, Blake, J. J., Benden, M., Zhao, H., & Wendel, M (2015). The effect of stand-biased desks on academic engagement: An exploratory study. *International Journal of Health Promotion and Education, 53*(5), 271-280. [5-year IF: N/A; IF: N/A]  Benden, M., Zhao, H. Jeffrey, C., Wendel, M., & Blake, J. J. (2014). An activity-permissive learning environment intervention in elementary school students to increase physical activity. *International Journal of Environmental Research and Public Health*, 11, 9361-9375. [5-year IF: 2.608; IF: 2.145]  Marchbanks, M. P., Blake, J. J., Smith, D. ⯐, Seibert, A., Carmichael, D., Booth, E. A, & Fabelo, T. (2014). More than a drop in the bucket: The social and economic costs of dropouts and grade retentions associated with exclusionary discipline. Journal of Applied Research on Children: Informing Policy for Children at Risk, 5 (2). [5-year IF: N/A; IF: N/A]  Hayes, D., Blake, J. J., Darensbourg, A. ⯐, & Castillo, L. G. (2014). Examining the academic achievement of Latino adolescents: The role of peer and parental influences. *Journal of Early Adolescence,* 35 (2), 141-161. [5-year IF: 1.991; IF: 1.828]  \*Darensbourg, A. M. & Blake, J. J. (2014). A pilot study examining the academic achievement of Black adolescents: The importance of peer and parental influences. *Journal of Black Psychology*, 40, 191-212. [5-year IF: 1.739; IF: 1.551]  \*Darensbourg, A. M. & Blake, J. J. (2013). Predictors of African American students’ achievement in late elementary school: The role of achievement values and engagement. *Psychology in the Schools*, 50, 1044-1059. [5-year IF: 1.247; IF: 1.666]  \*Smith, L. V., Blake, J. J., & Graves, S. L. (2013). School psychology programs’ recruitment of culturally and linguistically diverse students. *Trainers of School Psychology Forum*, 32, 4-23. [5-year IF: N/A; IF: N/A]  Blake, J. J., Lund, E. M. ⯐, Zhou, Q. ⯐, Kwok, O., & Benz, M. R. (2012). National prevalence rates of bully victimization among students with disabilities in the United States. *School Psychology Quarterly*, 27, 210-222. [5-year IF: 2.913; IF: 1.818]  Graves, S., Blake, J. J., & Kim, E. S. (2012). Differences in parent and teacher ratings of preschool problem behavior in a national sample: Implications for practicing School Psychologists*. Journal of Early Intervention*, 34, 151-165. [5-year IF: 1.566; IF: 1.241]  Lund, E. M. ⯐, Blake, J. J., Ewing, H. K. ⯐, & Banks, C. S.⯐ (2012). School Counselors’ and School Psychologists’ bullying prevention and intervention strategies: A look into real world practices. *Journal of School Violence*, 11, 246-265*.* [5-year IF: N/A; IF: 2.721]  Blake, J.J., Lease, A. M., Turner, T. ⯐& Outley, C. W. (2012). Exploring ethnic variation in the adjustment patterns of aggressive girls. *Journal of Black Psychology*, 38, 104-131. [5-year IF: 1.739; IF: 1.551]  Blake, J.J., Benden, M. E., & Wendel, M. L. (2012). Using stand/sit workstations to prevent childhood obesity:  Lessons learned from a pilot study in Texas. *Journal of Public Health Management & Practice*, 18, 412-415. [5-year IF: 1.117; IF: 1.369]  Hayes, D., & Blake, J. J. (2011). Predicting parental involvement in urban African American adolescents from a parent's perspective. *High School Journal*, 94, 154-166. [5-year IF: N/A; IF: N/A]  D’Esposito, S., Blake, J. J., & Riccio, C. A. (2011). Adolescents’ vulnerability to victimization: Interpersonal and intrapersonal predictors. *Professional School Counseling*, 14, 299-309. [5-year IF: N/A; IF: N/A]  Blake, J.J., Kim, E. S. ⯐, & Lease, A. M. (2011). Exploring the incremental validity of nonverbal social aggression: The utility of peer nominations. *Merrill Palmer Quarterly*, 57, 293-318. [5-year IF: 1.705; IF: 1.231]  Benden, M.E., Blake, J. J., Wendel, M. L., & Huber, J. (2011). The impact of standing-biased classrooms on calorie expenditure in children. *American Journal of Public Health*, 101 (8)*,* 1433-1436. [5-year IF: 5.403; IF: 4.380]  Blake, J. J., Kim, E. S. ⯐, McCormick, A. S. & Hayes, D. (2011). The dimensionality of social victimization: A preliminary investigation. *School Psychology Quarterly*, 26, 56-69. [5-year IF: 2.913; IF: 1.818]  Riccio, C. A., Lockwood, L. H.., & Blake, J. J. (2011). Relation of measures of executive function to aggressive behavior in children. *Applied Neuropsychology*, 18, 1-10.[5-year IF: 1.490; IF: 1.971]  Pinckney, H.P., Outley, C., Blake, J. J., & Kelly, B. (2011). Promoting positive youth development of Black youth: A rites of passage framework. *Journal of Parks and Recreation Administration*, 29, 98-112. [5-year IF: N/A; IF: N/A]  Blake, J. J., Butler, B. A.⯐, Lewis, C. L., & Darensbourg, A.⯐ (2011). Unmasking the inequitable discipline experiences of urban Black girls: Implications for urban stakeholders. *Urban Review*, 43, 90-106. [5-year IF: N/A; IF: N/A]  Blake, J. J., Lease, A. M., Olejnik, S., & Turner, T. L.⯐ (2010). Ethnic differences in parents’ attitudes toward girls’ use of aggression. *Journal of Aggression, Maltreatment, and Trauma*, 19, 393-413. [5-year IF: N/A; IF: 0.698]  Darensbourg, A.⯐, Perez, E.⯐, & Blake, J. J. (2010). Overrepresentation of African American students in exclusionary discipline: The role of school-based mental health professionals in dismantling the school-to-prison pipeline. *Journal of African American Male Education, 1, 196-211.* [5-year IF: N/A; IF: N/A]  Gregg, N., Bandalos, D., Coleman, C., Davis, M., Robinson, K., & Blake, J. J. (2008). The validity of a battery of phonemic and orthographic awareness tasks for adults with and without dyslexia and Attention Deficit/Hyperactivity Disorder. *Remedial and Special Education*, 29, 175-190. [5-year IF: 2.709; IF: 1.648]  Meisinger, E.B., Blake, J.J., Lease, A.M., Palardy, G., & Olejnik, S. (2007). Variant and invariant predictors of perceived popularity across majority-white and majority-black classrooms. *Journal of School Psychology*, 45, 21-44. [5-year IF: 3.913; IF: 2.299]  Restrepo, M. A., Schwanenflugel, P. J., Blake, J. J., Pritchett-Neuharth, S., Cramer, S.E., & Ruston, H. P. (2006). Performance on the PPVT-III and the EVT: Applicability of the measures with African American and European American preschool children. *Language, Speech, and Hearing Services in Schools*, 37, 17-27. [5-year IF: 0.877; IF: 1.726]  Lease, A.M., & Blake, J.J. (2005). A comparison of majority-race children with and without a minority-race friend. *Social Development*, 14, 20-41. [5-year IF: 2.597; IF: 2.042]  ***Books (N=2)***  Graves, S. L. & Blake, J. J. (Eds.) (2016). *Psychological Assessment and Intervention for Ethnic Minority Children*. Washington, D.C.: American Psychological Association.  Blake, J. J., Barringer, M., & Shuchat, S. (under development). *Turning the Tide on School Discipline: Building Teacher Capacity to Eliminate Discipline Disparities.* Charlotte, NC: Information Age Publishing.  ***Refereed Book Chapters (N=7)***  Denotes: † invited; ⯐student author; \*based from student dissertation/thesis  Curby, T. W., Berke, E., Alfonso, V., Blake, J. J., DeMarie, D., DuPaul, G. J., Flores, R., Hess, R. S., Howard, K. A. S., Lepore, J. C. C., & Subotnik, R. F. (2018). Transition practices into Kindergarten and the barriers teachers encounter, pp. 249-264. In A. J. Mashburn, J. LoCasale-Crouch, & K. C. Pears (Eds.) *Kindergarten Transitions and Readiness: Promoting Cognitive, Social Emotional, and Self-Regulatory Development.* Springer.  †Blake, J. J., Smith, D. A.⯐, Marchbanks, M.P., Wood, S. & Seibert, A. (2016). Does teacher student racial/ethnic match predict Black students’ discipline risk? In R. Skiba, K. Mediratta, & R. Karega (Eds.) *Inequality in School Discipline: Research and Practice to Reduce Disparities*. Palgrave.  †Blake, J. J., Butler, B. R., & Smith, D.⯐(2015). Challenging middle class notions of femininity: The cause for Black females’ disproportionate suspension rates. In D. Losen (Ed.) *Closing the School Discipline Gap: Research to Practice*. New York, New York: Teachers’ Press.  Marchbanks, M. P., Blake, J. J., Booth, E. A., Carmichael, D., Seibert, A.⯐, Fabelo, T., & Thompson, M. D (2015). The economic effects of exclusionary discipline on grade retention and high school dropout. In D. Losen (Ed.) *Closing the School Discipline Gap: Research to Practice*. New York, New York: Teachers’ Press.  Banks, C. S. ⯐, Lund, E. M. ⯐, Pulido, R. ⯐, Vaughan-Jensen, J. ⯐, & Blake, J. J. (2014). Prevention of Violence. In C. Blakely & E. L. J. McKyer (Eds.). *Encyclopedia of Primary Prevention and Health Promotion (Child Series)*, 2nd edition.*Note: Equal contribution shared by first four authors.*  McKyer, E. L. J., Outley, C., & Blake, J. J. (2012). Promoting adolescent health in rural communities. In R. A. Crosby, R. C. Vanderpool, M. L. Wendel, & B. Casey (Eds.) *Rural Populations and Health: Determinants, Disparities, and Solutions*. San Franciso, CA: Jossey-Bassy.  Blake, J.J., Nero, C., & Rodriguez, C. (2011). Mental health delivery in urban schools: It takes a village to empower a child. In L. L. Howell, C. W. Lewis, & N. Carter (Eds.) *Yes We Can! Improving Urban Schools Through Innovative Educational Reform* (53-76). Charlotte, NC: Information Age.  ***Policy Reports (N=2)***  Blake, J. J. & Esptein, R. (2019). *Listening to Black Women and Girls*: *Lived Experiences of Adultification Bias.* Washington, D.C.: Georgetown Law Center on Poverty and Inequality.  Esptein, R., Blake, J. J., & Gonzalez, T. (2017). *Girlhood Interrupted: The Erasure of Black Girls’ Childhood*. Washington, D.C.: Georgetown Law Center on Poverty and Inequality.  ***Non-refereed Publications (N=2)***  Denotes: † invited; ⯐student author; \*based from student dissertation/thesis  Banks, C. S.⯐, Blake, J. J., & Joslin, A. M. (2013). Stand up or stay out of it? Parental messages about bystander intervention. *The School Psychologist, Division 16 Newsletter*, 67 (3), 10-15*.*  †Schwanenflugel, P., Pritchett-Nueharth, S., Blake, J. J., Hamilton, C., & Restrepo, M. A. (2003). Phonological awareness and vocabulary enhancement experiment in preschool literacy. *Odyssey: New Directions in Deaf Education*, 5, 6-13.  ***Manuscripts under review (N=8)***  Denotes: † invited; ⯐student author; \*based from student dissertation/thesis  Kranzler, J. H., Blake, J. J., & Van Norman, E. R. (accepted pending publisher approval). Developing a  program of research in school psychology. R. G. Floyd & T. L. Eckert (Eds.) *Handbook of University and Professional Careers in School Psychology* (pp. xxx-xxx). New York: Routledge.  Marchbanks, M. P., Wood, S. & Blake, J. J. (revise-resubmit). Race, school discipline, and the juvenile justice system: A decision-point analysis  \*Smith, D. M., Blake, J. J., Keith, V. M., Gilreath, T. M., & Luo, W. (revise-resubmit) Subtypes of girls who engage in serious delinquency and their young adult outcomes.  Blake, J. J., Smith, D.⯐, Marchbanks, M. P., Eason, J., Wood, S., & Unni, A.(revise-resubmit). Behind the eight ball: The effects of race and number of infractions on the severity of exclusionary discipline sanctions issued in schools. Presentations Denotes: † invited; ⯐student author; \*student dissertation/thesis *Refereed National Conference Presentations (within last 4 years; N=13)* Blake, J. J., Villarreal, A. L**.**Swift, C., & Marchbanks, M. (2019, August). School discipline and juvenile justice contact in girls. Poster presentation at American Psychological Association Conference in Chicago, Il.  Blake, J.J., Salter, P., Swift, C. ⯐ & Epstein, R. (2018, August). Teacher’s Discipline Decisions of Black Girls: Does Physical Development Matter? Poster presented at the *American Psychological Association Annual Convention*, San Francisco, CA.  Blake, J. J. (2017, April). Within the margins: Examining students with disabilities’ discipline risk from an intersectional lens. Presented at the Council for Exceptional Children Conference within the *Disproportionality in School Discipline Strand* (Chair: Denise Whitford), Boston, MA.  Unni, A. K. & Blake, J. J. (2017, April). The adultification of Black youth: Innocence lost. Presented at the Society of Research in Child Development Biennial Convention, Austin, Texas.  Solari Williams K., Salter P. S., Blake J. J., & McKyer E.L.J, (2017, January). School dress code violations in U.S. secondary school discipline interventions and reports. Paper presented at the 8th Annual International Conference on the Health Risks of Youth, Cancun, Mexico.  Solari Williams K, Salter P. S., King, B., Blake J. J., & McKyer E.L.J. (2016, October). Students' perception of school dress code policies: Does race or body type influence dress code violation ratings? Poster presented at the American School Health Association Conference, October 6-8, 2016, Baltimore, MD.  Castro-Olivo, S**.**&Blake, J. J. (2016, September). Roles and functions of bilingual school psychologists. Presented at the biennial convention of the National Association of Latina/o Psychology, Orlando, FL.​  Smith, D., Blake, J.J., & Keith, V. (2016, August).  Do girls walk a different path?  An exploration of the “School-to-Pregnancy Pipeline.” Poster presented at the annual meeting of the American Psychological Association, Denver, CO.  Castro-Olivo, S.**, ​**Blake, J. J., & Miranda, A**.**(2016, August). CEMA’s Efforts for Increasing the Study of CLD Issues in School Psychology. In S. Graves (Chair), Diversifying Faculty in School Psychology: Creating a Research-Based Pipeline. Symposium conducted at the annual convention of the American Psychological Association, Denver, CO.  Haugen, A., Salter, P., Blake, J. J., Solari-Williams, K., Mckyer, L., & Keith, V. (2016, June). What Not to Wear: Intersectionality and Perceived Dress Code Violations. In S. Rieck (chair) Shifting Expectations:  How Race, Gender, and Sexual Orientation Influence Perceptions of Behavior. Paper presented at the Society for the Psychological Study of Social Issues Convention, Minneapolis, MN.  Unni, A. K.⯐, Blake, J. J., Salter, P., Solari-Hall, K., & Keith, V. (2016, May). The objectification of Black youth: Racial and gender differences in decisions about school dress-code violations. Poster presented at the annual meeting of the Association for Psychological Science, Chicago, IL.  Kestian, J. G. & Blake, J. J. (2015, August). Can victims be identified using behavioral-emotional screeners? American Psychological Association, Toronto, Canada.  Blake, J. J., Marchbanks, T., Wedeking, T., Smith, D., & Seibert, A. (2015, April). Hiding in plain sight: An examination of Black females discipline risk over time. Presented in SIG –Research Focus on Black Education African American at Risk Roundtable, American Educational Research Association Annual Convention, Chicago, Illinois.  ***Invited National Presentations, Panels, Workshops, and Speaking Engagements (N=20)***  Blake, J. J. (2019, December). How adultification bias impacts the educational outcomes of Black girls? METCO Conference, Boston, MA.  Blake, J.J. (2019, September). Plenary Speaker: Adultification bias: Robbing Black girls of their childhood. 4th Annual Equity Summit. Black Girls Equity Alliance, Pittsburgh, PA.  Blake, J. J. (2019, September). Girlhood Interrupted: Adutlfication bias. Educational Law Center, Philadelphia, PA.  Blake, J. J. (2017, December). Invited panelist at National Black Caucus of State Legislatures *Racial Disparities in School Disciplining Practices* panel at the 41st Annual Legislative Conference, Indianapolis, IN.  Blake, J. J. (2017, December). Invited speaker Black Girl Equity Alliance Convening, *Moving Equity Forward*, Carlow University, Pittsburgh, PA.  Blake, J. J. & Epstein R., (2017, November). Invited speaker **“Girlhood Interrupted: The Erasure of Black Girls’ Childhood: Implications for Policy” Ann E. Casey Foundation,** Baltimore, MD.  Blake, J. J. (2017, October) Invited speaker for 17th annual Diversity Challenge, "Race, Ethnic Culture, and Criminal Justice Throughout the Lifespan” Conference, Boston College, MA.  Blake, J. J. & Epstein, R. (2017, October) Invited speaker **“The Girlhood Interrupted: The Erasure of Black Girls’ Childhood Innovation in Motion Workshop”** at The National Crittenton Foundation Conference, Washington, DC. <http://nationalcrittenton.org/transformational-healing-girlhood-interrupted>  Blake, J. J. (2017, October) Invited speaker “Psychoeducational Assessment and Intervention for Ethnic Minority Children: Evidence-Based Approaches Skills Workshop” California Association of School Psychologists Annual Convention, Garden Grove, CA. <https://event.casponline.org/friday/w-29/>  Blake, J. J. (2017, September) Distinguished panelist for the Sojourner Truth Legacy Project (STLP) town hall, “Black Women and Girls in the U.S. Criminal Justice System: From School to Prison Pipeline.” Black Caucus Foundation *47th Annual Legislative Conference* (ALC), Washington, D.C.  Esptein, R. & Blake, J. J. (2017, May). Black Girls Matter: Girlhood Interrupted. Fireside chat presented at Georgetown Law’s *The Right to Remain Children: Race and Juvenile Justice 50 Years After Gault Conference*, Washington, D.C.  Marchbanks, M.P., Blake, J. J., & Peguero, A. (2017, May).  Assessing the Role of Immigration in the Linkage between School Safety, Education, and Juvenile Justice Contact. Presented at the National Institute of Justice *National Comprehensive School Safety Initiative Conference*, Washington DC.  Blake, J. J. & Nguyen, J. (2017, April). “Racial, Cultural, and/or Religious Diversity Within and Across Borders: Challenges of Social Integration.” Led study session at Society for Research in Child Development Peer Pre-conference, Austin, Texas.  Blake, J. J. (2017, February). Equity tool kit: Mental health and behavioral interventions to address discipline disparities. Invited workshop presented at National Association of School Psychologists Annual Convention, San Antonio, Texas.  Blake, J. J. (2015, May). Breaking the silence of Black girls’ discipline experiences. Presented for Rhonda Talley Distinguished Lecturer Award for Outstanding Contribution to Policy and Advocacy, Indiana University-Bloomington, Bloomington, IA.  Blake, J. J. (2014, October). Expert Panelist on School Discipline and Push Out for [Town Hall Hearing: Breaking Silence- A Hearing on Girls of Color](http://www.aapf.org/recent/2014/9/town-hall-hearing-breaking-silence-a-hearing-on-girls-of-color) sponsored by Girls for Gender and Equity and Columbia University of Law African American Policy Forum, New York, NY.  Blake, J. J. (2014, August). Gendered racial bias in school discipline: The experience of Black females. Office of Civil Rights Academy, U.S. Department of Education, Washington, D.C.  Blake, J. J. (2014, June). Hiding in plain sight: Black females’ risk for school suspension: State and district level analyses. Presented at the Georgetown Law Center on Poverty and Inequality and The Office for Civil Rights of the US Department of Education’s *Equity in Schools:  The Future of School Discipline Conference*, Washington, DC.  Blake, J. J. (2013, November). Do Snitches Get Stitches? Development of a measure to assess bystander's social-cognitive processing and decisions to intervene in bullying situations. University of Nebraska *Bullying and Prevention Speaker Series*, Lincoln, Nebraska. <http://cehs.unl.edu/edpsych/videos/JamiliaBlake.mp4>  Blake, J. J. (2013, January). Respondent for Promising gap-closing interventions plenary at the Center for Civil Rights Remedies at UCLA's Civil Rights Project, Education Week, Gallup, and the Equity Project at Indiana University’s *Closing the School Discipline Gap: Research to Practice* Conference, Washington, D. C. | |
| |  |  |  |  | | --- | --- | --- | --- | | **GRANTS** | | | | | ***Extramural Grants*** | | | | | **ACTIVE** | | | | | 2017-present | Marchbanks, M. T., Peguerro, A., & Blake, J. J. Assessing the Role of Immigration in the Linkage between School Safety, Education, and Juvenile Justice Contact. National Institute of Justice Comprehensive School Safety Initiative (CFDA No. 16.560). Total Award: 782,077 for 2017-2020. Role: *co- Principal Investigator*. | | | | **COMPLETED** | | | | | 2017-2018 | Madsen, J., Torres, M., Luo, W., & Blake, J. J.\* Strategies for School Improvement and Inclusion in Schools with Demographically Diverse Students. Kellogg Foundation (Private); Total Award: 1,493,754 for 2017-2020. Role: *co-Principal Investigator*.  \*Participated as co-PI in Year 1 (2017-2018) when focus of grant was on school discipline disparities; transitioned off in Year 2 (2019) as focus of project moved to parental involvement. | | | |  |  | | | | 2015 | Blake, J.J., Castro-Olivio, S., & Miranda, A. National Directory of Graduate Faculty Addressing Culture and Diversity in School Psychology. American Psychological Association CEMRATT, Total Award: $4000. Role: *Principal Investigator* | | | |  |  | | | | 2012-2015 | Marchbanks, M. & Blake, J. J. Assessing the Role of School Discipline in Disproportionate Minority Contact with the Juvenile Justice System, Office of Juvenile Justice Department, Total Award: 497,640. Role: *Co-Principal Investigator*. | | | | 2012-2014 | Benden, M., Blake, J. J., Zhao, H., & Wendell, M. Brazos Partnership for Childhood Obesity Research, National Institute of Child Health and Human Development, Total Award: 400,000. Role: *Co-Principal Investigator* | | | | 2011-  2012 | | Blake, J. J. & Stephenson, M. Developing a Media Based Bullying Prevention Program to Alter Bystander Behavior, Society for the Study of School Psychology, Total Award: 15,000.  Role: *Principal Investigator* | | 2009-2011 | | Blake, J. J. Examining ethnic differences in youth aggression: The role of parental socialization practices. Hogg Foundation, Total Award: $15,000; Role: *Principal Investigator.* | |  | |  | | 2009-2010 | Blake, J.J. Fostering Healthy Relationships. NASP Children’s Fund. Total Award: $1528.00; Role: *Principal Investigator*. | | | | **UNFUNDED** | | | | | 2019 | Blake, J. J., Luo, W., Salter, P., & Ramasubramanian, S. (2019). Equity Tool Kit: Developing Measures to Assess Bias in School Discipline Decision-Making. William T. Grant Foundation (Private). Role: Principal Investigator. Not funded. | | | | ***Intramural Grants*** | | | | | **ACTIVE** | | | | |  | | | | | 2019-present | Blake, J. J., Salter, P., Ramasubramanian, S., Luo, W., James, M., Elbert, C. D., Davison, C. H., Rubio-, Goldsmith, P., Sweeney, N., Poling, N., & Kailani, S. Project X-CEL: Eliminating Bias in School Discipline through Teacher Training. Total Award: $1,411,051. Texas A&M University X Grant\*  Role: *Principal Investigator*.  \*TAMU X grant restricts PI’s and co-I’s FTE up to 11.2% per year (~1 month salary) and for PI/co-I FTE to be no more than 15% of the total grant budget. Therefore, FTE is not a direct reflection of PI and co-I intellectual contribution to project. | | | | 2019-present | Elbert, C. D., Blake J. J., Davison, C. H. Doctoral Programs at Predominantly White Institutions: Shared Experiences of Women of Color. Total Award: $30,000. Texas A&M University T3 Grant.Role: Co-*Principal Investigator* | | | | 2018-present | Blake, J. J., Luo, W., Ramasubramanian, S., & Salter, P. Development and Validation of Measures to Detect Racial Bias in Discipline Decision-Making. Catapult Seed Grant. Total Award: $10,000. Texas A&M University College of Education and Human Development. Role: *Principal Investigator* | | | | **COMPLETED** | | | | | 2014-2015 | Blake, J. J., Salter, P., Keith, V. M., McKyer, E. L., & Outley, C. School dress-code violation decisions: Influence of developmental status, race, and gender. PESCA grant. Total Award: $24, 736. Texas A&M University. Role: *Principal Investigator* | | | | 2012-2014 | Outley, C. & Blake, J. J. Youth Development After‐School Program Lab. Integration of Multidisciplinary Research and Creative Activities into the Learning Experience. Total Award: $207,390. Texas A&M University. Role: *Co-Principal Investigator*. | | | |  |  | | | | |
| **TEACHING** | |
| |  |  |  |  | | --- | --- | --- | --- | | **Courses** | | | | | ⯐course development; bold **designates major course revision**; \*on-line instruction | | | | | ***Graduate Courses*** | | | | | Prevention Science and Systems Consultation (SPSY 638)  Semesters: **Fall 2018**; Fall 2016 | | | | | Consultation Theory and Techniques (SPSY 628) | | | | | Semesters: Spring 2015 | | | | | Consultation Theory and Techniques Practicum ⯐ (SPSY 683)  Semesters: **Fall 2015**; Fall 2016  Child Therapy for School Behavior Problems (SPSY 641)  Semesters: Spring 2018; Spring 2017; **Spring 2015**; Spring 2014; Spring 2013 | | | | | Prevention Science Seminar (SPSY 620)  Semesters: Spring 2015; Fall 2015; **Spring 2014**; Fall 2014; Fall 2013 | | | | | Diagnosis of Emotional Disturbance in Children (SPSY 617)  Semesters: Fall 2015; Fall 2014; Fall 2013; **Fall 2012**; Fall 2011; Fall 2010; Fall 2009 | | | | | Effects of Culture, Diversity, and Poverty on Youth and Families⯐ (EPSY 605)  Semesters: Fall 2018; Spring 2016; Summer 2015; **Spring 2014**; Spring 2013; Spring 2012; Spring 2011; Spring 2010; Fall 2010 | | | | | Crisis Intervention in the Schools⯐ (SPSY 613)  Semesters: Summer 2010; Summer 2009; Fall 2007  Multicultural Counseling in the Schools⯐\* (CPSY 601)  Semesters: Summer 2013; Summer 2014; Summer 2015; Summer 2016; Summer 2017; Summer 2018  School Counseling Group Interventions ⯐\* (CPSY 603)  Semesters: Summer 2013; Summer 2014; Summer 2015; Summer 2016; Summer 2017; Summer 2018  Meta-Analyses for Social Science Research⯐\* (EPSY 642)  Semesters: Summer 2012 | | | | | Required Practicum Courses (SPSY 683)   * School-based externship, placement in school districts within Bryan-College Station, Houston, and Dallas area Independent School Districts   Semesters: Fall 2019  Elective Practicum Courses (SPSY 683) | | | | | * Parent Training, Links for the Future Collaborative, Scotty’s House and Voices for Children   and Bryan Women’s Federal Prison, Bryan Texas⯐  Semesters: Fall 2014; Spring 2015; Fall 2015; Spring 2016   * Mental Health Service Delivery, Brazos County Juvenile Services Department, Bryan Texas⯐   Semesters: Spring 2009; Summer 2009; Spring 2010; Summer 2010; Spring 2011;  Summer 2011 | | | | | * Psychoeducational Assessment, Harmony Academy, Bryan Texas   Semesters: Spring 2011 | | | | | * School-based mental health, Bryan Independent School District, Bryan Texas⯐   Semesters: Spring 2012 | | | | | ***Undergraduate Courses*** | | | | | Child Development for Educators (EPSY 320)  Semesters: Spring 2012 | | | | |  | | | | | **MENTORING** | | | | | ***Doctoral Advisor/ Dissertation Chair (N=18)***  \*co-chair serving as primarily responsible for supervising dissertation  **CURRENT DOCTORAL ADVISEES (n=11)**   * Naomi Ruffin, B.S., Doctoral Student, School Psychology, Texas A&M University   Anticipated Graduation: August 2024   * Nick Russell, B.S., Doctoral Student, School Psychology, Texas A&M University   Anticipated Graduation: August 2024   * Sophia Howard, M.A. Doctoral Student, School Psychology, Texas A&M University   Anticipated Graduation: August 2023   * Sherine Presley, M.Ed. Doctoral Student, School Psychology, Texas A&M University   Anticipated Graduation: August 2023   * Lyric Jackson, B.S. Doctoral Student, School Psychology, Texas A&M University   Anticipated Graduation: August 2023   * Anna Villareal, M.Ed. Doctoral Student, School Psychology, Texas A&M University   Dissertation Topic: The Effects of Interpersonal Rejection Sensitivity and Emotional Regulation on Future Victimization Role: Chair Status: Expected Proposal development  Expected Date of Proposal Defense: May 2020; Anticipated Graduation: August 2022   * Jaime Guillot, M.A. Doctoral Student, School Psychology, Texas A&M University   Dissertation Topic: The Effects of Interpersonal Rejection Sensitivity and Emotional Regulation on Future Victimization Role: Chair Status: Expected Proposal development  Expected Date of Proposal Defense: May 2020; Anticipated Graduation: August 2022   * Carlene Swift, M.Ed., Doctoral Candidate, School Psychology, Texas A&M University.   Dissertation: Psychotherapy Dropout and Ethnic Minority Adolescents  Role: Chair Status: Proposal defended August 2019; data analysis  Expected Date of Defense: May 2020; Anticipated Graduation: August 2021   * Martin Mendoza, Doctoral Student, Special Education, Texas A&M University.   Dissertation Topic: The Connection Between School Discipline and Juvenile Justice Contact  Among Hispanic English Language Leaners with and without Disabilities  Role: Co-Chair\* w/ Mack Burke, Ph.D. Status: Expected Proposal defense date January 2020  Expected Date of Defense: May 2020; Anticipated Graduation: August 2020   * Asha Unni, M.Ed., Doctoral Candidate, School Psychology, Texas A&M University.   Dissertation: *Experiences of Perceived Discrimination among Second-Generation Asian Indian Youth*  Role: Chair Status: Proposal defended May 2018  Date of Defense: December 2019; Anticipated Graduation: August 2020   * Courtney Lavadia, M. Ed., Doctoral Candidate, School Psychology, Texas A&M University.   Dissertation: *The Impact of Self-Reported Adolescent Strengths on Therapeutic Alliance and Psychotherapy Outcomes.*  Role: Chair Status: Proposal defended May 2018; data collection  Expected Date of Defense: January 2020; Anticipated Graduation: August 2020  **CHAIRED DISSERTATIONS COMPLETED (n=7)**  Bold indicates **dissertation is published or under review for publication**     * Danielle Smith, Ph.D. Doctoral degree awarded 2018 in School Psychology, Texas A&M University.   Dissertation: ***Girls who Engage in Delinquency: Adolescent Subtypes and Young Adult Outcomes (revise-resubmit).***  Role: Chair  Current Position*:* Licensed Psychologist, Kaiser Permanente San Jose Medical Center Dept. of Child and Adolescent Psychiatry, San Jose, CA   * Rebecca Winters, Ph.D. Doctoral degree awarded 2017 in School Psychology, Texas A&M University.  Dissertation: *Bully Victimization among Children with Attention-Deficit/Hyperactivity Disorder: The Longitudinal Influence of Behavioral Phenotype (published)* Role: Chair Current Position*:* School Psychologist, Milton Hershey School in Hershey, PA  * Ryne Pulido, Ph.D. Doctoral degree awarded 2016 in School Psychology, Texas A&M University.   Dissertation: ***The Impact of Peer Victimization on Physical Activity in Overweight Youth: Explore Race and Ethnic Differences (published).***  Role: Chair  Current Position*:* Licensed Psychologist, Baylor Scott & White: McLane Children's Hospital, Temple, TX   * Amanda (Joslin) Williams, Ph.D. Doctoral degree awarded 2016 in School Psychology, Texas A&M University. Dissertation: ***Bystander Experiences with Bias-Based Bullying in High School (published)***   Role: Chair  Current Position: School Psychologist, Loudoun County Public Schools; Ashburn, VA   * Courtney Banks, Ph.D. Doctoral degree awarded 2016 in School Psychology, Texas A&M University.  Dissertation: *Using Path Analysis to Understand Parental Factors Associated with Parent Teachings* *of Bystander Behavio*r *(in press)* Role: Chair Current Position*:* Assistant Professor, Sam Houston State University, Huntsville, TX; Licensed Psychologist  * Jessica Vaughan Jensen, Ph.D. Doctoral degree awarded 2014 in School Psychology, Texas A&M University. Dissertation: ***Could Teacher Support Help Break the Cycle of Violence?*  *(published)***   Role: Chair  Current Position*:* Licensed Psychologist, Fraser, Minneapolis, MN   * Alicia (Darensbourg) Knight, Ph.D. Doctoral degree awarded 2011 in School Psychology, Texas A&M University. Dissertation: ***Examining the Academic Achievement of Black Youth: The Roles of Social Influence, Achievement Values, and Behavioral Engagement (published)***   Role: Chair  Current Position*:* Licensed Psychologist, Cypress Fairbanks Independent School District, Cypress, TX  **FELLOWSHIPS & AWARDS RECEIVED BY DOCTORAL ADVISEES**   |  |  | | --- | --- | | 2019 | Naomi Ruffin, *Diversity Fellowship*, 2019-2023, Texas A&M University | | 2018 | Asha Unni, *College of Education and Human Development Research Grant*, Texas A&M University | | 2018 | Sophia Howard, *Merit Fellowship* 2018-2021, College of Education and Human Development,  Texas A&M University | | 2017 | Courtney Banks, *Paul H. Henkin Memorial Scholarship Award*, National Association of School Psychologists | | 2016 | Asha Unni, *Carol Lohman Heep Fellowship* (2016-2020), College of Education and Human Development  Texas A&M University | | 2016 | Danielle Smith, *College of Education and Human Development Strategic Research Award*  *Fellowship*2016-2017, Texas A&M University | | 2016 | Asha Unni, *College of Education and Human Development Research Scholars Award Scholarship,* Texas A&M University | | 2015 | Carlene Swift, *Merit Fellowship* 2015-2018, Texas A&M University | | 2015 | Courtney Banks, *Outstanding Graduate Student Award*, Texas Association of School Psychologists | | 2013 | Danielle Smith, *Merit Fellowship* 2013-2016, Texas A&M University | | 2013 | Amanda Williams, *Pearson-Trainers of School Psychology Graduate Student Travel Award*, Trainers of School Psychologists | | 2012 | Courtney Banks, *College of Education and Human Development Strategic Research Award Fellowship* 2012-2013, Texas A&M University | | 2012 | Courtney Banks, *College of Education and Human Development Graduate Student Research Grant*, Texas A&M University | | 2012 | Amanda Williams, *Merit Fellowship* 2012-2015, Texas A&M University | | 2012 | Jessica Vaughan-Jensen, *Pearson-Trainers of School Psychology Graduate Student Travel Award*, Trainers of School Psychologists | | 2009 | Courtney Banks, *Pathways to the Doctorate Fellowship* 2009-2012, Texas A&M University | | | | | |  | | | | | ***Doctoral Committees*** | | | | | Molley Perry | Member | Educational Administration | In progress | | Jericka Battle | Member | Psychology | In progress | | Alex Russell | Member | Health Education | In progress | | Melissa Scambardo | Member | Kinesiology | In progress | | Ana Dabreu | Member | School Psychology | In progress | | Celal Perihan | Member | Special Education | 2018 | | Nickolaus Ortiz | Member | Teaching, Learning, and Curriculum | 2018 | | Nicole Hale | Member | School Psychology | 2017 | | Chantel Frazier | Member | Counseling Psychology | 2017 | | Leann Smith | Member | School Psychology, University of Texas | 2017 | | Hillary Thomas | Member | School Psychology | 2013 | | Erica Perez | Member | School Psychology | 2011 | | Keisha Thompson | Member | Counseling Psychology | 2011 | | Morgan Hurst | Member | Counseling Psychology | 2010 | | Angela Head | Member | Counseling Psychology | 2009 | | ***Master Committees*** | | | | | Lyric Jackson | Chair | Educational Psychology (M.Ed.) | 2019 | | Jennifer Richtner | Member | Educational Psychology (M.Ed.) | 2018 | | Anna Villareal | Chair | Educational Psychology (M.Ed.) | 2018 | | Daphne Hill | Member | Educational Psychology (M.Ed.) | 2018 | | Carolina Davilla | Member | Educational Psychology (M.Ed.) | 2018 | | Carlene Swift | Chair | Educational Psychology (M.Ed.) | 2017 | | Madison Hodge | Member | Educational Psychology (M.Ed.) | 2017 | | Monika Longoria | Member | Educational Psychology (M.Ed.) | 2017 | | Asha Unni | Chair | Educational Psychology (M.Ed.) | 2016 | | Danielle Smith | Chair | Educational Psychology (M.Ed.) | 2014 | | Krystin Banks | Chair | Educational Psychology (M.Ed.) | 2013 | | Jovani Reyes | Member | Health Education (M.Ed.) | 2013 | | Clarissa McDaniel | Member | Teaching Learning and Culture (M.Ed.) | 2013 | | Robert Speer | Member | Kinesiology (M.Ed.) | 2012 | | Brittany Warnick | Member | Educational Psychology, University of North Texas (M.S.) | 2012 | | Rebecca Winters | Chair | Educational Psychology (M.Ed.) | 2012 | | Amanda Joslin | Chair | Educational Psychology (M.Ed.) | 2012 | | Allison Seibert | Chair | Educational Psychology (M.Ed.) | 2011 | | Ryne Pulido | Chair | Educational Psychology (M.Ed.) | 2011 | | Justin Dickerson | Member | Social and Behavioral Sciences, Texas A&M Health Science Center (MPH) | 2011 | | Emily Lund | Chair | Educational Psychology (M.Ed) | 2011 | | Jessica Vaughan-Jensen | Chair | Educational Psychology (M.Ed.) | 2010 | | Brenda Gamez | Chair | Educational Psychology (M.Ed.) | 2010 | | Janet Saenz | Member | Clinical Psychology (M.S.) | 2010 | | Catherine Bigebee | Member | Educational Administration (M.Ed.) | 2008 | |  | | | | | ***Chaired Undergraduate Honors Thesis*** | | | | | Leann V. Smith | Chair | Mathematics/Psychology | 2011 | | |

### **SERVICE**

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| **National Service** | | | |
| ***Professional Organizations*** | | | |
| 2019-2020 | | Chair, American Psychological Association Committee on Psychological Tests and Assessments (<http://www.apa.org/science/leadership/tests/>) | |
| 2017-2020 | | Member, American Psychological Association Committee on Psychological Tests and Assessments (http://www.apa.org/science/leadership/tests/) | |
| 2014-2016 | | Chair, American Psychological Association Division 16 Committee for Ethnic Minority Affairs (CEMA)  Led the development of the National Directory of Graduate Faculty Addressing Cultural and Diversity Issues in School Psychology: [www.d16cema.org](http://www.d16cema.org) | |
| 2019-2020;  2014-2016 | | Liaison, American Psychological Association Coalition for Psychology in Schools and Education (https://www.apa.org/ed/schools/coalition/index.aspx) | |
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| 2014-2016 | | Division 16 Liaison, American Psychological Association Committee for Ethnic Minority Affairs (https://www.apa.org/pi/oema/committee/index.aspx) | |
| 2012-2013 | | Secretary, Trainers of School Psychologists | |
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| 2011-2014 | | Student Affiliates of School Psychology (SASP) Cross-Institutional Faculty Mentor for racially and ethnically diverse doctoral students | |
| ***Peer Review*** | | | |
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| 2014-present | | Guest Action Editor  *School Psychology Quarterly (2015-2016)*  *Journal of School Psychology (2014-2015)* | |
| 2012-present | | Grant Reviewer | |
|  | | *IES Research Grant*  Principal Member, IES Special Education Scientific Panel (2018-2023)  Adhoc Reviewer, IES Special Education Scientific Panel (2017-2018) | |
|  | | *American Psychological Foundation Elizabeth Munsterberg Koppitz Fellowship*  Fellowship Proposal Reviewer (2012-2015) | |
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| 2007-present | | Editorial Board Member  *Journal of Black Psychology (2017-present)*  *Journal of School Psychology (2014-present)*  *Journal of School Violence (2009-2016)*  *School Psychology Quarterly (2007-2016)*  Field Reviewer Assignments  *American Journal of Public Health (2010; 2013)*  *Child Development (2008, 2011; 2014)*  *Developmental Psychology (2017)*  *Educational Researcher (2013; 2017; 2018)*  *Journal of Black Psychology (2010; 2011; 2016; 2017)*  *Journal of Early Adolescence (2014; 2016)*  *Journal of Emotional Behavioral Disorders (2016)*  *Journal of Psychoeducational Assessment (2007)*  *Journal of School Psychology (2008; 2012; 2013)*  *Social Development (2010)* | |
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| **Institutional Service** | | | |
|  | | ***University Committees/Appointments*** | |
| 2019-present | | Member, President’s Excellence Fund Steering Committee, Texas A&M University | |
| 2017-present | | Member, Academic Civil Rights Investigation Committee, Texas A&M University | |
| 2015 | | Reviewer, Program to Enhance Scholarly and Creative Activities Grants, Office of Vice President for Research, Texas A&M University | |
| 2014 | | Reviewer, Diversity Fellowship, Office of Graduate Studies, Texas A&M University | |
| 2012-2015 | | Co-Advisor, Texas A&M Student Chapter, Association of Black Psychologists | |
| 2009-2014 | | Selection Committee, Diversity Service Award Department of Multicultural Services, Texas A&M University (2012; 2011; 2009) | |
| 2008-2011 | | Member, Scholarship Committee, African American Professional Organization, Texas A&M University | |
|  | | ***College Committees/Appointments*** | |
| 2018-present | | Member, College of Education and Human Development Council for Principal  Investigators, Texas A&M University | |
| 2015-present | | Chair, Advisory Council for Graduate Certificate in Prevention Science, Texas A&M University | |
| 2015-2017 | | Chair, College of Education and Human Development Faculty Advisory Council, Texas A&M University | |
| 2014-2017 | | Member, College of Education and Human Development Faculty Advisory Council, Texas A&M University | |
| 2013-2014 | | Member, CEHD Education & Trust, Work Place Bullying Policy Subcommittee, Texas A&M University | |
| 2012 | | Member, Ad Hoc Committee on Faculty Retention, College of Education and Human Development, Texas A&M University | |
| 2012 | | Member, Search Committee College of Education and Human Development,  Texas A&M University, Research Development Position | |
|  | | ***Department Committees/Appointments*** | |
| 2016-2017 | | Chair, School Psychology Tenure-Track Assistant/Associate position, Department of Educational Psychology, Texas A&M University | |
| 2014-2016 | | Member, Department of Educational Psychology Awards Committee, Texas A&M University | |
| 2013-2014 | | Member, Montague-Center for Teaching Excellence Award Selection Committee, College of Education and Human Development Representative, Texas A&M University | |
| 2012-present | | Educational Psychology Departmental Representative, Advisory Council for the Certificate in Prevention Science, Texas A&M University | |
| 2011-present | | | Search Committee Member, Texas A&M University (N=8)  CAC Director position, Department of Educational Psychology (2018-present)  School Psychology Visiting Assistant Professor position, Department of Educational Psychology (2016)  Research Methods and Statistics Position, Department of Educational Psychology (2016-2017)  Youth Development Assistant Professor position, Department of Recreational Parks and Tourism (2016-2017)  School Psychology Associate Professor positions, Department of Educational Psychology (2015-2016)  School Counseling Clinical Assistant position, Department of Educational Psychology (2014-2015)  School Psychology Clinical Associate position, Department of Educational Psychology (2012-2013)  Research Method & Statistics Tenure-Track position, Department of Educational Psychology (2011-2012) | |
| 2008-2009 | | Assistant Professor Representative for Department of Educational Psychology Executive Committee, Texas A&M University | |
| **Local/ Community Service** | | | |
| 2014-2016 | | Links for the Future Collaborative (Partnership with Scotty’s House and Voices for Children), Bryan, Texas. Role: *Co-developer of initiative and facilitator*  Purpose: *To provide evidenced-based parent training for high need families and incarcerated mothers in the Brazos Valley.* | |
| 2011-2014 | | Irving ISD Advisory Committee for English Literacy and Civics  Irving ISD 21st Century Afterschool Task Force, Irving, Texas. Role: *Member* | |
| 2008-2009 | | Fostering Healthy Relationships Project. University-School Partnership with local private school, Bryan, Texas. Role: *Director & developer*.  Purpose: *To provide bullying intervention to locate private schools in the community with limited school counseling services* | |
| 2008 | | Youth Summit Board, Bryan-College Station Promise Alliance | |
| 2008 | | Grant Consultant, Bravos Valley Festival of African Art, Inc. | |
| **MEDIA COVERAGE** | | | | |

**Adultification of Black girls**

* “Young Black Girls face ‘Adultification’” Weekend Edition, NPR, July 2018 <https://www.npr.org/2017/07/09/536263057/young-black-girls-face-adultification>
* Roland Martin Interview TV One, June 2017 <https://www.youtube.com/watch?v=VcyWkAfejgo>
* “Adults view black girls as 'less innocent,' new report says” Jacqueline Howard, CNN, June 2017

# <https://www.cnn.com/2017/06/28/health/black-girls-adultification-racial-bias-study/index.html>

* “Black girls are seen as ‘less innocent’ than white girls, a new study found” Sydney C. Greene USAToday, June 2017 <https://www.usatoday.com/story/news/nation-now/2017/06/27/black-girls-seen-less-innocent-than-white-girls-new-study-found/431341001/>

*Summary Statistics of Media Coverage*:

Featured coverage of research on the adultification of Black girls during 6/17/17-02/01/18 <https://app.trendkite.com/report?id=6cffebb9-7aa1-4840-8d77-f66e7846a093>

* + Media Mentions 455
  + Aggregate readership: Online news 777,560, 636; Blogs 22,140, 665
  + Social Amplification: 73,030 shares via social media

**Mental Health**

# “Talking with kids abut "sexting" what it is--a legal problem, KBTX, May 2017. <http://www.kbtx.com/content/news/Focus-at-Four-Calling-kids-sexting-what-it-is--child-pornography-423706094.html>

**Racial disparities in school discipline**

* “Schools’ discipline for girls of different race and hue” Tanzina Vega, *New York Times,* December 2014 <http://www.nytimes.com/2014/12/11/us/school-discipline-to-girls-differs-between-and-within-races.html?_r=0>

**Bullying and Aggression**

* “Stand Up to Bullying: Local researchers, child actors, schools and students collaborate to improve bystander response to bullying in Brazos Valley.” *Brazos Family Magazine,* Winter 2011.
* “Aggie team to examine bullying.” *Bryan College Station Eagle*. October 30, 2011. http://www.theeagle.com/local/Aggie-team-to-examine-bullying--6739715
* “Empowering bystanders” —October 25, 2011 <http://www.guidrynews.com/story.aspx?id=1000038518> *Guidry News Service* is headquartered in Midtown Houston.
* <http://www.thecypresstimes.com/article/News/National_News/RESEARCHERS_AT_TEXAS_AM_WORK_TO_EMPOWER_BYSTANDERS_TO_FIGHT_BULLYING_IN_SCHOOLS/51955>. **The Cypress Times**
* “What’s behind the rage?” *Diverse Issues in Higher Education (page 5)*, December 9, 2010.
* “African-American Psychologist at Texas A&M University Examines Racial Differences in Aggressive Behavior Among Youth” *The Journal of Blacks in Higher Education Weekly Bulletin*--November 25, 2010; <http://www.jbhe.com/>

# “Jamilia Blake on Cyberbullying” *Ourblock: Today’s Voices, Tomorrow’s Solutions—*October 6, 2010; <http://www.ourblook.com/The-Internet-Society/Jamilia-Blake-on-Cyberbullying.html>

#### “[Researcher Studying Peer-directed Aggression](http://tamunews.tamu.edu/2008/07/24/researcher-studying-peer-directed-aggression/)” *Texas A&M News and Information Services—*July 24, 2008; <http://tamunews.tamu.edu/2008/07/24/researcher-studying-peer-directed-aggression/>

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| **ADVANCED METHODOLOGICAL TRAINING** | | |
| 2010 | IES Summer Research Institute: Cluster Randomized Trials  Lead Instructors: Larry Hedges, Mark Lipsey, & David Corday, Northwestern University |
| 2009 | Meta-analyses, Instructor: Victor Willson, Texas A&M Summer Statistics Workshop | |
| 2008 | Mixed Methods, Instructor: Tony Onwuegbuzie  Structural Equation Modeling (application with Mplus), Instructor: Oi-man Kwok  Texas A& M Summer Statistics Workshop | |
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