

CLAYTON R. COOK, PhD

University of Minnesota
College of Education and Human Development
Department of Educational Psychology
Educational Sciences Building, Minneapolis
Voice: (612) 626-7324 · E-mail: crcook@umn.edu

Related Website: <http://www.cehd.umn.edu/edpsych/people/crcook/> Twitter: ClayCook_PhD

Current Position

Associate Professor, Tenured	School Psychology Program, Department of Educational Psychology, College of Education and Human Development, University of Minnesota
Core Faculty Member	Institute of Translation Research (ITR) in Children's Mental Health, University of Minnesota
Affiliate Faculty	School Mental health Assessment, Research, and Training (SMART) Center, University of Washington
Research Director	Positive Environments Network of Trainers (PENT), California Department of Education

Education

PhD	2003-2008	University of California —Riverside (APA and NASP Accredited) PhD in Educational Psychology Subspecialty: School Psychology
Post-doctoral	2008-2010	Baton Rouge Clinic – Behavioral health services in primary care
Pre-doctoral	2007-2008	Boys Town – APA Accredited Internship Behavioral Pediatrics and Family Services Outpatient Clinic
MA	2003-2005	University of California —Riverside (NASP Accredited) MA in Educational Psychology Subspecialty: School Psychology
BA	1998-2003	California State University – Fullerton BA in Developmental Psychology

Previous Academic Employment

Associate Professor, Tenured (2015)	School Psychology Program, College of Education University of Washington, Seattle
Assistant Professor (2010 – 2015)	School Psychology Program, College of Education University of Washington, Seattle
Assistant Professor (2008 – 2010)	School Psychology Program, Department of Psychology Louisiana State University

Awards, Honors, & Recognitions

2018	Nominated and selected as a member of the Society for the Study of School Psychology
2018	Invited as Expert Panel Reviewer for Institute of Educational Sciences
2017	Selected as IGNITE presenter at the Society for Implementation Research Collaboration
2017	Selected as a Catalyst Scholar for School Psychology Research Collaboration Conference
2016	Recipient of the John E. & Nancy W. Peyton Faculty Fellow in Child and Adolescent Wellbeing
2015	Selected as an expert on The Working Group National Evaluation of Multi-Tiered System of Support (MRDC)
2013	Ralph E. Julnes Memorial Award and Address at PNW Special Education Law Institute
2012	Invited as expert member of the White House Conference on Bullying
2012	Nominated for American Psychological Association Division 16's Lightner Witmer Award for Most Promising Early Career Scholar
2011	Selected to serve on Center for Disease Control and Prevention and US DOE's Expert Panel on Bullying and Victimization
2010	Selected as Early Career Scholar, School Psychology Research Collaboration Conference, Society for the Study of School Psychology
2009	Wing Institute Dissertation Award
2007	Association for Behavior Analysis Student Presenter Award
2006	Accepted to Center for Disease Control and Prevention's Summer Institute on Youth Violence Prevention

Current Grant Funding

Principal Investigator	IES Goal 2 - \$1,399,000. 07/01/18– 06/30/21	<i>Development and Pilot Testing of the Sleep to Enhance Educational Performance in Schools (SLEEPS) Curriculum</i>
Co-Principal Investigator	IES Goal 2 - \$1,399,000. 07/01/17– 03/30/21	<i>Development of RELATE (Relationships to Enhance Learners' Adjustment to Transitions and Engagement).</i>
Principal Investigator	IES Goal 2 - \$1,399,000. 07/01/17– 06/30/20	<i>Beliefs and Attitudes for Successful Implementation in Schools (BASIS): An Implementation Intervention for Teachers.</i>
Co-Principal Investigator	IES Goal 5 - \$1,399,000. 07/01/17– 06/30/20	<i>Informant Discrepancies within Educational Assessment (IDEA): Developing Discrepant and Nondiscrepant Scales of Strengths and Difficulties</i>

Co-Principal Investigator	IES Goal 5 - \$1,399,000. 07/01/17– 06/30/20	<i>The Organizational Assessment for Strategic Implementation in Schools (OASIS): A Measurement Suite to Support Educator Adoption of Evidence-Based</i>
Co-Principal Investigator	NIMH – Dissemination Implementation 9/1/16 – 8/31/18	<i>Beliefs and Attitudes for Successful Implementation in Schools (BASIS).</i>
Principal Investigator	National Institute of Justices – \$1,500,000 1/1/2015 – 12/31/18	<i>Low-Cost, High Yield Interventions to Prevent the School-to-Prison Pipeline</i>

Completed Grant Funding

Principal Investigator	Private Foundation 1/1/12 – 12/31/205	<i>Second Step Efficacy Study examining the impact of a social-emotional learning program for young students.</i>
Co-Principal Investigator	IES Goal 5 - \$1,400,000. 07/01/08– 06/30/12	<i>Development and Validation of Progress Monitoring Tools for Social Behavior Using Change Sensitive Rating Items.</i>
Co- Investigator	Race to the Top USDOE 6/1/2013 – 5/30/2015	<i>Development and Evaluation of the ACHIEVER Adult Resilience Curriculum as part of the Early Achievers Project to Improve Early Childcare Settings in Washington</i>
Co-Principal Investigator	Center for Child and Family Wellbeing \$25,000 9/1/2014- 9/1/2015	<i>Economic disadvantage and implementation capacity in school mental health</i>
Co- Investigator	IES Research Partnership 6/30/16- 6/30/18 \$400,000	<i>The Seattle Minority Engagement and Disproportionality Reduction (MENDR) Research Collaborative: A Researcher-Practitioner Partnership</i>

Pending Grant Funding

Principal Investigator	IES Goal 5 - \$1,400,000. 07/01/19– 06/30/22	<i>Development of the Planned Action and Commitment Tool to Support Adoption and Delivery of EBPs</i>
Co-Principal Investigator	IES Goal 2 - \$1,400,000. 07/01/19– 06/30/22	<i>Helping Educational Leadership Mobilize Evidence (HELM): An Organizational Intervention to Promote Strategic Implementation in Schools</i>
Co-Principal Investigator	NIMH R01 \$2,500,000. 07/01/19– 06/30/24	<i>Randomized Controlled Trial of a Theory-Driven, Blended Pre-Implementation Strategy for School Mental Health Clinicians</i>

Peer-Reviewed Articles Accepted, In Press, Published (*denotes student author)

1. **Cook, C.R.**, Lyon, A., Locke, L., Powell, B., & Waltz, T. (in press). Adapting a compilation of implementation strategies to education sector behavioral health. *Prevention Science*.
2. Dart, E. H., Prerma, A., Collins, T., Stark, K., **Cook, C.R.**, Duong, M.T., McCarty, C.A., & Doll, B. (2018). Developing a brief behavior rating scale for progress monitoring of depression in school settings. *Assessment for Effective Intervention*, Online first.
3. **Cook, C. R.**, *Coco, S., Zhang, Y., Fiat, A., Duong, M., Renshaw, T., Long, A.C., & Frank, S. (in press). Cultivating positive teacher-student relationships: Evaluation of the establish, maintain, and restore (EMR) method. *School Psychology Review*.
4. *Thayer, J., **Cook, C.R.**, *Fiat, A., & *Kembler, J. (in press). Wise feedback as a low cost, timely, high-yield intervention for at-risk students transitioning into high school. *School Psychology Review*.
5. **Cook, C.R.**, Lyon, A., Locke, J., Davis, C., Brown, E., & Erhardt, M. (2018). Confirmatory factor analysis of the Evidence-Based Practices Attitudes Scale with school-based behavioral health consultants. *Implementation Science*.
6. **Cook, C.R.**, Duong, M., McIntosh, K., *Fiat, A., Larson, M., & McGinnis, J. (2018). Addressing discipline disparities for Black Male students: Linking malleable root causes to feasible and effective Practices. *School Psychology Review*.
7. Fan, C., *Zhang, Y., **Cook, C.R.** & Yang, N., (2018). Exploring the Factor Structure of the Rtl Readiness and Implementation Survey. *Journal of Applied School Psychology*.
8. **Cook, C.R.**, Low, S., Buntain-Ricklefs, J., & Pullmann, M. (2018). Evaluation of *Second Step*[®] on early elementary students' academic outcomes: A randomized controlled trial. *School Psychology Quarterly*.
9. *Larson, M., **Cook.C.R.**, Fiat, A., & Lyon, A. (2018). Stressed teachers don't make good implementers: Examining the interplay between stress reduction and implementation fidelity *School Mental Health*.
10. Lyon, A.R., Whitaker, K., Locke, J., **Cook, C.R.**, King, K.M., Duong, M., Davis, C., Weist, M., Ehrhart, M., & Aarons, G. (2018). The impact of inter-organizational alignment (IOA) on implementation outcomes: evaluating unique and shared organizational influences in education sector mental health. *Implementation Science*, 13, 24.
11. Lyon, A., **Cook, C.R.**, Brown, E., Locke, J., Ehrhart, M., Davis, C., & Aarons, G. (2018). Assessing the organizational implementation context in the education sector: Confirmatory factor analysis of measures of implementation leadership, climate, and citizenship. *Implementation Science*, 13, 5.

12. **Cook, C.R.**, Kilgus, S., & Burns, M. (2018). Advancing the science and practice of precision education to optimize student outcomes. *Journal of School Psychology, 66*, 4-10.
13. Miller, F. G., & **Cook, C. R.**, *Zhang, Y. (2018). Initial development and evaluation of the Student Intervention Matching (SIM) Form. *Journal of School Psychology, 66*, 11-24.
14. **Cook, C.R.**, *Fiat, A., *Larson, M., Daikos, C., Slemrod, T., & Holland, E., (2018). Positive greetings at the door: evaluation of a low-cost, high yield proactive classroom management strategy. *Journal of Positive Behavior Interventions*.
15. *Fiat, A., & **Cook, C.R.** (2017). Mentoring to increase the courage and confidence of elementary students with internalizing problems: A pilot single case experimental investigation. *Journal of Applied School Psychology*.
16. **Cook, C. R.**, Miller, F., *Fiat, A., Renshaw, T. L., *Frye, M., & Joseph, G. (2017). Promoting secondary teachers' well-being and intentions to implement evidence-based practices: Randomized evaluation of the ACHIEVER Resilience Curriculum. *Psychology in the Schools, 54*, 13–28.
17. Renshaw, T. L., & **Cook, C. R.** (2017). Mindfulness in the schools—Historical roots, current trends, and future directions. *Psychology in the Schools, 54*, 5–12. doi:10.1002/pits.21978
18. **Cook, C. R.**, *Grady, E. A., Long, A. C. J., Renshaw, T. L., Coddington, R. S., *Fiat, A., & *Larson, M. (2016). Evaluating the impact of increasing general education teachers' ratio of positive-to-negative interactions on students' classroom behavior. *Journal of Positive Behavior Interventions*. Advance online publication. doi:10.1177/1098300716679137
19. Low, S., Smolkowski, K., & **Cook, C.R.** (2016). What Constitutes High-Quality Implementation of SEL Programs? A Latent Class Analysis of Second Step® Implementation. *Prevention Science, 17*(8), 981-991.
20. Renshaw, T., & **Cook, C.R.** (2016). Initial Development and Validation of the Youth Internalizing Problems Screener. *Journal of Psychoeducational Assessment, 1-13*.
21. Berninger, V., Abbott, R., **Cook, C.R.**, & Nagy, W. (2016). Attention and executive functions in language by ear, language by mouth, language by eye, and language by hand in middle childhood and early adolescence. *Journal of Learning Disabilities, 1-16*.
22. Bruns, E., Cheney, D., **Cook, C.R.**, Duong, M., Lyon, A., McCauley, E., Pullmann, M. (2016). Fostering SMART partnerships to develop a continuum of behavioral health services in schools. *Journal of Orthopsychiatry, 86*, 156-170.
23. Collins, T., **Cook, C.R.**, Dart, E., *Socie, D.G., Renshaw, T., & Long, A. (2016). Improving classroom engagement among disruptive high school students: Evaluation of the Class Pass Intervention. *Psychology in the Schools, 53*, 204-219.
24. Low, S., **Cook, C.R.**, Smolkowski, K., & Smith, B. (2015). Results of the *Second Step*®

Social-Emotional Learning Curriculum for Early Elementary Students: A Randomized Control Trial. *Journal of School Psychology*, 53, 463-477.

25. Renshaw, T. L., Long, A. C. J., & **Cook, C. R.** (2015). Assessing adolescents' positive psychological functioning at school: Development and validation of the Student Subjective Wellbeing Questionnaire. *School Psychology Quarterly*, 30, 534-552.
26. **Cook, C.R.**, *Xie, S., *Earl, R, Lyon, A., Dart, E., & *Zhang, Y. (2015). Evaluation of the Courage and Confidence Mentor Program as a Tier 2 Intervention for Middle School Students with Identified Internalizing Problems. *School Mental Health*, 7, 132-146.
27. Iizuka, C. A., Barrett, P. M., Gillies, R., **Cook, C. R.**, & Marinovic, W. (2015). Preliminary Evaluation of the FRIENDS for Life Program on Students' and Teachers' Emotional States for a School in a Low Socio-Economic Status Area. *Australian Journal of Teacher Education*, 40(3). 118-125.
28. **Cook, C. R.**, Lyon, A. R., Kubergovic, D., Wright, D. B., & Zhang, Y. (2015). A supportive beliefs intervention to facilitate the implementation of evidence-based practices within a multi-tiered system of supports. *School Mental Health*, 7, 49-60.
29. **Cook, C.R.**, *Frye, M., Slemrod, T., Lyon, A., & Renshaw, T. (2015). An Integrated approach to universal prevention: Independent and combined effects of PBIS and SEL on youths' mental health. *School Psychology Quarterly*. 30, 166-180.
30. Renshaw, T., Long, A., & **Cook, C.R.** (2015). Assessing teachers' positive psychological functioning at work: Development and validation of the teacher subjective wellbeing questionnaire. *School Psychology Quarterly*, 30, 289-306.
31. **Cook, C. R.**, Collins, T., Dart, E., Vance, M. J., McIntosh, K., Grady, E., & DeCano, P. (2014). Evaluation of the class pass intervention for typically developing students with hypothesized escape-motivated disruptive classroom behavior. *Psychology in the Schools*, 51, 107-125.
32. Iizuka, C, Barrett, P., & **Cook, C.R.** (2014). The FRIENDS Emotional Health Program for Minority Groups at Risk. *Journal of School Health*, 84, 124-132.
33. Iizuka, C, **Cook, C.R.**, & Barrett, P. (2014). Evaluation of an online professional development training on school-based mental health for teachers in rural and remote areas. *Australian Journal of Rural Health*.
34. **Cook, C.R.**, Dart, E.* , Collins, T.* , Restori, A., Vance, M., & Fitts, P.* (2013). Co-occurring reading and behavior problems: Transactional relationship or not? Implications for intervention. *Behavioral Disorders*, 38, 38-56.
35. **Cook, C.R.**, Mayer, G.R., Browning-Wright, D., Kraemer, B., Gale, B. & Wallace, M.D. (2012). Exploring the link between evidence-based quality of behavior intervention plans, treatment integrity and student outcomes under natural educational conditions. *The Journal*

of Special Education, 46, 3-16.

36. Dart, E.* , **Cook, C.R.**, Gresham, F.M., & Cheneir, J.* (2012). Test Driving Interventions to Increase Treatment Integrity and Student Outcomes. *School Psychology Review*, 41, 467-481.
37. **Cook, C.R.**, Rasetshwane, K.* , Sprague, J., Collins, T.* , Dart, E.* , Grant, S.* , & Truelson, E.* (2011). Universal screening of students at-risk for internalizing disorders: Development and validation of the Student Internalizing Behavior Screener. *Assessment for Effective Instruction*, 36, 71-79.
38. Gresham, F.M., Elliott, S.N., Vance, M.J. & **Cook, C.R.** (2011). Comparability of Social Skills Rating System to the Social Skills Improvement System: Content and psychometric comparisons across elementary and secondary age levels. *School Psychology Quarterly*, 26, 27-44.
39. Gresham, F.M., **Cook, C.R.** Elliott, S.N, Kettler, R.J.* , & Vance, M.J.* (2010). Cross-informant agreement for social skill and problem behavior ratings: An investigation of the social skills improvement system rating scales. *Psychological Assessment*, 22(1), 157-166.
40. **Cook, C.R.**, Jimerson, S. & Begeny, J. (2010). Predicting the presence of school psychology: An international, comparative investigation testing four theories. *School Psychology International*, 31, 438-461.
41. **Cook, C.R.**, Williams, K., Guerra, N.G., Kim, T., & Sadek, S.* (2010). Predictors of bullying and victimization in childhood and adolescence: A meta-analytic investigation. *School Psychology Quarterly*, 25, 65-83.
42. Gresham, F.M., **Cook, C.R.**, Collins, T.* , Dart, E.* , Rasetshwane, K.* , Grant, S.* , & Truelson, E.* (2010). Developing change sensitive brief behavior ratings scales as a progress monitoring tool for social behavior: An example using the SSRS-Teacher Form. *School Psychology Review*, 39, 364-379.
43. Chafouleas, S., Volpe, R., Gresham, F.M., & **Cook, C.R.** (2010). Behavioral assessment in school-based problem-solving models: Introduction to special series. *School Psychology Review*, 39, 343-349.
44. **Cook, C.R.**, Volpe, R. & Livanis, A. (2010). Universal screening beyond academics: Introduction to the special series. *Assessment for Effective Intervention*, 35, 195-196.
45. **Cook, C.R.**, Volpe, R. & Livanis, A. (2010). Constructing a roadmap for future universal screening research beyond academics. *Assessment for Effective Instruction*, 35, 197-205.
46. Resetar-Volz, J., & **Cook, C.R.** (2009). Group-based preference assessment for children and adolescents in a residential setting: Examining developmental, clinical, gender, and ethnic differences. *Behavior Modification*, 33, 778-794.

47. Kraemer, B., **Cook, C.R.**, Browning Wright, D., Mayer, G.R., & Wallace, M.D. (2008). Effects of training autism teachers to develop evidence-based positive behavior support plans. *Journal of Positive Behavioral Interventions*, 10, 179-189.
48. Restori, A.F., Gresham, F.M., & **Cook, C.R.** (2008). "Old habits die hard:" Past and Current Issues pertaining to response-to-intervention. *The California School Psychologist*, 13, 67-78.
49. **Cook, C.R.**, Gresham, F.M., Kern, L., Barreras, R.B., & Crews, S.D. (2008). Social skills training for secondary EBD students: A review and analysis of the meta-analytic literature. *Journal of Emotional Behavioral Disorders*, 16, 131-144.
50. Hayling, C.C., **Cook, C. R.**, Gresham, F.M., State, T. & Kern, L. (2008). An analysis of the status and stability of the behaviors of students with emotional and behavioral difficulties: A classroom direct observation study. *Journal of Behavioral Education*, 17, 24-42.
51. Gresham, F.M., Restori, A.E., & **Cook, C.R.** (2008). To test or not to test: Issues pertaining to response to intervention and cognitive testing. *Communiqué*, September, 5-10.
52. Bowers, F., **Cook, C.R.**, Jensen, M.E., Snyder, T., & Mchearearn, A. (2008). Generalization and maintenance of positive peer reporting intervention for peer-rejected youth. *International Journal of Behavioral Consultation*, 4, 230-247.
53. Crews, S.D., Bender, H., Gresham, F.M., Kern, L., Vanderwood, M., & **Cook, C.R.** (2007). Risk and protective factors of emotional and/or behavioral disorders in children and adolescents: A "mega"-analytic synthesis. *Behavioral Disorders*, 32, 64-72.
54. **Cook, C.R.**, Tuthill, L., Guerra, N.G., & Williams, K. (2007). Cyberbullying: What we know and what to do about it. *Communiqué*.
55. **Cook, C.R.**, Little, S., & Akin-Little, A. (2007). Interventions based on attachment theory: A critical evidence-based analysis. *Journal of Early Childhood and Infant Psychology*, 3, 61-73.
56. Kern, L., Starosta, K. M., **Cook, C. R.**, Bambara, L. M. & Gresham, F. M. (2007). Functional assessment-based intervention for selective mutism. *Behavioral Disorders*, 32 (2), 94-108.
57. Browning-Wright, D., Mayer, G.R., **Cook, C.R.**, Crews, S.D., Gale, B., & Wallace, M. (2007). Effects of training using the Behavior Support Plan Quality Evaluation Guide to improve positive behavior support plans. *Education and Treatment of Children*, 30, 89-106. (15 times)
58. **Cook, C.R.**, Crews, S.D., Browning-Wright, D., Mayer, G.R., Gale, B., Gresham, F.M., & Kraemer, B. (2007). Establishing and evaluating the substantive adequacy of positive behavior supports plans. *Journal of Behavioral Education*, 16, 191-206.
59. **Cook, C.R.**, & Blacher, J. (2007). Evidence-based psychosocial treatments for tic disorders. *Clinical Psychology: Science and Practice*, 14, 252-267.

60. Gresham, F.M., Van, M.B., & **Cook, C.R.** (2006). Social skills training for teaching replacement behaviors: Remediating acquisition deficits in at-risk students. *Behavioral Disorders*, 31, 363-377.
61. Guerra, N.G., Boxer, P., & **Cook, C.R.** (2006). Preventing youth violence among high risk, inner-city youth: Why comprehensive, multi-level programs can still fail. *New Directions for Evaluation*, 110, 59-71.
62. Gresham, F.M., **Cook, C.R.**, Crews, S.D., & Kern, L. (2004). Social skills training for children and youth with emotional and behavioral disorders: Validity considerations and future directions. *Behavioral Disorders*, 30(1), 32-46.
63. Gottfried, A.E., **Cook, C.R.**, Gottfried, A.W., & Morris, P.E. (2004). Educational characteristics of adolescents with gifted academic intrinsic motivation: A longitudinal investigation from school entry through early adulthood. *Gifted Child Quarterly*, 49(3), 172-188.

Peer-Reviewed Articles Under Review or Accepted

1. De Los Reyes, A., **Cook, C.R.**, Gresham, F.M., Makol, B., & Wang, M. (under review). Improving understanding of informant discrepancies in assessments of psychosocial strengths and difficulties in school-based services and research. *Exceptional Children*.
2. **Cook, C.R.**, Sanetti, L., Larson, M., & Lyon, A. (under review). Training school psychologists to serve as implementation intermediaries to address the science-to-practice gap in education: rationale and proposed training model. *Journal of School Psychology*.
3. Merle, J. & **Cook, C.R.** (under review). Flipping the Script Protocol: Examining the effectiveness of a school-based protocol to eliminate elopement. *Preventing School Failure*.
4. Larson, M., **Cook, C.R.**, Lyon, A., & Lewis, C. (under review). Validation and use of the Measure of Effective Attributes of Trainers (MEAT) in the education sector. *Implementation Science*.
5. Duong, M. T., **Cook, C. R.**, Lee, K., Davis, C. J., Vázquez-Colón, C. A., & Lyon, A. R. (under review). Stakeholder perspectives on the development of a blended pre-implementation strategy for school-based behavioral health providers. *School Mental Health*.
6. Locke, J., Lee, K., **Cook, C.R.**, Frederick, L., Vázquez-Colón, C., Ehrhart, M., Brown, R., Aarons, G.A., Davis, C., & Lyon, A.R. (accepted). Understanding the organizational implementation context of schools: a qualitative study of school district administrators, principals, and teachers. *School Mental Health*.
7. Lyon, A.R., **Cook, C.R.**, Locke, J., Davis, C., Powell, B., & Waltz, T. (under review). Importance and feasibility of an adapted set of strategies for implementing evidence-based

behavioral health practices in the education sector. *Journal of School Psychology*.

8. Thayer, J., **Cook, C.R.**, & Low, S. (under review). School-level demographics association with implementation of a widely-adopted social-emotional learning program. *Journal of Primary Prevention*.
9. Compton, A., **Cook, C. R.**, *Larson, M., Buntain-Ricklefs, J., Low, S., & Miller, F. G. (under review). Stability of the dual continua model of mental health among early elementary students. *School Mental Health*.
10. Compton, A., **Cook, C. R.**, *Larson, M., Buntain-Ricklefs, J., Low, S., & Miller, F. G. (under review). Group-based trajectories of early elementary students' mental health. *School Psychology Quarterly*.
11. Duong, M., Pullmann, M. D., Buntain-Ricklefs, J., Lee, K., Benjamin, K. S., Nguyen, L., & **Cook, C. R.** (accepted). A brief training for teachers improves student behavior and student-teacher relationships in middle school. *School Psychology Quarterly*.
12. **Cook, C.R.**, Volpe, R., & Gresham, F.M. (under review). Technical adequacy, classification accuracy and social validity of the student externalizing behavior screener. *Assessment for Effective Intervention*.
13. Renshaw, T. & **Cook, C.R.** (under review). Initial development and validation of the youth externalizing problems screener. *Journal of Psychoeducational Assessment*.
14. Lyon, A.R., **Cook, C.R.**, Duong, M., & Pullmann (under review). Evaluation of a blended, pre-implementation intervention to increase school-based mental health providers' implementation intentions and behaviors. *Implementation Science*.
15. Duong, M., Buntain-Ricklefs, J., Lee, K., & **Cook, C.R.** (under review). Expert and stakeholder perspectives on the development of a student-teacher relationship intervention for high school. *Teaching and Teacher Education*.

Peer-Reviewed Publications In Preparation

1. Hubert, E., **Cook, C.R.**, Lyon, A., & Mazza, J. (in preparation). Examining the interplay between organizational factors and socio-economic demographics of schools on implementation outcomes of universal social, emotional and behavioral supports. *School Mental Health*.
2. **Cook, C.R.**, Lyon, A., Locke, J., Davis, C., Brown, E., & Erhardt, M. (under review). Cross validation of a school-adapted measure of teachers' attitudes towards evidence-based practices. *Implementation Science*.
3. **Cook, C.R.**, Lyon, A., Locke, J., Davis, C., Brown, E., & Erhardt, M. (in preparation). Validation of the Implementation Citizenship Behavior Scale in the education sector. *School Psychology Quarterly*.

4. Christian, E., **Cook, C.R.**, & Fiat, A. (in preparation). Effectiveness of the ACHIEVER resilience curriculum in promoting elementary teachers wellbeing and implementation intentions. *School Psychology Review*.
5. **Cook, C.R.**, Schaefer, S. Fiat, A. & Smith, C. (in preparation). Effectiveness of positive psychological intervention for at-risk middle school students. *School Psychology Review*.
6. **Cook, C.R.**, & Bosmia, A. (in preparation). Reducing patient resistance to exposure therapy: Experimental single case design evaluating the escape pass intervention.
7. **Cook, C. R.**, Lyon, A. R., Zhang, Y., & Smith, B. (in preparation). Linking educator beliefs to fidelity of implementation and student outcomes. *School Mental Health*.
8. **Cook, C.R.**, Smith, B., Lyon, A., Duong, M., & Zhang, Y. (in preparation). Brief social psychological interventions to enhance teachers' mindsets and implementation of evidence-based classroom management practices. *Journal of School Psychology*.

Books

1. **Cook, C.R.**, Burns, M., Browning-Wright, D., & Gresham, F.M. (2010). *Transforming School Psychology in the RTI Era: A Guide for Administrators and School Psychologists*. Palm Beach, LRP Publications.
2. **Cook, C.R.**, & Browning-Wright (2009). *Rtl and Restrictive Settings: The TIERS Model for Students with EBD*. Palm Beach, LRP Publications.
3. Sprague, J., **Cook, C.R.**, Browning-Wright, D., & Sadler, C. (2008). *Response to intervention for behavior: Integrating academic and behavior supports*. Palm Beach: LRP Publications.
4. Sanetti, L., & **Cook, C.R.** (in preparation). *Implementation Science Foundations of Educational and Psychological Research and Practice*. Routledge, Howick Place, London.

Book Chapters

1. **Cook, C.R.**, Fiat, A., & Thayer, A. (in preparation). Overview of mindfulness research with educators and caregivers. In T. Renshaw & S. Jimerson Eds. *Using Mindfulness to Promote Mental Health in Schools*. Oxford University Press.
2. **Cook, C.R.**, Thayer, J., & Fiat, A. (in press). Interventions to enhance affective engagement. In A. Reschly & S. Christenson (Eds.) *Handbook of Student Engagement*.
3. **Cook, C.R.**, Holland, B., & Slemrod (2015). Reading decoding interventions. In S. Little & A. Akin-Little Eds, *Evidence-based academic assessment and intervention*. American Psychological Association.
4. **Cook, C.R.**, & Volpe, R. (2013). Progress monitoring behavior using brief, change-sensitive rating scales. In F.M. Gresham & H.M. Walkers Eds. *Handbook of Evidence-Based Practices for Students Having Emotional and Behavioral Disorders*.

5. **Cook, C.R.**, & Browning-Wright, D. (2009). The changing role of the school psychologist in the era of RtI. Answers to Practical Questions on Response to Intervention. Palm Beach, FL: LRP Publications.
6. **Cook, C.R.**, Williams, K.R., Kim, T., & Guerra, N.G. (2009). Variability in the prevalence of bullying and victimization: A cross-national analysis. In S.R. Jimerson, S.M. Swearer, & D.L. Espelage (Eds.). International handbook of school bullying. Mahwah, NJ: Lawrence Erlbaum Associates.
7. Little, S., & **Cook, C.R.** (2009). Reductive techniques. In A. Akin-Little, S. Little, M. Bray, & T. Kehle (Eds.). Handbook of behavioral interventions in schools. Washington, D.C.: APA Publishing.
8. Gottfried, A.E., Gottfried, A.W., Morris, P.E., & **Cook, C.R.** (2008). On being motivationally disadvantaged: A longitudinal study from school entry through early adulthood. In C. Hudley & A.E. Gottfried's (Eds.) Academic motivation and the culture of schooling: Understanding school success in childhood and adolescence. UK: Oxford University Press.
9. Gresham, F.M., **Cook, C.R.**, Crews, S.D., & Barreras, R.B. (2008). Direct observation methods. In D. McKay's (Ed), Handbook of research methods in abnormal and clinical psychology.
10. **Cook, C.R.**, Sprague, J., Browning-Wright, D., & Sadler, C. (2008). Response to intervention for behavior. Answers to Practical Questions on Response to Intervention. Palm Beach, FL: LRP Publications.
11. **Cook, C.R.**, Lyons, J., & Blacher, J. (2007). Developmental delays. In C. Reynolds & E.F. Janzen's (Eds), Encyclopedia of special education.

Invited Presentations as Keynote or Featured Talk

1. Cook, C.R. (2018). Using the IES Goal structure to conduct implementation research. Invited presentation to annual Institute of Educational Sciences Project Investigators Meeting in Washington, DC.
2. Cook, C.R. (2018). Trauma-informed multi-tiered system of supports. Keynote address at Data-Based Conference in New Orleans, LA.
3. Cook, C.R. (2018). School psychologists as implementation intermediaries. Invited presentation at Division 16 American Psychology Association Future Faculty Meeting Washington, DC.
4. Cook, C.R. (2016). Social-emotional wellbeing as the foundation for academic and life success. Keynote address delivered at the annual Minnesota Administrators of Special Education at Cragun's Resort, Brainerd, MN.
5. Cook, C.R. (2016). Understanding and addressing discipline disparities in education.

Minnesota Public Radio – Tom Weber Show.

6. Cook, C.R. (2016). The social-emotional side of multi-tiered systems of support. Invited presentation delivered at the Center for Applied Research and Educational Improvement to assembly school districts. St. Paul, MN.
7. Cook, C.R. (2016). Intervention programming for students with social, emotional, and behavioral problems. Green River Regional Educational Cooperative, Bowling Green, KY.
8. Cook, C.R. (2016). Social-emotional learning programming for CESA Educational Cooperative, Turtle Lake, WI.
9. Cook, C.R. (2016). Cultivating staff and student wellbeing as the foundation for optimizing academic outcomes. Keynote presentation delivered to Menomonie School District, Menomonie, WI.
10. Cook, C.R. (2015). Evidence-based practices for students with significant social, emotional, and behavioral needs: Utilizing a the direct treatment protocol to facilitate access to high quality mental health services. *Keynote presentation delivered at the PENT Forum South, Fontana, CA.*
11. Cook, C.R. (2015). Educators' beliefs and wellbeing as powerful determinants of student outcomes. *Rehab Seminars Conference: San Antonio, Tx.*
12. Cook, C.R. (2015). Establish, maintain, restore relationships: A method of improving social belonging and academic motivation of. Presented at the College Readiness and Achievement Gap Consortium University of Minnesota.
13. Cook, C.R. (2014). Mindfulness goes to school: Improving teachers resilience and wellbeing. Presented as part of a symposium at the annual National Association for School Psychologists Conference in Washington, DC.
14. Cook, C.R. (2013). DSM-5 Changes and Implications for School-Based Practice. Ralph E. Julnes Memorial Keynote Address at the PNW Special Education Law Conference in Yakima, WA.
15. Cook, C.R. (2013). Matching Tier 2 interventions to students prior to consideration for special education services. Invited workshop at the PNW Special Education Law Conference in Yakima, WA.
16. Cook, C.R. (2013). Legally sound and effective programming for students with EBD. Invited workshop at the PNW Special Education Law Conference in Yakima, WA.
17. Cook, C.R. (2013). School-based Mental Health: Using MTSS as a System Change Framework to Transfer Evidence-Based Practices to Real World Settings. Invited keynote address for the College of Education and Human Sciences at the University of Nebraska, Lincoln.

18. Cook, C.R. (2013). Reducing the stigma of mental health: Supporting student-athletes mental health. Invited keynote address for the Center for Leadership in Athletics at the University of Washington.
19. Cook, C.R. (2013). School-based mental health: using RTI as a system change process. Invited talk to the Evidence-Based Practice Institute Department of Psychiatry and Behavioral Sciences at the University of Washington.
20. Cook, C.R. (2013). Avoiding having to adopt a program for every problem: Developing a broad-spectrum approach to school-based mental health. Invited talk presented at the
21. Cook, C.R. & Browning-Wright, D. (2012). RTI in restrictive settings for students with EBD. Invited Workshop delivered at the annual NASP Convention in Philadelphia, CA.
22. Cook, C.R. (2012). Effective Beliefs and Practices for Students with Emotional and/or Behavioral Problems. Invited address presented at the Wyoming Department of Education Leadership Symposium in Lander, WY.
23. Cook, C.R. (2012). Response to intervention for behavior: Supporting the needs of all students. Invited talk presented at the Bureau of Indian Education Summer Institute in Denver, Co.
24. Cook, C. R. (2011). Educator beliefs as powerful determinants of effective practices for students with emotional/behavioral problems. Keynote delivered at Seattle Public Schools Annual Behavior Conference.
25. Cook, C.R. (2011). Teachers as pivotal players in the prevention of emotional and behavioral disorders. Keynote address delivered at the 18th Annual Institute of Teachers of Students with EBD in Wausau, WI.
26. Cook, C.R. (2010). Emotional disturbance: Legally defensible and educationally valid assessment and treatment practices. Invited presentation at Louisiana State University Health Sciences Center, New Orleans, LA.

Peer-Reviewed Presentations

1. Larson, M., Cook, C. R., Duong, M., & Lyon, A. R. (November, 2018). Tailoring implementation to context-specific needs: Mixed-method findings from a school-based trial of Cognitive Behavior Intervention for Trauma in Schools. Poster accepted to the 52nd annual convention of the Association for Behavioral and Cognitive Therapies, Washington, DC.
2. Cook, C.R. (2018). Pre-implementation enhancement interventions to facilitate the uptake and delivery of evidence-based practices. Ted-like talk delivered at the Society for Prevention Research Conference in Washington, DC.
3. Cook, C.R. (2018). Operating from an implementation science perspective. Paper presented

at the annual convention of the National Association of School Psychologists, Chicago, IL.

4. Cook, C.R. (2017) Annual School Mental Health Conference, "Implementation science to inform uptake and delivery of evidence-based practices," Washington DC. (October 2017).
5. Cook, C.R. (2017), Society for Implementation Research Collaboration, "Motivational priming to improve the adoption and delivery of evidence-based practices," Seattle, Washington, United States. (September 2017).
6. Cook, C.R. (2017) International School Psychology Association, "Promote Teacher Resilience and Wellbeing: The Adult Resilience Curriculum," Manchester, United Kingdom. (July 2017).
7. Lyu, Y., Hansen, T.L., Fiat, A., Thayer, A.J., & Cook, C.R. (2018, March). Virtual Reality as an Acceptable and Effective Stress Regulation Intervention for Children. Poster presented at the 18th annual Department of Educational Psychology Graduate Student Research Day, University of Minnesota-Twin Cities, Minneapolis, MN.
8. Pauling, S., Thayer, A.J., Fiat, A., Cook, C.R., & He, C. (2018, March). Examining Predictors in Children's Frustration in Response to Failure. Poster presented at the 18th annual Department of Educational Psychology Graduate Student Research Day, University of Minnesota-Twin Cities, Minneapolis, MN.
9. McCalsin, S., Fiat, A. E., Frank, S., & Cook, C. R. (2018, August). Examining with Whom and How Children Cope with School Problems. Poster accepted to the 126th Annual American Psychological Association Convention, San Francisco, CA.
10. Christian, E.M., Cook, C.R., Fiat, A., & Thayer, A.J. (2018, February). Strategies to Help Teachers Combat Burnout and Increase Resilience. Mini-skills workshop presented at the annual convention of the National Association of School Psychologists, Chicago, IL.
11. Miller, F., Cook, C. R., Fiat, A., Larson, M., Hour, A. (2018, February). Project ESCAPES: Evaluation of a tier-II intervention for anxiety. Presented at the National Association of School Psychologists Annual Convention, Chicago, IL.
12. Miller, F., Cook, C. R., Fiat, A., Larson, M., Hour, A. (2018, February). Stakeholder perceptions of a novel tier-II anxiety intervention: Lessons learned. Poster presented at the National Association of School Psychologists Annual Convention, Chicago, IL.
13. Larson, M., Thayer, A. J., Fiat, A., & Cook, C. R. (2017, November). Provider embeddedness: The key to the implementation of school-based mental health supports? Poster presented at the 51st annual convention of the Association for Behavioral and Cognitive Therapies, San Diego, CA.
14. Larson, M., Cook, C. R., Fiat, A., & Lyon, A. (2017, September). Stressed out: Examining work-stress reduction as an underlying mechanism by which improved implementation occurs. Paper presented at the 4th Biennial Society for Implementation Research

Collaboration Conference, Seattle, WA.

15. Larson, M., Frank, S., Fiat, A., & Cook, C. R. (2017, August). The role of implicit bias in the overrepresentation of African-American males in punitive and exclusionary discipline within the public school system. Poster presented at the 125th Annual American Psychological Association Convention, Washington, D.C.
16. Fiat, A., Larson, M., Potter, L., & Cook, C. R. (2017, July). Moving and Learning: An Exploratory Study of a Yoga-Based Social Emotional Learning Curriculum to Foster Engagement and Wellbeing. Paper presented at the 39th Annual International School Psychology Association Conference, Manchester, UK.
17. Fiat, A., Larson, M., & Cook, C. R. (2017, July). How does improving teacher wellbeing enhance the implementation of evidence-based practices? In A. Fiat (Chair), Creating schools for the future: Focusing on teachers to enhance outcomes for youth. Symposium presented at the 39th Annual International School Psychology Association Conference, Manchester, UK.
18. Hour, A., Thayer, A. J., & Cook, C. (2017, May). Tailoring school-based interventions to enhance trust and engagement in school. Poster presented at the Society for Prevention Research Sloboda Bukoski Cup, Washington, DC.
19. Cook, C. R., Frank, S., Larson, M., & Fiat, A. (2017, April). Addressing educators' knowledge and beliefs to facilitate the uptake and use of school-based mental health services. Workshop presented at the Minnesota Association for Children and Adolescent Mental Health Convention. Duluth, MN.
20. Larson, M., Cook, C. R., & Fiat, A. (2017, February). Stressed teachers don't make good implementers. Paper presented at the National Association of School Psychologists Annual Convention.
21. Thayer, A.J., Hour, A., Cook, C.R., Bradshaw, C.P., Sullivan, A. (2017, February). Culturally Responsive Practice: Adapting to Student Characteristics. Symposium presented at the annual convention of the National Association of School Psychologists, San Antonio, TX.
22. Thayer, A.J., Low, S., & Cook, C.R. (2017, July). Second Step®: A randomized controlled trial evaluation of student social and emotional learning (SEL) outcomes and teacher fidelity over a two-year period. Paper presented at the International School Psychology Association Annual Conference, Manchester, U.K.
23. Zhang, Y., Yu, Qiong., & Cook, C., (accepted; 2018, July) The Adaptation of the Brief Externalizing and Internalizing Screener for Youth (BEISY) in China: a Translational and Validation Study. Poster presentation accepted at the 2018 annual conference of the International School Psychology Association, Tokyo, Japan.
24. Zhang, Y., Yu, Qiong., & Cook, C., (accepted; 2018, July) Adaptation of the Student Subjective Wellbeing Questionnaire (SSWQ) for Chinese Schools: A Validation and

Generalizability Study. Poster presentation accepted at the 2018 annual conference of the International School Psychology Association, Tokyo, Japan.

25. Fan, C., Zhang, Y., Cook, C.R., & Yang, N., (2018, Feb). Relations among RTI Implementation Determinants and Staff Satisfaction. Poster presentation at the 2018 Annual Conference of the National Association of School Psychologist, IL
26. Zhang, Y., & Cook, C.R., (2017, Feb) Evaluation of a Modified Assessment-to-Intervention Procedure for Students Identified with Externalizing Problems in Chinese Public Elementary School. Poster presentation at the 2017 Annual Conference of the National Association of School Psychologist, TX
27. Fan, C., Zhang, Y., & Cook, C.R. (2017, Feb). An Examination of the Factor Structure of the Rtl Readiness Survey. Poster presentation at the 2017 Annual Conference of the National Association of School Psychologist, TX
28. Fiat, A., Zhang, Y., & Cook, C., (2016, Aug) Professional Development to Enhance Student-Teacher Relationship Quality in Middle School. Poster presentation at the 124th Annual Convention of the American Psychological Association, Denver, CO
29. Zhang, Y., & Cook, C., (2016, July) Evaluation of a Modified Assessment-to-Intervention Procedure for Students Identified with Externalizing Problems in Chinese Public Elementary School - a Single Case Design Study. Poster presentation accepted at the 38th annual conference of the International School Psychology Association, Amsterdam, Netherlands.
30. Cook, C. & Zhang, Y., (2015, February) AIM2 as a Tier 2 Process for Behaviorally At-Risk Students. Paper presentation at the Annual Conference of the National Association of School Psychologist, Orlando, FL.
31. Cook, C.R. & Low, S. (2016). Profiles of high and low implementers of social-emotional interventions and implications for student outcomes. Presentation delivered at the annual Society of Prevention Research Conference, San Francisco, CA.
32. Fiat, A., & Cook, C.R. (2016). Promoting Positive Teacher-Student Relationships as a Foundation for Learning: Conceptual & Practical Solutions. Paper presented at the annual International School Psychology Association Conference in Amsterdam, Netherlands.
33. Cook, C.R., & Zhang, Y. (2015). Tier 2 process from beginning to end. Presentation delivered at the annual NASP Convention in Orlando, FL.
34. Cevasco, M., Cook, C.R., & Frye, M. (2015). Mindfulness-based practices to promote student wellbeing: Conceptual and applied issues to advance mindfulness research and practice. Presentation delivered at the annual NASP Convention in Orlando, FL.
35. Campa, D., & Cook, C.R. (2014). The two continua model of mental health in early elementary students. Presented as part of a symposium at the annual National Association for School Psychologists Conference in Washington, DC.

36. Compton, A. & Cook, C.R. (2014). Proactive classroom management and academic engagement among early elementary students. Presented as part of a symposium at the annual National Association for School Psychologists Conference in Washington, DC.
37. Holland, B. & Cook, C.R. (2014). Establishing normative benchmarks for early elementary students academic engagement and disruptive behavior. Presented as part of a symposium at the annual National Association for School Psychologists Conference in Washington, DC.
38. Frye, M., DeCano, P., Cook, C.R., Joseph, G., & Brennan, C. (2013). Achiever Adult Resilience Curriculum. Poster presented at the Mindful Families, Schools, and Communities Conference in Seattle, WA.
39. Cook, C. R. (2012). The relationship between RTI and PBIS: Same, hierarchical, or complementary. Presented at the Pacific Northwest PBIS Conference in Bellevue, WA.
40. Decano, P., & Cook, C.R. (2012). Raising awareness of student-athletes mental health. Presentation delivered at National Association of Sports Managers Convention in Seattle, WA.
41. Cook, C.R. (2012). Enhancing educator resilience to make the job more meaningful and combat stress, burn out, and attrition. Guest presentation delivered to Northwest school psychologists.
42. Cook, C.R. (2012). Change sensitive progress monitoring tools for externalizing and internalizing behaviors. Presentation delivered at Society for Research on Adolescence in Vancouver, BC.
43. Cook, C.R. (2011). RTI in restrictive settings for students with EBD. Invited workshop delivered at the annual NASP Convention in San Francisco, CA.
44. Cook, C.R. (2008). Response to intervention: Creating a continuum of educational care. Keynote address given at Louisiana Educational Diagnostician Association state conference. Lake Charles, Louisiana.
45. Cook, C.R. (2008). RTI for behavior: Applying RTI logic for ED eligibility. Keynote presentation for the Positive Environments Network of Trainers Conference in Rancho Cucamonga, Ca.
46. Cook, C.R., (2011). Brief behavior ratings scales of student's social behavior within problem-solving models of educational service delivery. Paper presentation delivered at the National Association of School Psychologists Conference in San Francisco, CA.
47. Cook, C.R. (2010). The Student Externalizing Behavior Screener: Evidence of classification accuracy, reliability and validity. Paper presented at the Society for Prevention Research in Denver, Colorado.

48. Dart, E., Cook, C.R., & Collins, C. (2010). Co-occurring academic and behavior problems. Transactional relationship or not? Implications for intervention. Presentation delivered at NASP Conference, Chicago, IL.
49. Cook, C.R., & Browning-Wright, D. (2010). Restrictive settings and the implementation of a multi-tiered model of service delivery. Presentation to districts administrators in Laramie, WY.
50. Cook, C.R. & Browning-Wright, D. (2010). Tier II evidence-based interventions for students who need extra support. Presentation delivered to districts administrators in Huntington Station, NY.
51. Cook, C.R., Jimerson, S., & Begeny, J. (2009). The presence of school psychology globally: Predictors and points of intervention. Presentation delivered at the International School Psychology Association Conference in Qawra, Malta.
52. Cook, C.R. (2009). Minority disproportionality in special education: A problem over 50 years in the making: Explanations and solutions. Presentation delivered at the Louisiana Educational Diagnosticians Association Conference in Baton Rouge, LA.
53. Cook, C.R. (2009). Rtl for behavior. Paper presented as a mini-skills at the annual National Association of School Psychologists Conference in Boston, MA.
54. Cook, C.R. (2009). Strategies for including evidence-based social skills and cognitive behavioral interventions in students' IEPs. Presentation delivered at the annual LRP Conference for Special Education Administrators in Las Vegas, NV.
55. Cook, C.R., & Browning-Wright, D. (2009). Response to intervention and school-based mental health. Invited presentation delivered to Westside School District in Omaha, Nebraska.
56. Cook, C.R. (2008). Developing evidence-based behavior intervention plans based on functional behavior assessment data. Presentation given at Louisiana School for the Deaf. Baton Rouge, Louisiana.
57. Cook, C.R. (2008). Conducting school-based functional behavior assessments. Presentation given at Louisiana School for the Deaf. Baton Rouge, Louisiana.
58. Cook, C.R. (2008). School psychology: Bringing science to everyday practice. Presentation given at LSU Psychology Honors Class. Baton Rouge, Louisiana.
59. Cook, C.R. (2008). Child learning and behavior management. Presentation given at Louisiana School for the Deaf. Baton Rouge, Louisiana.
60. Cook, C.R. (2008). Response to intervention for behavior: From prevention to eligibility determination. Presentation given at the Louisiana School Psychology Association Conference. Lafayette, Louisiana.

61. Cook, C.R. (2008). RTI and the identification of students with emotional disturbance: Practical guidelines and legal considerations. Presentation given at Louisiana Educational Diagnostician Association state conference. Lake Charles, Louisiana.
62. Bowers, F.B., Cook, C.R., Snyder, T., & Jensen, M. (2008). Assessing the generalization and maintenance of the positive peer reporting intervention for peer rejected youth. Paper presented at the Annual Association for Behavior Analysis Conference in Chicago, IL.
63. Cook, C.R., & Browning-Wright, D. (2008). Making restrictive settings work for both students with EBD and school staff. All day workshop presented at LRP Conference in Charlotte, NC.
64. Modecki, K., Feldman, B., & Cook, C.R. (2007). The effect of school dropout on smoking behavior across gender and ethnicity. Paper presented at the Annual Society for Prevention Science Conference in Washington, DC as part of the SPR Cup.
65. Cook, C.R., Kraemer, B., Mayer, G.R., Browning-Wright, D., & Wallace, M.D. (2007). Investigating issues related to behavior intervention plan development and implementation: Results from a multi-year research project. Paper presented at the Annual Association for Behavior Analysis Conference in San Diego, CA.
66. Cook, C.R., Thornton, S., & Barreras, R.B. (2007). Project CREATE: A response to intervention model to identify students as emotionally disturbed. Paper presented at the Annual Association for Behavior Analysis Conference in San Diego, CA.
67. Cook, C.R. (2007). Documenting real change: Teaching staff to write measurable, legally compliant goals. Presented at LRP's 28th National Institute on Legal Issues of Educating Individuals with Disabilities, San Diego, CA.
68. Cook, C.R. (2007). Developing and implementing high quality behavior intervention plans: A commitment unfulfilled. From Research to Practice: The 1st Annual UC Conference for Research in Special Education, Disabilities, and Developmental Risk in Santa Barbara, CA.
69. Cook, C.R., Tuthill, L., & Sadek, S. (2006). Efficacy of bully prevention and intervention programs: A meta-analytic investigation. Paper presented at the Annual American Evaluation Association Conference in Portland, OR.
70. Tuthill, L., Cook, C.R., & Sadek, S. (2006). Meta-analytic investigation of the correlates of bullying and victimization. Paper to be presented at the Annual American Society of Criminology Conference in Los Angeles, CA.
71. Gresham, F.M., Kern, L., Barreras, R.B., Cook, C.R., & Conroy, M.A. (2006). Interventions for severe emotional and behavioral challenges. Symposium presented at the Annual Association for Behavior Analysis Convention in Atlanta, GA.
72. Cook, C.R., Blacher, J., & Baker, B. (2006). Early behavioral problems predicting trajectories of parental stress in families with developmentally-delayed and typically-developing children.

Paper presented at the Annual Gatlinburg Conference in San Diego, CA.

73. Cook, C.R. (2006). Merging research with practice to develop technically adequate positive behavior support plans. Presented at the Positive Environments, Network of Trainers Annual North Forum in Stockton, CA.
74. Kern, L., Barreras, R.B., & Cook, C.R. (2006). Extended applications of assessment based intervention for diverse behavior problems. Paper presented at California Association for Applied Behavior Analysis Annual Conference in San Francisco, CA.
75. Browning-Wright, D., Cook, C.R., & Crews, S.D. (2006). Developing evidence-based positive behavior support plans: Current status and future directions. Paper presented at National Association for School Psychologists Annual Conference in Anaheim, CA.
76. Gresham, F.M., Barreras, R.B., Cook, C.R., & Crews, S.D. (2006). Social skills training for secondary EBD students: Implications for practice. Paper presented at TECBD Annual Conference in Tempe, AZ.
77. Cook, C.R., Gresham, F.M., & Crews, S.D. (2005). Developing legally correct and educationally relevant behavior support plans. Paper presented at the California Association of School Psychology annual conference in Riverside, CA.
78. Gresham, F.M., Cook, C.R., Crews, S.D., Kern, L., & Hilt, A. (2005). First year investigation results: Issues related to students with intense emotional and behavioral disorders. Symposium presented at the National Association for School Psychologists Annual Conference in Atlanta, GA.
79. Gresham, F.M., Cook, C.R., Crews, S.D., Bender, H., & Rutherford, K. (2004). Overcoming barriers when researching students with intense social and behavioral problems. Paper presented at TECBD Annual Conference in Tempe, AZ.
80. Gresham, F.M., Cook, C.R., & Crews, S.D. (2004). Setting the story straight: Social skills training with EBD students. Paper presented at TECBD Annual Conference in Tempe, AZ.
81. Oliver, P.H., Guerin, D.W., & Cook, C.R. (2003). Relation of temperament to high school performance: A longitudinal, cross-informant, multi-domain study. Poster presented at the Society of Research on Child Development Conference in Tampa Bay, FL.

Service to the Profession, Community, University and Department
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<i>Service to the Profession</i>

Expert grant reviewer	Expert grant panel member for Institute of Educational Sciences and National Institute of Justice (2017, 2018)
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Editorial board member	Journal of Behavioral Education, Assessment for Effective Intervention, School Psychology Review
Ad hoc reviewer	Child Development, Prevention Science, Journal of School Psychology, School Mental Health, Journal of Child and Adolescent Psychology, School Psychology Quarterly, Journal of Abnormal Psychology
Catalyst Scholar	Society for the Study of School Psychology - 2017
Conference reviewer	Society for Implementation Research Collaboration - 2017

Service to the Community

Research Director	Positive Environments Network of Trainers – California Department of Education – Statewide Effort to Scale up Evidence-Based Practices
Collaborator	Generation Next – Advancing the Science and Practice of implementation in Local Schools
Collaborator	Minneapolis Foundation – Providing support to Minneapolis Public Schools to Improve Implementation Literacy among Central Leaders

Service to the University

Core faculty	Institute for Translational Research in Children’s Mental Health: Core faculty member who leads efforts to advance the mission of ITR.
Lead Symposium Planner	Planning the Third Annual Institute for Translation Research Symposium on Implementation Science. Brings together 9 internationally recognized experts on the topic for a two-day symposium
Speaker	Presenter at annual fund raising events for the College of Education and Human Development

Service to the Department

Chair	Department Values Committee: Clarify departmental values to facilitate strategic goal setting and action planning
Committee member	Steering Committee Department of Educational Psychology
Committee member	Annual Merit Review Committee
Committee member	Annual promotion review for junior faculty: Faith Miller, Jason Wolf

Doctoral Advising

Completed: Names, Dissertation Topic and Current Job Position

Evan Dart	Dissertation: Utilizing students as behavior change agents : an example using check-in/check-out	Assistant Professor University of Southern Mississippi
Tai Collins	Dissertation: Reciprocal peer mentoring : increasing the prosocial behavior of socially neglected students	Assistant Professor University of Cincinnati

Stephanie Grant	Dissertation: Disproportionality in Discipline Practices: Assessing the Impact of Unique Contextual Factors Resulting from School Reforms on Discipline	Director of Pupil Services Orleans Parrish
Erin Grady	Dissertation: The Development of an Enhanced School Home Note Intervention: Applying Key Behavioral Parenting Training Components to Improve the Outcomes of School Based Behavioral Intervention	Licensed Psychologist
Daniel Campa	Dissertation: Examining the differential effects of a universal SEL curriculum on student functioning on a dual continua model of mental health	Licensed Psychologist
Sharon Xie	Dissertation: The Role of Implicit Bias in the Overrepresentation of African American Males within the Public School System	Licensed Psychologist
Susanna Coco	Dissertation: Predicting Children's Early School Outcomes from their Social-Regulatory Profiles: A Person-Centered Approach	Licensed Psychologist with Evidence-Based Treatment Center Seattle
Megan Frye	Dissertation: Promoting caregiver and child resilience: The ACHIEVER Adult Resilience Curriculum	Licensed Psychology with University of Washington Autism Center and Seattle Psychology
Elizabeth Christian	Dissertation: The Effectiveness of the ACHIEVER Adult Resilience Curriculum in Promoting Teacher Wellbeing	School psychologist practicing at a charter school serving students with disabilities
Polo Decano	Dissertation: Exploration of the Effectiveness of a Resilience Curriculum Delivered as a College Course: The APT framework & THRIVE resilience curriculum	University of Washington Resilience Lab and Sports Psychologist
Elizabeth Holland	Dissertation: Establishing normative benchmarks for on-task, off-task, and disruptive behaviors in early elementary classrooms	Licensed Psychologist with Seattle Psychology

Current Doctoral Advisees

Jordan Thayer	Dissertation: Examining latent profiles of teachers according to social-cognitive factors and classroom practices and differential impact on student engagement.	Faculty position
Yanchen Zhang	Dissertation: Confirmatory validation of a measure of behavioral health consultants' attitudes towards evidence-based practices.	Faculty position
Aria Fiat	Dissertation: Examining the impact of parenting variables of students' response to academic stress.	Faculty position
Laura Potter	Dissertation: Training Educators to Implement Mindfulness-Based Interventions: Evaluating the Effects of In-Service and Coaching on Intervention	Practicing school psychologist

Madeline Larson	Fidelity Dissertation TBD	Faculty position
Sophia Frank	Dissertation TBD	Research scientist
James Merle	Dissertation TBD	Research scientist
Jenna McGinnis	Dissertation TBD	Licensed psychologist
Maggie Sullivan	Dissertation TBD	Faculty position

Teaching

Associate Professor University of Minnesota, Twin Cities

- Graduate Courses: Consultation and Problem Analysis (average rating of 4.5 out of 5); Issues in School Psychology (average rating of 4.7 out of 5)
- Undergraduate Course: Science of Resilience and Wellbeing (average rating of 4.8 out of 5)

Assistant Professor University of Washington, Seattle

- Graduate Courses: Assessment, Consultation, and Intervention in RTI Models for Academics (2) Assessment, Consultation, and Intervention for RTI Models for Mental Health (average rating of 4.5 out of 5)
- Undergraduate Course: Teaching from the Inside Out: Becoming a Resilient Educator (average rating of 4.8 out of 5)

Assistant Professor Louisiana State University, Baton Rouge

- Graduate Courses: School-Based Psychological and Academic Interventions (rating 5 out of 5), Psycho-Educational Assessment (rating 5 out of 5) Professional School Psychology: History, Law, and Ethics (rating 4.8 out of 5)
- Undergraduate Courses: Educational Psychology (4.8 out of 5)

Lecturer California State University, Los Angeles

- Graduate Course: Research Methods for Behavior Analysis

Teaching Assistant University of California, Riverside

- Graduate Course: Academic Behavior Assessment

Community Partnerships, Advisory Boards, and Professional Affiliations

Community-Based Partnerships to Translate Research into Practice

Princeton School District, Princeton, CA

Wes San Gabriele Valley SELPA, San Gabriele, CA

Alhambra Unified School District, Alhambra, CA

Minnetonka School District, Minnetonka, MN
Minnesota Department of Education
Maple Lake Public Schools, Maple Lake, MN
Lakeville School District, Lakeville, MN
St. Paul Public Schools, St. Paul, MN
Minneapolis Public Schools, Minneapolis, MN
Richfield School District, Richfield, MN
Fridley School District, Fridley, MN
Osceola School District, Osceola, MN
Duval County Public Schools, Jacksonville, FL
Sumner School District, Sumner, WA
San Francisco Unified School District, San Francisco, CA
Laramie School District, Cheyenne, WY
Santa Barbara County Office of Education, Santa Barbara, CA
Muckleshoot Tribal School, Auburn, WA
Northshore School District, Bothell, WA
Seattle Public Schools, Seattle, WA
North Kitsap, Poulsbo, WA
Renton School District, WA
Everett School District, Everett, WA
Issaquah School District, Issaquah WA
Teton County School District, Jackson, WY
Puget Sound Educational Service District, Renton, WA
Westside66 School District, Omaha, NE
Huntington Unified School District, Huntington Station, NY
South Huntington Unified School District, NY
Hacienda La Puente School District, Hacienda, CA
Pasadena Unified School District, Pasadena, CA
Grand Island School District, Grand Island, NE
Lafayette Parish School System, Lafayette, LA

Tuolumne County Office of Education, Sonora, CA
San Joaquin County Office of Education, Stockton, CA
Monroe Parish School System, Monroe, LA
Scottsbluff, Nebraska Educational Service Area
West San Gabriel Special Education Local Plan Area
Fort Bragg School District, CA
Aspen Colorado School Area, CO
Houston ISD, TX
Marin Country SELPA, Ca
Natrona Country School District, Cheyenne, WY
San Mateo County SELPA, CA
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San Mateo County SELPA, San Mateo California
Fresno SELPA, Fresno, CA
Hawaii Department of Education, HI
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