

**CURRICULUM VITAE**  
**S. ANDREW GARBACZ**

**ADDRESS**

Department of Educational Psychology  
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**FORMAL EDUCATION**

PhD	Psychological Studies in Education (School Psychology), University of Nebraska–Lincoln, Lincoln, Nebraska (2010), APA Accredited and NASP Approved, Dissertation Title: <i>A Multidimensional Examination of New Zealand Family Involvement in Education</i> Chair: Susan M. Sheridan
MA	Educational Psychology, University of Nebraska–Lincoln, Lincoln, Nebraska (2004)
BA	Psychology, University of Nebraska–Lincoln, Lincoln, Nebraska (2002)

**POSITIONS HELD**

2022–Present	Faculty, Dissemination and Implementation, Institute for Clinical and Translational Research, University of Wisconsin–Madison, Madison, Wisconsin
2019–Present	Associate Professor with tenure, Department of Educational Psychology, University of Wisconsin–Madison, Madison, Wisconsin (APA Accredited and NASP Approved)
2019–Present	Co-Director, School Psychology Program, Department of Educational Psychology, University of Wisconsin–Madison, Madison, Wisconsin (APA Accredited and NASP Approved)
2019–Present	Co-Director, School Mental Health Collaborative
2018–Present	Principal Member, Institute of Education Sciences Social and Behavioral Education Research Scientific Review Panel
2018–Present	Director, Prevention, Intervention, and Enhancement Graduate Training Program, Department of Educational Psychology, University of Wisconsin–Madison, Madison, Wisconsin
2018–Present	Co-Founder and Co-Director, Rural Education Research and Implementation Center, Wisconsin Center for Education Research, University of Wisconsin–Madison, Madison, Wisconsin
2017–Present	Co-Founder and Co-Chair, Family-School-Community Alliance
2016–2019	Assistant Professor, Department of Educational Psychology, University of Wisconsin–Madison, Madison, Wisconsin (APA Accredited and NASP Approved)

2016–Present	Affiliated Research Scientist, Prevention Science Institute, University of Oregon, Eugene, Oregon
2014–2015	Co-Director, School Psychology Program, Department of Special Education and Clinical Sciences, University of Oregon, Eugene, Oregon (APA Accredited and NASP Approved)
2012–2016	Assistant Professor, School Psychology Program, Department of Special Education and Clinical Sciences, University of Oregon, Eugene, Oregon (APA Accredited and NASP Approved)
2014–2016	Affiliated Faculty, Prevention Science, Department of Counseling Psychology and Human Services, Eugene, Oregon
2012–2016	Research Scientist, Child and Family Center, Prevention Science Institute, University of Oregon, Eugene, Oregon
2011–2012	Postdoctoral Fellowship, Munroe-Meyer Institute, University of Nebraska Medical Center, Omaha, Nebraska
2010–2011	Postdoctoral Fellowship, Nebraska Center for Research on Children, Youth, Families and Schools, University of Nebraska–Lincoln, Lincoln, Nebraska
2009–2010	Predoctoral Intern in Professional Psychology, The Devereux Foundation, Center for Effective Schools, King of Prussia, Pennsylvania (APPIC and APA Accredited Predoctoral Internship)
2005–2009	Research Manager, Institute of Education Sciences, <i>Evaluation of the Efficacy of Conjoint Behavioral Consultation for Addressing Disruptive Behaviors of Children At-Risk for Academic Failure</i> . Nebraska Center for Research on Children, Youth, Families and Schools, University of Nebraska–Lincoln, Lincoln, Nebraska
2004–2006	Project Director for Research, <i>School Psychology Leadership Specialization in Family-Centered Interdisciplinary Collaboration</i> . University of Nebraska–Lincoln, Lincoln, Nebraska

## AWARDS AND HONORS

2023	Abstract of Distinction, <i>Promoting Equity through Family-centered and Family-school Interventions</i> , Society for Prevention Research 31st Annual Meeting
2023	C. Lynne Jacobson Faculty Fellowship, University of Wisconsin–Madison
2023	Invited Member, Society for the Study of School Psychology
2023	Award for Community-Engaged Scholarship, School of Education, University of Wisconsin–Madison
2022	Fellow, Institute of Education Sciences sponsored, Institute for Implementation Science in Education
2022	<i>Journal of Educational and Psychological Consultation</i> Reviewer of the Year
2019-2021	Invited Participant, School Mental Health Research Summit, National Center for School Mental Health
2019	Teaching Academy Fellow, University of Wisconsin–Madison
2018	Morgridge Fellow in Community Engaged Scholarship
2018	Family, School, and Community Partnering Recognition Award, Family, School, and Community Partnering Group, National Association of School Psychologists
2016	Lightner Witmer Award, American Psychological Association, Division 16

2015	University of Oregon College of Education Early Career Teaching Award
2014	University of Oregon Faculty Star
2014	Early Career Research Award Recipient, Society for the Study of School Psychology
2013	<i>Journal of School Psychology</i> Article of the Year (co-author)
2013	<i>Journal of School Psychology</i> Reviewer of the Year
2013	<i>Journal of School Psychology</i> Editor's Appreciation Award
2013	Early Career Scholar, Sixth Biennial School Psychology Research Collaboration Conference, co-sponsored by the Society for the Study of School Psychology
2012	<i>School Psychology Review</i> Article of the Year (co-author)
2009	Outstanding Student Scholarship, Division 16 of the American Psychological Association
2008	Graduate Student of the Year Nominee, University of Nebraska–Lincoln, Educational Psychology Department
2008	Fellowship Award Recipient, University of Nebraska–Lincoln

## RESEARCH AND PUBLICATIONS

\* indicates peer-reviewed publication. underline indicates student.

### *Publications in Journals*

1. \* Garbacz, S. A., Godfrey, E., Twombly, T., Collins, B., Porter, J., Davis, E., Fischer, K., & Albers, C. A. (in press). Principal perspectives on addressing youth mental health within schools. *School Mental Health*.
2. \* Flack, C., Garbacz, S. A., Stormshak, E. A., & McIntyre, L. L. (in press). A longitudinal study of home-based involvement and dyadic adjustment during the transition to early elementary school. *School Psychology*.
3. \* Garbacz, S. A., Stormshak, E. A., McIntyre, L. L., Bolt, D., & Huang, M. (in press). Family-centered prevention during elementary school to reduce growth in emotional and behavior problems. *Journal of Emotional and Behavioral Disorders*.
4. \* Castillo, J. M., Garbacz, S. A., Black, W. R., Davis, D., Wingate, E., & Furjanic, D. (in press). The role of sensemaking in the organizational consultation process in school. *Journal of Educational and Psychological Consultation*.
5. \* McIntyre, L. L., Santiago, R. S., Sutherland, M., & Garbacz, S. A. (in press). Parenting stress and autistic children's emotional problems relate to family-school partnerships. *School Psychology*.
6. \* De Los Reyes, A., Epkins, C. C., Asmundson, G. J. G., Augenstein, T. M., Becker, K. D., Becker, S. P., Bonadio, F. T., Borelli, J. L., Boyd, R. C., Bradshaw, C. P., Burns, G. L., Casale, G., Causadias, J. M., Cha, C. B., Chorpita, B. F., Cohen, J. R., Comer, J. S., Crowell, S. E., Dirks, M. A., ... Youngstrom, E. A. (2023). Editorial statement about JCCAP's 2023 special issue on informant discrepancies in youth mental health assessments: Observations, guidelines, and future directions grounded in 60 years of research. *Journal of Clinical Child and Adolescent Psychology*, 52(1), 147–158. <https://doi.org/10.1080/15374416.2022.2158842>
7. \* Resnik, F., Garbacz, S. A., Stormshak, E. A., & McIntyre, L. L. (2023). Family-centered prevention to enhance proactive parenting and parental self-efficacy during early elementary school. *Journal of Family Psychology*, 37(3), 380–387. <https://doi.org/10.1037/fam0001050>

8. \* Hails, K. A., Garbacz, S. A., Stormshak, E. A., & McIntyre, L. L. (2022). Engagement in a brief preventive parenting intervention during the transition to kindergarten: Effects of parent stress and child behavior concerns. *Journal of School Psychology, 96*, 24–35. <https://doi.org/10.1016/j.jsp.2022.11.002>
9. \* Garbacz, S. A., Kaul, M., Zahn, M., Godfrey, E., & Flack, C. (2022). Examining conjoint behavioral consultation to support students in middle school with social, emotional, and behavior concerns. *New Directions in Child and Adolescent Development, 183-184*, 71–90. Advance online publication. <https://doi.org/10.1002/cad.20481>
10. \* Garbacz, S. A., Im, S., Young, K., Godfrey, E., Stetler, C., Twombly, T., Deng, X. F., Albers, C. A. (2022). Promoting youth mental health in rural communities. *School Mental Health, 14*, 863–879. <https://doi.org/10.1007/s12310-022-09526-1>
11. \* Garbacz, S. A., Godfrey, E., Rowe, D. A., & Kittelman, A. (2022). Increasing parent collaboration in the implementation of effective practices. *Teaching Exceptional Children, 54*(5), 324–327. <https://doi.org/10.1177/0040059922109674>
12. \* Garbacz, S. A., Jordan, P., Novotnak, T., Young, K., Zahn, M., & Markham, M. A. (2022). Parent, teacher, and student perceptions of conjoint behavioral consultation for middle school students. *Journal of Educational and Psychological Consultation, 32*(4), 454–485. <https://doi.org/10.1080/10474412.2022.2054422>
13. \* Garbacz, S. A., Santiago, R., & Gulbrandson, K. (2022). Examining implementation of positive behavioral interventions and supports in rural schools. *Rural Special Education Quarterly, 41*(2), 95–107. <https://doi.org/10.1177/875687568705221097117>
14. \* Hall, G., Garbacz, S. A., Jordan, P., Zahn, M., Smolkowski, K., Stormshak, E. A., & Seeley, J. R. (2022). Examining links between parental monitoring and school engagement among middle school students with and without elevated behavior ratings. *School Psychology, 37*(3), 259–272. <https://doi.org/10.1037/spq0000500>
15. \* Garbacz, S. A., Moore, K. A., Mauricio, A. M., & Stormshak, E. A. (2022). Promoting family-centered support assessment and intervention to enhance school climate. *Journal of Educational and Psychological Consultation, 32*(2), 185–209. <https://doi.org/10.1080/10474412.2021.1963266>
16. \* Sheridan, S. M., & Garbacz, S. A. (2022). Centering families: Advancing a new vision for school psychology. *School Psychology Review, 51*(6), 726–741. <https://doi.org/10.1080/2372966X.2021.1954860>
17. \* Garbacz, S. A., Hall, G., Young, K., Lee, Y., Youngblom, R. K., & Houlihan, D. D. (2021). Validation study of the family involvement questionnaire-elementary version with families in Belize. *Assessment for Effective Intervention, 46*(3), 238–243. <https://doi.org/10.1177/1534508419862857>
18. \* Garbacz, S. A., Lee, Y., Hall, G., Stormshak, E. A., & McIntyre, L. L. (2021). Initiating family-school collaboration through a proactive and positive strengths and needs assessment. *School Mental Health, 13*(3), 667–679. <https://doi.org/10.1007/s12310-021-09455-5>
19. \* Garbacz, S. A., Santiago, R. T., Kosty, D., Zahn, M., Stormshak, E. A., Smolkowski, K., & Seeley, J. R. (2021). Examining congruence in parent–teacher perceptions of middle school supports for students and families. *Psychology in the Schools, 58*(6), 1169–1184. <https://doi.org/10.1002/pits.22495>

20. \* Nixon, J. M., Halverson, E., Stoiber, A., & Garbacz, S. A. (2021). "I played a song with the help of a magic banana": Assessing short-term making events. *Information and Learning Sciences*, 12(3/4), pp. 246–269. <https://doi.org/10.1108/ILS-08-2020-0184>
21. \* Santiago, R. T., McIntyre, L. L., & Garbacz, S. A. (2021). Dimensions of family-school partnerships for Autistic children: Context and congruence. *School Psychology*, 37(1), 4–14. <https://doi.org/10.1037/spq0000473>
22. \* Stormshak, E. A., DeGarmo, D., Garbacz, S. A., McIntyre, L. L., & Caruthers, A. (2021). Using motivational interviewing to improve parenting skills and prevent problem behavior during the transition to kindergarten. *Prevention Science*, 22, 747–757. <https://doi.org/10.1007/s11121-020-01102-w>
23. \* Biglan, A., Elfner, K., Garbacz, S. A., Komro, K., Prinz, R. J., Weist, M. D., Wilson, D. K., & Zarling, A. (2020). A strategic plan for strengthening America's families: A brief from the Coalition of Behavioral Science Organizations. *Clinical Child and Family Psychology Review*, 23, 153–175. <https://doi.org/10.1007/s10567-020-00318-0>
24. \* DeRish, R. M., Kratochwill, T. R., & Garbacz, S. A. (2020). The efficacy of problem-solving consultation for homeschooled students with behavior concerns. *School Psychology*, 35(1), 28–40. <https://doi.org/10.1037/spq0000339>
25. \* Garbacz, S. A., Beattie, T., Novotnak, T., Kurtz-Nelson, E., Zahn, M., Yim-Dockery, H., Cohenour, J., & Jordan, P. (2020). Examining the efficacy of conjoint behavioral consultation for middle school students with externalizing behavior problems. *Behavioral Disorders*, 46(1), 3–17. <https://doi.org/10.1177/0198742919888844>
26. \* Garbacz, S. A., Bolt, D. M., Seeley, J. R., Stormshak, E. A., & Smolkowski, K. (2020). Examining school proactive outreach to families in public middle schools. *School Psychology Review*, 49(4), 493–509. <https://doi.org/10.1080/2372966X.2020.1787081>
27. \* Garbacz, S. A., McIntyre, L. L., Stormshak, E. A., & Kosty, D. B. (2020). The efficacy of the family check-up on children's emotional and behavior problems in early elementary school. *Journal of Emotional and Behavioral Disorders*, 28(2), 67–79. <https://doi.org/10.1177/1063426618806258>
28. \* Garbacz, S. A., Minch, D. R., Jordan, P., Young, K., & Weist, M. D. (2020). Moving towards meaningful and significant family partnerships in education. *Adolescent Psychiatry*, 13(2), 110–122. <https://doi.org/10.2174/2210676610666200324113209>
29. \* Stormshak, E. A., McIntyre, L. L., Garbacz, S. A., & Kosty, D. (2020). Family-centered prevention to enhance parenting skills during the transition to elementary school: A randomized trial. *Journal of Family Psychology*, 34(1), 122–127. <https://doi.org/10.1037/fam0000570>
30. \* Garbacz, S. A. (2019). Enhancing family engagement in schoolwide positive behavioral interventions and supports. *Intervention in School and Clinic*, 54(4), 195–203. <https://doi.org/10.1177/1053451218782428>
31. \* Garbacz, S. A., Beattie, T., Masser, J., & DeGarmo, D. (2019). Initial validation of an elementary version of the positive family support strengths and needs assessment. *Assessment for Effective Intervention*, 45(1), 73–80. <https://doi.org/10.1177/1534508418793514>
32. \* Garbacz, S. A., Stormshak, E. A., McIntyre, L. L., & Kosty, D. (2019). Examining family-school engagement in a randomized controlled trial of the family check-up. *School Psychology*, 34(4), 433–443. <https://doi.org/10.1037/spq0000284>

33. \* Taylor, C. N., Allen, A., Kilgus, S. P., von der Embse, N. P., & Garbacz, S. A. (2019). Development and validation of a parent version of the social, academic, and emotional behavior risk screener (SAEBRS-P) in an elementary sample. *Behavioral Disorders, 44*(4), 205–214. <https://10.1177/0198798561>
34. \* Garbacz, S. A., Hirano, K. A., McIntosh, K., Eagle, J. W., Minch, D., & Vatland, C. (2018). Family engagement in schoolwide positive behavioral interventions and supports: Barriers and facilitators to implementation. *School Psychology Quarterly, 33*(3), 448–459. <https://10.1037/spq0000216>
35. \* Garbacz, S. A., McIntosh, K., Vatland, C., Minch, D., & Eagle, J. W. (2018). Identifying and examining school approaches to family engagement within schoolwide positive behavioral interventions and supports. *Journal of Positive Behavior Interventions, 20*(3), 127–137. <https://10.1177/1098300717752318>
36. \* Garbacz, S. A., Zerr, A. A., Dishion, T. J., Seeley, J. R., & Stormshak, E. A. (2018). Parent involvement in middle school: Longitudinal influences on student outcomes. *Journal of Early Adolescence, 38*(5), 629–660. <https://10.1177/0272431616687670>
37. \* Haq, S., Machalicek, W., Garbacz, S. A., & Drew, C. (2018). Employing a fixed-lean multiple schedule in the treatment of challenging behavior for children with autism spectrum disorder. *Behavior Modification, 42*(4), 610–633. <https://10.1177/0145445517743206>
38. \* Hirano, K. A., Shanley, L., Garbacz, S. A., Rowe, D. A., Lindstrom, L., & Leve, L. D. (2018). Validating a model of motivational factors impacting involvement for parents of transition-age youth with disabilities. *Remedial and Special Education, 39*(1), 15–26. <https://10.1177/0741932517715913>
39. \* Garbacz, S. A., Herman, K. C., Thompson, A. M., & Reinke, W. M. (2017). Family engagement in education and intervention: Implementation and evaluation to maximize family, school, and student outcomes. *Journal of School Psychology, 62*, 1–10. <https://10.1016/j.jsp.2017.04.002>
40. \* Garbacz, S. A., Watkins, N., Diaz, Y., Barnabas, E. R., Schwartz, B. S., & Eiraldi, R. B. (2017). Using conjoint behavioral consultation to implement evidence-based practices for students in low-income urban schools. *Preventing School Failure: Alternative Education for Children and Youth, 61*(3), 198–210. <https://10.1080/1045988x.2016.1261078>
41. \* Smolkowski, K., Seeley, J. R., Gau, J. M., Dishion, T. J., Stormshak, E. A., Moore, K. J., Falkenstein, C. A., Fosco, G. M., & Garbacz, S. A. (2017). Effectiveness evaluation of the positive family support intervention: A three-tiered public health delivery model for middle schools. *Journal of School Psychology, 62*, 103–125. <https://10.1016/j.jsp.2017.03.004>
42. \* Garbacz, S. A., Cariveau, T., & Barrett, E. (2016). Examining the treatment validation consultation model. *Journal of Educational & Psychological Consultation, 26*(2), 200–211. <https://10.1080/10474412.2015.1108201>
43. \* Garbacz, S. A., McIntosh, K., Eagle, J. W., Dowd-Eagle, S. E., Ruppert, T., & Hirano, K. (2016). Family engagement within school-wide positive behavioral interventions and supports. *Preventing School Failure: Alternative Education for Children and Youth, 60*(1), 60–69. <https://10.1080/1045988x.2014.976809>

44. \* Garbacz, S. A., & McIntyre, L. L. (2016). Conjoint behavioral consultation for children with autism spectrum disorder. *School Psychology Quarterly*, 31(4), 450–466. <https://10.1037/spq0000114>
45. \* Garbacz, S. A., McIntyre, L. L., & Santiago, R. T. (2016). Family involvement and parent-teacher relationships in students with autism spectrum disorder. *School Psychology Quarterly*, 31(4), 478–490. <https://10.1037/spq0000157>
46. \* Hirano, K. A., Garbacz, S. A., Shanley, L., & Rowe, D. A. (2016). Parent involvement in secondary special education and transition: An exploratory psychometric study. *Journal of Child and Family Studies*, 25, 3537–3553. <https://10.1007/s10826-016-0516-4>
47. \* Moore, K. J., Garbacz, S. A., Dishion, T. J., Gau, J. M., Brown, K. L., Stormshak, E. A., & Seeley, J. R. (2016). Proactive parent engagement in public schools: Using a brief strengths and needs assessment in a multiple-gating risk management strategy. *Journal of Positive Behavior Interventions*, 18(4), 230–240. <https://10.1177/1098300716632590>
48. \* Santiago, R. T., Garbacz, S. A., Beattie, T., & Moore, C. L. (2016). Parent-teacher relationships in elementary school: An examination of parent-teacher trust. *Psychology in the Schools*, 53(10), 1003–1017. <https://10.1002/pits.21971>
49. \* Garbacz, S. A., Lannie, A. L., Jeffrey-Pearsall, J. L., & Truckenmiller, A. J. (2015). Strategies for effective classroom coaching. *Preventing School Failure: Alternative Education for Children and Youth*, 59(4), 263–273. <https://10.1080/1045988x.2014.942835>
50. \* Garbacz, S. A., McDowall, P., Schaugency, E., Sheridan, S. M., & Welch, G. W. (2015). A multidimensional examination of parent involvement across child and parent characteristics. *The Elementary School Journal*, 115(3), 384–406. <https://10.1086/680325>
51. \* Garbacz, S. A., Sheridan, S. M., Koziol, N. A., Kwon, K., & Holmes, S. R. (2015). Congruence in parent-teacher communication: Implications for the efficacy of CBC for students with behavioral concerns. *School Psychology Review*, 44(2), 148–166. <https://10.17105/spr-14-0035.1>
52. \* Burt, J. D., Garbacz, S. A., Kupzyk, K. A., Frerichs, L. & Gathje, R. (2014). Examining the utility of behavioral health integration in well-child visits: Implications for rural settings. *Families, Systems, & Health*, 32(1), 20–30. <https://10.1037/a0035121>
53. \* Sheridan, S. M., Ryoo, J., Garbacz, S. A., Kunz, G. M., & Chumney, F. (2013). The efficacy of conjoint behavioral consultation on parents and children in the home setting: Results of a randomized controlled trial. *Journal of School Psychology*, 51(6), 717–733. <https://10.1016/j.jsp.2013.09.003>
54. \* Sheridan, S. M., Bovaird, J. A., Glover, T. A., Garbacz, S. A., Witte, A. L., & Kwon, K. (2012). A randomized trial examining the effects of conjoint behavioral consultation and the mediating role of the parent-teacher relationship. *School Psychology Review*, 41, 23–46. <https://10.1037/t15079-000>
55. \* Garbacz, S. A., & Sheridan, S. M. (2011). A multidimensional examination of New Zealand family involvement in education. *School Psychology International*, 32(6), 600–615. <https://10.1177/0143034311403034>
56. \* Semke, C. A., Garbacz, S. A., Sheridan, S. M., Kwon, K., & Woods, K. (2010). Family involvement for children with disruptive behaviors: The role of parenting stress and motivational beliefs. *Journal of School Psychology*, 48(4), 293–312. <https://10.1016/j.jsp.2010.04.001>

57. \* Sheridan, S. M., Swanger-Gagné, M., Welch, G. W., Kwon, K., & Garbacz, S. A. (2009). Fidelity measurement in consultation: Psychometric issues and preliminary examination. *School Psychology Review*, 38(4), 476–495.
58. \* Swanger-Gagné, M. S., Garbacz, S. A., & Sheridan, S. M. (2009). Intervention implementation integrity within conjoint behavioral consultation: Strategies for working with families at risk. *School Mental Health*, 1(3), 131–142. <https://10.1007/s12310-009-9012-y>
59. \* Garbacz, S. A., Woods, K. E., Swanger-Gagné, M. S., Taylor, A. M., Black, K. A., & Sheridan, S. M. (2008). Conjoint behavioral consultation: The effectiveness of a partnership-centered approach. *School Psychology Quarterly*, 23(3), 313–326. <https://10.1037/1045-3830.23.3.313>
60. \* Daly, E. J., III, Garbacz, S. A., Olson, S. C., Persampieri, M., & Ni, H. (2006). Improving oral reading fluency by influencing students' choice of instructional procedures: An experimental analysis with two students with behavioral disorders. *Behavioral Interventions*, 21(1), 13–30. <https://10.1002/bin.208>

### **Chapters in Books**

61. \* McIntyre, L. L., & Garbacz, S. A. (in press). Best practices in systems-level organization and support for effective family-school-community agency partnerships. In P. Harrison, A. Thomas, & S. Proctor (Eds.), *Best practices in school psychology: Systems-level services*. National Association of School Psychologists.
62. \* Garbacz, S. A., Minch, D. R., Lawlor, K. L., & Flack, C. (in press). Advancing research to improve family-school collaboration in school mental health. In S. W. Evans, J. S. Owens, C. P. Bradshaw & M. D. Weist (Eds.), *Handbook of school mental health: Innovations in science and practice* (3rd ed.). Springer.
63. \* Minch, D. R., Garbacz, S. A., Kern L., & Baton, E. (in press). Assessing and Evaluating Family School Collaboration in Schools. In S. W. Evans, J. S. Owens, C. P. Bradshaw & M. D. Weist (Eds.), *Handbook of school mental health: Innovations in science and practice* (3rd ed.). Springer.
64. \* Witte, A. L., Garbacz, S. A., & Sheridan, S. M. (in press). Preparing mental health workforce to engage in partnership approaches to address children's needs. In S. W. Evans, J. S. Owens, C. P. Bradshaw & M. D. Weist (Eds.), *Handbook of school mental health: Innovations in science and practice* (3rd ed.). Springer.
65. \* Floyd, R. G., Arora, P. G., Garbacz, S. A., & January, S.-A. (2021). Reviewing manuscripts submitted to peer-reviewed journals. In R. G. Floyd & T. L. Eckert (Eds.), *Handbook of university and professional careers in school psychology* (pp. 351–380). Routledge.
66. \* Garbacz, S. A., & Raffaele Mendez, L. M. (2021). Building family-school partnerships to support positive parenting and promote health families. In P. J. Lazarus, S. Suldo, & E. A. Doll (Eds.), *Fostering the emotional wellbeing of children* (pp. 224–242). Oxford University Press.
67. \* Garbacz, S. A., Vatland, C., Kern, L., Minch, D., Novotnak, T., von der Embse, N., & Weist, M. (2021). Family-school partnerships within tiered systems of support to increase access, improve equity, and promote positive outcomes for all children and families. In C. Clauss-Ehlers, A. B. Sood, & M. D. Weist (Eds.), *Social justice for children and young people: International perspectives* (pp. 194–210). Cambridge University Press.



68. \* Garbacz, S. A., Kelly, K. K., & Albers, C. A., (2020). Theoretical foundations of school psychology research and practice. In K. K. Kelly, S. A. Garbacz, & C. A. Albers (Eds.), *Theories of school psychology: Critical perspectives* (pp. 22–48). Routledge.
69. \* Holmes, S. R., Smith, T. E., & Garbacz, S. A. (2020), Theories and frameworks that underlie family-school partnerships. In K. K. Kelly, S. A. Garbacz, & C. A. Albers (Eds.), *Theories of school psychology: Critical perspectives* (273–294). Routledge.
70. \* Kelly, K. K., & Garbacz, S. A. (2020). Using theory to understand, guide, and address multifaceted issues in school psychological practice. In K. K. Kelly, S. A. Garbacz, & C. A. Albers (Eds.), *Theories of school psychology* (pp. 295–310): *Critical perspectives*. Routledge.
71. \* Garbacz, S. A., & Kratochwill, T. R. (2020). Single-case experimental designs. In D. S. Dunn (Ed.), *Oxford Bibliographies in Psychology*. Oxford University Press. <https://doi.org/10.1093/OBO/9780199828840-0265>
72. \* Garbacz, S. A. & McKenney, E. L. W. (2020). Conjoint behavioral consultation and home consultation approaches: Working with families. In E. L. W. McKenney (Ed.), *School-based consultation and students with Autism Spectrum Disorder* (pp. 120–146). Routledge.
73. \* Dishion, T. J., Garbacz, S. A., Seeley, J., Kim, H., Stormshak, E. A., Moore, K., Gau, J., Fosco, G., & Falkenstein, C. (2020). Translational research on evidence-based parenting support within public schools: Strategies, challenges and potential solutions. In S. A. Garbacz (Ed.), *Establishing family-school partnerships in school psychology: Critical skills* (pp. 223–244). Routledge.
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75. \* Stormshak, E. A., & Garbacz, S. A. (2018). Family-based treatment of aggression. In T. Malti, & K. H. Rubin (Eds.), *Handbook of child and adolescent aggression: Emergence, development, and intervention* (pp. 340–359). The Guilford Press.
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77. Weist, M. D., Garbacz, S. A., Lane, K. L., & Kincaid, D. (2017). Enhancing progress for meaningful family engagement in all aspects of positive behavioral interventions and supports (PBIS) and multi-tiered systems of support. In M. D. Weist, S. A. Garbacz, K. L. Lane, & D. Kincaid (Eds.), *Aligning and integrating family engagement in positive behavioral interventions and supports (PBIS): Concepts and strategies for families and schools in key contexts* (pp. 1–8). Center for Positive Behavioral Interventions and Supports (funded by the Office of Special Education Programs, U.S. Department of Education). University of Oregon.

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79. \* McIntyre, L. L., & Garbacz, S. A. (2016). Early childhood special education in the context of school psychology. In E. Barton, B. Reichow, B. Boyd, & S. Odom (Eds.), *Handbook of early childhood special education* (pp. 441–453). Springer.
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### **Books**

84. Garbacz, S. A., Minch, D., & Weist, M. D. (under contract). *Family-school collaboration in multi-tiered systems of support*. Guilford.
85. Garbacz, S. A., Newman, D. S., Erchul, W. P., & Sheridan, S. M. (under contract). *Handbook of research in school consultation* (3rd ed.). Routledge.
86. Kelly, K. K., Garbacz, S. A., & Albers, C. A. (Eds.) (2020). *Theories of school psychology: Critical perspectives*. Routledge.
87. Garbacz, S. A. (Ed.) (2020). *Establishing family-school partnerships in school psychology: critical skills*. Routledge.
88. Weist, M. D., Garbacz, S. A., Lane, K. L., & Kincaid, D. (Eds.) (2017). *Aligning and integrating family engagement in positive behavioral interventions and supports (PBIS): Concepts and strategies for families and schools in key contexts*. Center for Positive Behavioral Interventions and Supports (funded by the Office of Special Education Programs, U.S. Department of Education). University of Oregon.

### **Newsletter, Newspaper, and Magazine Articles**

89. Garbacz, S. A. (2023, May 12). 4 ways to reconnect with parenting joy, build a child's emotional skills. *The Washington Post*. <https://www.washingtonpost.com/wellness/2023/05/12/parenting-tips-children-social-emotional-development/>
90. \* Cruz, S., & Garbacz, S. A. (2022). Refining a role for a school bilingual liaison in U.S. public schools. *Communiqué*, 50(7), 10–12. <https://www.nasponline.org/publications/periodicals/communique/issues/volume-50-issue-7>
91. \* Weist, M. D., Mellin, E., Garbacz, S. A., & Anderson-Butcher, D. (2019). Reducing the use of language that stigmatizes students. *Communiqué*, 47(8), 22–23. <https://www.nasponline.org/publications/periodicals/communique/issues/volume-47-issue-8>

92. Hieneman, M., Garbacz, S. A., & Breen, K. (2018). Improving student behavior by getting on the same page. *Parenting Special Needs Magazine* (July/August). pp. 20–22.
93. \* Garbacz, S. A., Brown, T., & Fefer, S. (2016). School, family, and community partnering interest group announces award. *Communiqué*, 45(4), 33.  
<https://www.nasponline.org/publications/periodicals/communiqué/issues/volume-45-issue-4>
94. \* Garbacz, S. A., Fefer, S., & Brown, T. (2015). Updates from the school, family, and community partnering interest group. *Communiqué*, 44(4), 38.  
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95. \* Sheridan, S. M., Garbacz, S. A., Rohlk, A. M., & Woods, K. E. (2006). Futures task force on family-school partnerships: The time really is now. *Communiqué*, 34(5), 12–14.

### **Brief Reports**

96. Garbacz, S. A., & Kilgus, S. P. (2022). *Improving Equitable Social, Emotional, and Behavioral Outcomes by Aligning and Integrating Mental Health Systems and Family-School-Community Collaboration in MTSS*. Executive Summary for the Madison Education Partnership. Wisconsin Center for Education Research.  
<http://mep.wceruw.org/documents/Garbacz-ExecSummary.pdf>
97. Santiago-Rosario, M. R., Garbacz, S. A., Chaparro, E. A., McDaniel, S. C., & George, H. P. (2021). Remote instruction strategy matrix for collaboration with families. Center on PBIS, University of Oregon. <https://www.pbis.org/resource/remote-instruction-strategy-matrix-for-collaboration-with-families>
98. Minch, D. R., Garbacz, S. A., & Weist, M. D. (2020). Advancing family-school collaboration in positive behavior interventions and supports through the family-school-community alliance. Center on PBIS, University of Oregon.  
<https://www.pbis.org/resource/advancing-family-school-collaboration-in-pbis-through-the-fsca>
99. Garbacz, S. A., & Weist, M. D. (2019). Family-school collaboration in PBIS: Creating a school atmosphere to promote collaboration. Center on PBIS, University of Oregon.  
<https://www.pbis.org/resource/family-school-collaboration-in-positive-behavioral-interventions-and-supports-creating-a-school-atmosphere-to-promote-collaboration>
100. Garbacz, S. A., Rose, J. J., Weist, M. D., & McIntosh, K. (2018). Defining and promoting family engagement in schoolwide positive behavioral interventions and supports. Center on PBIS, University of Oregon.
101. Sheridan, S. M., Kim, E. M., Coutts, M. J., Sjuts, T. M., Holmes, S. R., Ransom, K. A., & Garbacz, S. A. (2012). Clarifying parent involvement and family-school partnership intervention research: A preliminary synthesis. *CYFS Working Paper No. 2012-4*. Nebraska Center for Research on Children, Youth, Families and Schools, University of Nebraska–Lincoln.

### **Measures**

- Garbacz, S. A., Minch, D., Cook, S., McIntosh, K., Weist, M. D., & Eagle, J. (2021). *Tiered fidelity inventory: Family-school collaboration*. Family-School-Community Alliance and Center on PBIS.
- Garbacz, S. A., McIntosh, K., & Eagle, J. W. (2014). *Family-school practices survey—school teams*. Eugene, OR: Educational and Community Supports, University of Oregon.

- Glover, T. A., Sheridan, S. M., Garbacz, S. A., & Witte, A. L. (2005). *Behavior severity, behavior frequency, and need for intervention screening tool*. Lincoln, NE: Nebraska Center for Research on Children, Youth, Families and Schools, University of Nebraska–Lincoln.
- Stormshak, E. A., Caruthers, A., Garbacz, S. A., & McIntyre, L. L. (2014). *Family Check-Up consumer satisfaction survey*. Eugene, OR: Prevention Science Institute, University of Oregon.
- Stormshak, E. A., McIntyre, L. L., Garbacz, S. A., & Caruthers, A. (2015). *Early elementary school parent consultant log*. Eugene, OR: Prevention Science Institute, University of Oregon.

### **Training Materials**

- Sheridan, S. M., Burt, J. D., Rohlk, A. M., Black, K. A., Garbacz, S. A., Swanger, M. S., & Woods, K. E. (2006, March). *Overview of family-school partnerships*. Unpublished Training Module, The Multisite Conference of the Future of School Psychology Family-School Partnership Task Force.
- Sheridan, S. M., Garbacz, S. A., Black, K. A., Burt, J. D., Rohlk, A. M., Swanger, M. S., & Woods, K. E. (2006, March). *Process variables*. Unpublished Training Module, The Multisite Conference of the Future of School Psychology Family-School Partnership Task Force.
- Sheridan, S. M., Swanger, M. S., Woods, K. E., Black, K. A., Burt, J. D., Garbacz, S. A., & Rohlk, A. M. (2006, March). *Behavioral consultation*. Unpublished Training Module, The Multisite Conference of the Future of School Psychology Family-School Partnership Task Force.

### **RESEARCH SUPPORT**

- 2023-2027 Principal Investigator. *Promoting family-school collaboration in positive behavioral interventions and supports* (R305A230396). Funding source: National Center for Education Research, Institute of Education Sciences, U.S. Department of Education. \$1,999,998.
- 2023-2027 Co-Principal Investigator (PI: K. Eklund). *Expanding culturally responsive mental health Services in madison metropolitan school district* (S184X230088). \$5,995,002. Funding source: Office of Elementary and Secondary Education: Safe & Supportive Schools: Mental Health Service Professional Demonstration Grant Program, U.S. Department of Education.
- 2023-2024 Principal Investigator. *Resilience Education Program Online (REP Online)*. Funding source: WARF Accelerator, University of Wisconsin–Madison. \$35,000.
- 2023-2026 Co-Principal Investigator (PI: M. Van Ryzin). *Transforming adolescent mental health through accessible, scalable, technology-supported small-group instruction* (RO1MH133225-01). Funding source: National Institute of Mental Health, U.S. Department of Health and Human Services. \$3,565,867.
- 2023-2024 Principal Investigator. *Integrated home-school-community youth mental health support in rural communities to promote health equity*. Funding source: Office the Vice Chancellor for Research and Graduate Education, University of Wisconsin–Madison. \$43,924.
- 2023 Principal Investigator. *Comprehensive school mental health toolkit*. Funding source: Wisconsin Department of Public Instruction. \$50,000.

- 2022-2027 Co-Principal Investigator (PI: S. Kilgus). *School mental health collaborative postdoctoral research and training program* (R305B220003). Funding source: National Center for Education Research, Institute of Education Sciences, U.S. Department of Education. \$711,773.
- 2022-2024 Principal Investigator (Co-PI: J. Park-Mroch). *Advancing health equity in rural communities through integrated home-school-community mental and behavioral health support to promote youth mental health*. Funding source: University of Wisconsin Extension and the Office of the Vice Chancellor for Research and Graduate Education. \$59,126.
- 2022-2023 Co-Principal Investigator (PI: O. Eversole). *Trauma sensitive schools and comprehensive school mental health evaluation plan*. Funding source: Wisconsin Department of Public Instruction. \$80,000.
- 2021-2026 Co-Principal Investigator (PI: K. Perales). *Project EPIC (Enhancing Family-School-Community Partnerships through an Interconnected Systems Framework Collaboration)* (H326M210006). Funding source: Office of Special Education and Rehabilitative Services, U.S. Department of Education. \$1,241,402.
- 2021-2026 Principal Investigator. *Systematic efficacy replication study of conjoint behavioral consultation in elementary schools* (R324R210013). Funding source: National Center for Special Education Research, Institute of Education Sciences, U.S. Department of Education. \$4,000,000
- 2021-2026 Co-Principal Investigator (PI: S. Sheridan). *Efficacy of virtual professional development in rural schools to enhance teacher-parent partnerships for students with behavioral challenges* (R324A210166). Funding source: National Center for Special Education Research, Institute of Education Sciences, U.S. Department of Education. \$3,800,000.
- 2021-2026 Consultant (PI: E. Brown). *Child HELP partnership treatment and services adaptation center* (SM085108-01). Funding Source: Substance Abuse and Mental Health Services Administration, U.S. Department of Health and Human Services. \$599,873.
- 2021-2025 Consultant (PI: T. Smith). *Supporting teachers in engaging parents (STEP): The development of a teacher training curriculum and coaching model to foster family engagement*. Funding source: National Center for Education Research, Institute of Education Sciences, U.S. Department of Education. \$1,999,962
- 2021-2025 Co-Principal Investigator (PI: E. Dart). *Project STARS (Scholars in Teaching, Applied Research, and Service): Training and mentoring in school psychology* (H325D210054). Funding source: Office of Special Education Research and Rehabilitative Services, U.S. Department of Education. \$1,960,426.
- 2021-2022 Co-Investigator (PI: D. Ehrenthal) on *Connecting behavioral science to COVID-19 vaccine demand network*. Funding source: Centers for Disease Control and Prevention. \$500,000.
- 2021-2022 Principal Investigator (Co-PI: K. Eklund and Co-PI: S. Kilgus) on *Optimizing the capacity of public schools to promote youth mental health*. Funding source: Institute for Clinical and Translational Research, Community-Academic Partnership (ICTR-CAP), Stakeholder and Patient Engaged Research Pilot Awards Program, University of Wisconsin–Madison. \$99,991.
- 2021-2023 Principal Investigator (Co-PI: A. Mauricio, Co-I: K. Moore, and Co-I: E. A.

- Stormshak) on *Family-centered ecological assessment and intervention to address student threats of violence and promote social, emotional, and behavioral competence*. Funding source: Office of the Vice Chancellor for Research and Graduate Education, University of Wisconsin–Madison. \$51,344.
- 2020-2022 Principal Investigator (Co-PI: S. Kilgus) on *Improving equitable social, emotional, and behavioral Outcomes by aligning and integrating mental health systems and family-school-community collaboration in MTSS*. Funding source: Madison Education Partnership, Wisconsin Center for Education Research. \$10,000.
- 2019-2023 Co-Investigator (PI: S. Kilgus, Co-PI: T. Lewis, Co-PI: K. Eklund, and Co-I: B. Mitchell) and on *Building an integrated intervention for students at-risk for internalizing problems: The Resilience Education Program (REP)* (R324A190129). Funding source: Institute of Education Sciences, U.S. Department of Education. \$1,382,223.
- 2019-2023 Co-Principal Investigator (PI: C.A. Albers and Co-PI: T.R. Kratochwill) on *Preparing school psychologists to be the next generation of leaders in school evidence-based prevention practices for students with disabilities* (#H325D180096). Funding source: Office of Special Education and Rehabilitative Services, U.S. Department of Education. \$1,249,286.
- 2018-2023 *National Technical Assistance Center on Positive Behavioral Interventions and Supports*. Funding source: Office of Special Education and Rehabilitative Services, U.S. Department of Education. My Role: Co-Chair of the Family-School-Community Alliance (with Co-Chairs: D. Minch, M. Weist). Center Co-Directors: Kent McIntosh, Brandi Simonsen, Tim Lewis, Heather George, with advisors, including George Sugai and Rob Horner.
- 2018-2023 Co-Principal Investigator (PI: E. A. Stormshak and Co-PI: L.L. McIntyre). *Family-centered intervention in schools to reduce social and behavior problems from early elementary school to adolescence* (#R324A180037). Funding source: Institute of Education Sciences, U.S. Department of Education. \$3,299,983.
- 2018-2022 Co-Director (Co-Director: C. A. Albers). *Rural Education Research and Implementation Center*. Funding source: Wisconsin Center for Education Research, University of Wisconsin–Madison. \$1,212,400.
- 2018-2020 Co-Principal Investigator (PI: C. A. Albers, Co-PI: B. Doren, Co-I: M. Leko, Co-I: A. Ruppert). *FOCUS Partnerships: Enhancing mental and behavioral health for children and youth in rural Wisconsin communities*. Funding source: Grand Challenges Transform Competition, School of Education, University of Wisconsin–Madison. \$249,826.
- 2018-2020 Principal Investigator. *Embedding family-school partnerships in schoolwide systems to improve student attendance and behavior*. Funding source: Office of the Vice Chancellor for Research and Graduate Education 2017 Fall Research Competition, University of Wisconsin–Madison. \$47,000.

- 2018-2019 Principal Investigator (Co-PI: B. Carl and Co-PI: C. A. Albers) on *Building partnerships to promote mental health for Children*. Funding source: Wisconsin Idea Endowment, University of Wisconsin–Madison. \$4,000.
- 2018 Principal Investigator (with Devon Minch and Mark Weist). *Family-School-Community Alliance*. Funding source: Wisconsin Center for Education Research, University of Wisconsin–Madison. \$6,000.
- 2017-2018 Co-Director (Co-Director: C. A. Albers). *Formative Development of a Rural Education Research and Implementation Center*. Funding source: Wisconsin Center for Education Research, University of Wisconsin–Madison. \$288,398.
- 2017 Principal Investigator (Co-PI: M. Weist) on *Community for Family Engagement in Education*. Funding source: Wisconsin Center for Education Research, University of Wisconsin–Madison. \$6,000.
- 2016-2021 Principal Investigator. *Conjoint Behavioral Consultation for Middle School Students with are at Risk for Serious Emotional Disturbance: A Career Development and Research Plan (#R324A160043)*. Funding source: Institute of Education Sciences, U.S. Department of Education. \$400,000. With a \$50,000 supplement in 2020.
- 2014-2018 Co-Principal Investigator (PI: E. A. Stormshak and Co-I: L. L. McIntyre) on *Testing the efficacy of an ecological approach to family intervention and treatment during early elementary school to prevent problem behavior and improve academic outcomes (#R305A140189)*. Institute of Education Sciences, U.S. Department of Education. \$3,480,267.
- 2014-2016 Principal Investigator. *Evaluation of the efficacy of Conjoint Behavioral Consultation for middle school students with disruptive behaviors*. Funding source: Society for the Study of School Psychology. \$19,996.
- 2013-2014 Principal Investigator (Co-PI: L. L. McIntyre). *Investigating Family-School Partnerships to Serve the Needs of Students with Autism*. Funding source: Hope Baney Fund. \$11,972.
- 2005-2009 Co-Investigator (PI: S.M. Sheridan). *School psychology futures: Family-school partnership project*. School Psychology Leadership Roundtable. \$10,200.

## PRESENTATIONS

*Note:* underline indicates student author, @ indicates community collaborator

### ***Invited Presentations***

1. Garbacz, S. A. (2023, April). *Promoting youth mental health through integrated family-school-community partnerships*. Invited presentation for the University of Wisconsin Day at the Capitol. Madison, WI.
2. Garbacz, S. A., & Witte, A. (2023, April). *Advancing school behavioral health through family and community partnerships*. Invited presentation for the 10th annual Southeastern School Behavioral Health conference, Myrtle Beach, SC.
3. Garbacz, S. A. (2023, March). *Building and strengthening family-school partnerships*. Invited presentation for the Florida Association of School Psychologists Advocacy Academy, Tampa, FL.
4. Bednarek, G., & Garbacz, S. A. (2023, March). Strengthening family-school partnerships to promote student mental health. Invited presentation for the Wisconsin Association of School Psychologists. Elkhart Lake, WI.

5. Garbacz, S. A., Fallon, L., Cook, S., Minch, D., & @White, J. (2022, October). *Building school and district capacity for family-school partnerships within PBIS*. Invited presentation for the National PBIS Leadership Forum, Chicago, IL.
6. Strickland-Cohen, K., Weist, M., Grafenreed, C., & Garbacz, S. A. (2022, October). *Enhancing school-family partnerships within school-wide PBIS*. Invited facilitated discussion for the National PBIS Leadership Forum, Chicago, IL.
7. Collins, B., Garbacz, S. A., & @Whitehead, M. (2022, October). *Navigating mental health needs of students in the school setting*. Invited presentation for the Prevention Research Center at the University of Wisconsin–Madison.
8. Garbacz, S. A. (2022, October). *Helping all children thrive by strengthening family-school-community partnerships in MTSS*. Invited keynote for the Nebraska MTSS Summit, Kearney, NE.
9. Garbacz, S. A. (2022, October). *Using implementation science to improve adoption and sustained implementation of interventions in schools*. Invited virtual presentation of the Methodology Applications Series for the Academy for Methodology, Analytics, and Psychometrics.
10. Garbacz, S. A., & Minch, D. (2022, April). *Promoting family-school partnerships to support students with emotional and behavior concerns*. Invited presentation at the Southeastern School Behavioral Health Conference, Myrtle Beach, SC.
11. Minch, D., & Garbacz, S. A. (2022, April). *Using family-school data and family voice to inform improvements to schoolwide systems and family-school collaboration*. Invited presentation at the Southeastern School Behavioral Health Conference, Myrtle Beach, SC.
12. Garbacz, S. A. (2021, October). *Family-school collaboration in school mental health: Promoting equity and partnerships*. Invited presentation for the Wisconsin School Psychologists Association and Illinois School Psychologists Association conference.
13. Garbacz, S. A., @Stone, C., @Salva, L., & Minch, D. (2021, October). *Including family voice and supporting family partnerships within schoolwide PBIS*. Invited presentation at the 2020 Virtual Positive Behavioral Interventions and Supports National Leadership Forum.
14. Kern, L., Weist, M., Haines, C., & Garbacz, S. A. (2021, October). *Partnering with families to support the needs of students at tier 3*. Invited presentation at the 2020 Virtual Positive Behavioral Interventions and Supports National Leadership Forum.
15. Garbacz, S. A. (2021, January). *Building strong collaborations with culturally and linguistically minoritized families during COVID-19*. Invited virtual presentation for the Colorado Department of Education.
16. Garbacz, S. A., Weist, M. D., & Hoskins, J. (2020, October). *Using PBIS during the COVID-19 outbreak to facilitate home-school support for mental health and academics*. Invited presentation at the 2020 Virtual Positive Behavioral Interventions and Supports National Leadership Forum (previously scheduled in Chicago, IL).
17. Garbacz, S. A., & Minch, D. (2020, May). *Advancing systems and practices to enhance family-school collaboration and promote social-emotional-behavior competencies*. Symposium conducted at the 17th International [virtual] Conference on Positive Behavior Support (previously scheduled in Miami, FL)
18. Minch, D., & Garbacz, S. A. (2020, May). *Family-school collaboration in MTSS*. Invited virtual presentation for the Washington State MTSS district leaders.



19. Garbacz, S. A., & Minch, D. (2020, May). *Family-School-Community Alliance*. Invited virtual presentation for the Navigating Excellence – Parent Center Assistance and Collaboration Team.
20. Garbacz, S. A., @Sabel, C., & @Tegge, K. (2019, October). *Classroom approaches to build family-school partnerships and enhance student academic performance and social behavior: Using academic parent-teacher teams*. Invited presentation at the 2019 Positive Behavioral Interventions and Supports National Leadership Forum, Chicago, IL.
21. Garbacz, S. A., & Moore, K. (2019, October). *Family-centered prevention support in tier 2 intervention*. Invited presentation at the 2019 Positive Behavioral Interventions and Supports National Leadership Forum, Chicago, IL.
22. Minch, D., Garbacz, S. A., & Weist, M. (2019, October). *Implementing and assessing family-school partnerships in PBIS*. Invited presentation at the 2019 Positive Behavioral Interventions and Supports National Leadership Forum, Chicago, IL.
23. Minch, D., Garbacz, S. A., & Weist, M. D. (2019, October). *Advancing family-school partnerships in PBIS through the family-school-community alliance: Roundtable/Dialogue/Q&A*. Invited dialogue at the 2019 Positive Behavioral Interventions and Supports National Leadership Forum, Chicago, IL.
24. Breen, K., Garbacz, S. A., Hieneman, M., Snellgrove, C., Cortez, J. Gonzalez, L., McGough, K., & King, C. (2019, October). *Better together: Family-school collaboration in PBS*. Presentation for the Association for Positive Behavior Support.
25. Garbacz, S. A. (2019, April). *Developing teachers and parents as partners to improve social behavior competencies for middle school students*. Invited presentation at the 2019 Southeastern School Behavioral Health Conference, Myrtle Beach, FL.
26. Garbacz, S. A., Stormshak, E. A., & McIntyre, L. L. (2019, April). *Improving family-school engagement and reducing emotional and behavior concerns for children in early elementary school*. Invited presentation at the 2019 Southeastern School Behavioral Health Conference, Myrtle Beach, FL.
27. Garbacz, S. A. (Chair) (2019, February). *Promoting home-school collaboration to create positive academic and behavior outcomes for children*. Symposium conducted at the 16th International Conference on Positive Behavior Support, Washington, D.C.
28. Garbacz, S. A., & @Davis, A. (2018, October). *Building and strengthening family-school partnerships in PBIS: How are the children?* Invited keynote presentation for the 2018 Positive Behavioral Interventions and Supports National Leadership Forum, Chicago, IL.
29. Garbacz, S. A., @Sabel, C., & @Tegge, K. (2018, October). *Classroom approaches to creating parent-teacher connections and building family-school partnerships*. Invited presentation at the 2018 Positive Behavioral Interventions and Supports National Leadership Forum, Chicago, IL.
30. Garbacz, S. A., & Weist, M. D. (2018, October). *Strengthening family-school-community connections in PBIS to improve valued outcomes: Roundtable/Dialogue/Q&A*. Invited dialogue at the 2018 Positive Behavioral Interventions and Supports National Leadership Forum, Chicago, IL.
31. Garbacz, S. A. (2018, August). *Addressing barriers and leveraging facilitators to promote family-school partnerships in PBIS*. Invited presentation for the Wisconsin RTI Center/PBIS Network PBIS Leadership Conference, Wisconsin Dells, WI.
32. Garbacz, S. A. (2018, August). *Family-school partnership assessments in PBIS to facilitate implementation and maximize family engagement*. Invited presentation for the

- Wisconsin RTI Center/PBIS Network PBIS Leadership Conference, Wisconsin Dells, WI.
33. Garbacz, S. A., & Witte, A. L. (2018, June). *Tiered approaches to strengthen family-school partnerships in PBIS*. Invited presentation for the Nebraska Leadership Development Institute, Lincoln, NE.
34. Garbacz, S. A. (2018, June). *Schoolwide approaches to strengthen family-school partnerships in PBIS*. Invited presentation for the Nebraska Leadership Development Institute, Lincoln, NE.
35. Garbacz, S. A., & @Holmes, C. (2018, May). *Promoting school mental health to enhance outcomes for children, families, and schools*. Invited presentation to the Cooperative Educational Service Agency (CESA) Statewide Conference 2018: Promising Research & Practices for Challenging Times, Madison, WI.
36. Garbacz, S. A., & Albers, C. A. (2018, April). *Building and strengthening partnerships across Wisconsin to enhance rural education through development of a rural education research center*. Invited presentation to the Wisconsin State Superintendent's Advisory Council on Rural Schools, Libraries, and Communities, Clinton, WI.
37. Weist, M. D., Garbacz, S. A., & Minch, D. (2018, February). *Developing the family-school-community alliance (FSCA)*. Invited panel presentation at the 2018 Council for Exceptional Children Convention, Tampa, FL.
38. Albers, C. A., & Garbacz, S. A. (2017, October). *Expanding the reach of the Wisconsin Idea*. Invited presentation at the 2017 Wisconsin Rural Schools Alliance Conference, Wisconsin Dells, WI.
39. Garbacz, S. A. (2017, October). *Implementing and sustaining family-school partnerships to prevent and address children's social behavior concerns*. Invited presentation at the 2017 Wisconsin School Psychologists Association Fall Conference, Oconomowoc, WI.
40. Garbacz, S. A., & @Grenke, J. (2017, September). *Engaging families in school and classroom PBIS systems and practices*. Invited presentation at the 2017 Positive Behavioral Interventions and Supports National Leadership Forum, Chicago, IL.
41. Garbacz, S. A., & Weist, M. D. (2017, September). *Enhancing family engagement in PBIS: Roundtable/Dialogue/Q&A*. Invited dialogue at the 2017 Positive Behavioral Interventions and Supports National Leadership Forum, Chicago, IL.
42. Eber, L., Garbacz, S. A., & @Garvey, S. (2017, August). *Family engagement opportunities within an interconnected system framework of PBIS and Mental Health*. Invited presentation for the Wisconsin RTI Center/PBIS Network PBIS Leadership Conference, Wisconsin Dells, WI.
43. Garbacz, S. A. (2017, August). *Integrating and implementing family engagement within schoolwide positive behavioral interventions and supports*. Invited presentation for the Wisconsin RTI Center/PBIS Network PBIS Leadership Conference, Wisconsin Dells, WI.
44. Garbacz, S. A., @Grenke, J., @Seaman, D., @Summ, S., @Resch, A., & @Blake, A. (2017, August). *Using assessments to improve family partnerships*. Invited presentation for the Wisconsin RTI Center/PBIS Network PBIS Leadership Conference, Wisconsin Dells, WI.
45. Garbacz, S. A. (2017, May). *Creating and sustaining systems to improve access to mental healthcare and promote positive outcomes for children and adolescents*. Invited presentation for the Southeastern Wisconsin Schools Alliance, Brookfield, WI.

46. Garbacz, S. A. (2017, March). *Implementing and examining family-school partnerships in schoolwide positive behavioral interventions and supports*. Invited paper presented at the 2017 International Conference on Positive Behavior Support, Denver, CO.
47. Garbacz, S. A., Castillo, J., & Bowman-Perrot, L. (2017, February) *Publishing in school psychology journals: Advice for new authors*. Panel presented at the annual meeting of the National Association of School Psychologists, San Antonio, TX.
48. Garbacz, S. A. (2016, November). *Supporting children and adolescents by creating engaged connections across homes, schools, and communities*. Invited general session presentation at the 2016 Wisconsin Rural Schools Alliance Conference, Stevens Point, WI.
49. Garbacz, S. A. (2016, November). *Conceptual and empirical foundations for family engagement*. Virtual presentation conducted for the Wisconsin RTI Center/PBIS Network.
50. Garbacz, S. A., & Megert, B. (2015, October). *Engaging families in schools using school-wide positive behavioral interventions and supports*. Invited paper presented at the 2015 Positive Behavior Support National Implementers' Forum, Chicago, IL.
51. Garbacz, S. A. (2015, October). *Tiered family engagement in positive behavior support systems*. Invited paper presented at the Oregon School Psychologists Association 2015 Fall Conference, Eugene, OR.
52. Garbacz, S. A. (2014, November). *Family engagement within tiered behavior support frameworks*. Virtual presentation conducted for the National Association of School Psychologists School, Family, and Community Partnering Interest Group.

#### ***Peer-Reviewed Conference Presentations***

53. Garbacz, S. A. (2023, June). Advancing equity in school mental health. In S. A. Garbacz (Chair), *Promoting equitable implementation of school mental health* [Symposium]. Society for Prevention Research 31st Annual Meeting, Washington, D. C.
54. Kilgus, S. P., Garbacz, S. A., Eklund, K., Cruz, S., Keddell, P., Aiello-Kimberlain, M., Gregory, B., Flack, C., Godfrey, E., Cho, J., Collins, B., & Bednarek, G. (2023, June). Optimizing school mental health to promote equity. In S. A. Garbacz (Chair), *Promoting equitable implementation of school mental health* [Symposium]. Society for Prevention Research 31st Annual Meeting, Washington, D. C.
55. Garbacz, S. A., Stormshak, E. A., McIntyre, L. L., Hails, K., & DeGarmo, D. (2023, May). Examining participation, engagement, and family and child outcomes within a randomized trial of the Family Check-Up during elementary school. In S. A. Garbacz (Chair), *Promoting equity through family-centered and family-school interventions* [Symposium]. Society for Prevention Research 31st Annual Meeting, Washington, D.C.
56. Garbacz, S. A. (2023, May). Integrating family-school interventions, implementation science, and social justice to advance equity in family engagement. In S. A. Garbacz (Chair), *Advancing family engagement in education research to promote equity* [Symposium]. Institute of Education Sciences Annual Principal Investigators [virtual] Meeting.
57. Bednarek, G., Godfrey, E. S., & Garbacz, S. A. (2023, March). *Building and implementing school-wide systems to promote family-school collaboration within PBIS*. Paper presented at the 20th International Conference on Positive Behavior Support, Jacksonville, FL.

58. Bednarek, G., Garbacz, S. A., Godfrey, E. S., Santiago, R. T., & Gulbrandson, K. (2023, March). *Implementation of positive behavioral interventions and supports in rural schools*. Paper presented at the 20th International Conference on Positive Behavior Support, Jacksonville, FL.
59. Garbacz, S. A. (2023, March). *Family-school partnerships to promote positive behavior support during middle school*. Paper presented at the 20th International Conference on Positive Behavior Support, Jacksonville, FL.
60. Garbacz, S. A., Stormshak, E. A., & McIntyre, L. L. (2023, March). *Promoting family-centered positive behavior support during early elementary school*. Paper presented at the 20th International Conference on Positive Behavior Support, Jacksonville, FL.
61. Bowen, A., Flack, C., Garbacz, S. A., Hall, G., Stormshak, E. A., & McIntyre, L. L. (2023, February). *Family-school collaboration to support student social-emotional wellbeing*. Paper presentation at the National Association of School Psychologists annual convention, Denver, CO.
62. Bednarek, G., Garbacz, S. A., Godfrey, E. S., Santiago, R. T., & Gulbrandson, K. (2023, February). *Implementation of positive behavioral interventions and supports in rural schools*. Paper presentation at the National Association of School Psychologists annual convention, Denver, CO.
63. Cruz, S., Keddell, P., Aiello-Kimberlain, M., Gregory, B., Flack, C., Garbacz, S. A., Godfrey, E., Eklund, K., Kilgus, S., Cho, J., Collins, B., & Bednarek, G. (2023, February). *Optimizing school mental health systems to promote equity and antiracism*. Paper presentation at the National Association of School Psychologists annual convention, Denver, CO.
64. Godfrey, E., Flack, C., Garbacz, S. A., & Kaul, M. (2023, February). *Strengthening family-school partnerships and advancing equity during school-based consultation*. Mini-skills presentation at the National Association of School Psychologists annual convention, Denver, CO.
65. Garbacz, S. A., Bednarek, G., Godfrey, E., Aiello-Kimberlain, M., Chleborad, S., Bowen, A., & Santiago, R. S. (2023, February). *Building and implementing schoolwide systems to promote family-school collaboration*. Mini-skills presentation at the National Association of School Psychologists annual convention, Denver, CO.
66. Santiago, R. T., Boddie, D., Venkat, S., Welland, J., Garbacz, S. A., Smith, T. E., & Chafouleas, S. M. (2023, February). *Toward a family-engaged framework of trauma-informed school practice implementation*. Paper presentation at the National Association of School Psychologists annual convention, Denver, CO.
67. Garbacz, S. A., Cook, S., & Minch, D. (2022, October). *Results of the tiered fidelity inventory–family-school collaboration add-on scale: Usability study*. Poster presented at the National PBIS Leadership Forum, Chicago, IL.
68. Garbacz, S. A., Kaul, M., Godfrey, E., Flack, C., & Zahn, M. (2022, October). *Family-school partnerships during middle school to support students' emotional and behavioral competencies*. Paper presented at the virtual 2022 annual conference on Advancing School Mental Health.
69. Cruz, S., & Garbacz, S. A. (2022, August). *A systematic review of bilingual school liaisons in the school community*. Poster presented at the annual convention of the American Psychological Association.

70. Flack, C., Godfrey, E., Kaul, M., Zahn, M., & Garbacz, S. A. (2022, August). *Immediate and maintenance effects of family-school partnerships in middle school*. Poster presented at the annual convention of the American Psychological Association.
71. Garbacz, S. A., Kilgus, S. P., Eklund, K., Gregory, B., Kaul, M., Collins, B., Cruz, S., Flack, C., Aiello-Kimberlain, M., Keddell, P., Cho, J., & Bednarek, G. (2022, August). Improving equity in student outcomes by aligning and integrating family-school collaboration in MTSS. Poster presented at the annual convention of the American Psychological Association.
72. Garbacz, S. A., Kaul, M., Godfrey, E., Flack, C. (2022, May). *Examining teachers and parents as partners during middle school*. Paper presented at the 29th Annual Meeting of the Society for Prevention Research, Seattle, WA.
73. Garbacz, S. A., Cruz, S., Eklund, K., Kilgus, S. P., Collins, B., Kaul, M., Godfrey, E., Flack, C., Aiello-Kimberlain, M., Keddell, P., Gregory, B., & Bednarek, G. (2022, May). *Optimizing the capacity of public schools to promote youth mental health*. Paper presented at the 29th Annual Meeting of the Society for Prevention Research, Seattle, WA.
74. Eklund, K. Kilgus, S., & Garbacz, S. A. (2022, March). *The resilience education program: A tier 2 intervention for internalizing concerns*. Paper presented at the 19th International Conference on Positive Behavior Support, San Diego, CA.
75. Garbacz, S. A., Nelen, M., Willemse, M., Blonk, A., & Feinberg, A. (2022, March). *Promoting family-school partnerships in positive behavioral interventions and supports*. Paper presented at the 19th International Conference on Positive Behavior Support, San Diego, CA.
76. Garbacz, S. A., Stormshak, E. A., & McIntyre, L. L. (2022, March). *Promoting family-centered positive behavior support during elementary school*. Paper presented at the 19th International Conference on Positive Behavior Support, San Diego, CA.
77. Low, S., Hall, G., Garbacz, S. A., & Smolkowski, K. (2022, March). *The mesosystem of middle school math achievement: Intersections of student demographic, parent, and school factors*. ePoster presented at the Biennial Meeting of the Society for Research on Adolescence.
78. Knuckey, L., & Garbacz, S. A. (2022, February). *Liberation psychology as a foundational theoretical orientation for family-school-community collaboration*. Paper presentation at the virtual Winter Roundtable at Teachers College, Columbia University.
79. Eklund, K., Kilgus, S. P., Garbacz, S. A., Willenbrink, J. B., Barber, A. J., Schwartz-Dodek, L., & Dubose, K. (2022, February). *Resilience education program: A tier 2 intervention for internalizing problems*. Mini-skills presentation at the National Association of School Psychologists annual convention, Boston, MA.
80. Flack, C., Garbacz, S. A., Stormshak, E. A., & McIntyre, L. L. (2022, February). *Examining parent-teacher connections and parental self-efficacy*. Poster presented at the National Association of School Psychologists annual convention, Boston, MA.
81. Garbacz, S. A., Collins, T., Vega, D., Johnson, A., & Albers, C. A. (2022, February). *Enacting anti-racism in Journal of School Psychology*. Presentation at the National Association of School Psychologists annual convention, Boston, MA.
82. Godfrey, E., Young, K., Twombly, T., & Garbacz, S. A. (2022, February). *Rural school mental health: Focusing on caregiver and educator perspectives*. Paper presented at the National Association of School Psychologists annual convention, Boston, MA.

83. Jiang, X., Garbacz, S. A., & Dexin, S. (2022, February). *Parental support, academic socialization, and adolescent school engagement*. Paper presented at the National Association of School Psychologists annual convention, Boston, MA.
84. Kaul, M., Flack, C., Godfrey, E., Garbacz, S. A., & Zahn, M. (2022, February). *Examining teachers and parents as partners during middle school*. Paper presented at the National Association of School Psychologists annual convention, Boston, MA.
85. Kilgus, S., Garbacz, S. A., Dubose, K., Porter, J., Eklund, K., Willenbrink, J., Barber, A., & Schwartz-Dodek, L. (2022, February). *Enhancing resilience education program: A tier 2 internalizing intervention*. Poster presented at the National Association of School Psychologists annual convention, Boston, MA.
86. Santiago, R., Hall, G. J., Garbacz, S. A., @Gulbrandson, K., & Albers, C. A. (2022, February). *Examining an integrated factor structure of schoolwide MTSS implementation measures*. Paper presented at the National Association of School Psychologists annual convention, Boston, MA.
87. Zahn, M., Garbacz, S. A., & @Hicks, K. (2022, February). *Advancing intersectionality in consultation during secondary school*. Practitioner conversation at the National Association of School Psychologists annual convention, Boston, MA.
88. Twombly, T., Porter, J., Garbacz, S. A., Godfrey, E., Davis, E., Albers, C. A., Latham, A., & Collins, B. (2021, November). *Examining school mental health across rural, urban, and suburban schools: Implications for research and practice*. Paper presented at the annual virtual meeting on Advancing School Mental Health.
89. Garbacz, S. A., Albers, C. A., Godfrey, E., Bednarek, G., & @Niehaus, B. (2021, October). *Promoting rural school mental health*. Paper presented at the Wisconsin Rural Schools Alliance Conference, Wisconsin Dells, WI.
90. Santiago, R. T., & Garbacz, S. A. (2021, October). *Examining implementation of positive behavioral interventions and supports in rural schools*. Paper presented at the Wisconsin Rural Schools Alliance Conference, Wisconsin Dells, WI.
91. Garbacz, S. A., Kilgus, S. P., Eklund, K., Barber, A., Porter, J., Dubose, K., Willenbrink, J., & Schwartz-Dodek, L. (2021, August). *Integrated family support for caregivers of children with internalizing concerns*. Poster presented at the virtual convention of the American Psychological Association.
92. Minch, D., Garbacz, S. A., Kern, L., & Baton, E. (2021, March). *Developing PBIS tip sheets for families: A discussion on development and dissemination*. Paper presented at the virtual convention of the International Conference on Positive Behavior Support.
93. Garbacz, S. A., Lawlor, K., & Jordan, P. (2021, March). *Enhancing family-school collaboration in positive behavioral interventions and supports*. Paper presented at the virtual convention of the International Conference on Positive Behavior Support.
94. Garbacz, S. A., Nash, W., Hall, G., Stormshak, E. A., & McIntyre, L. L. (2021, February). *Promoting family-centered positive behavior support at the transition to kindergarten*. Paper presented at the virtual convention of the National Association of School Psychologists (previously scheduled for Salt Lake City, UT).
95. Lawlor, K. L., Cruz, S., Flack, C., Drastal, K., Duffy, M., Jordan, P., & Garbacz, S. A. (2021, February). *Embedding family engagement within positive behavioral interventions and supports*. Paper presented at the virtual convention of the National Association of School Psychologists (previously scheduled for Salt Lake City, UT).

96. Garbacz, S. A., Stormshak, E. A., & McIntyre, L. L. (2020, November). Using motivational interviewing to improve parenting skills and prevent problem behavior during the transition to kindergarten. In J. Owens (Chair), *Leveraging motivational interviewing to facilitate home-school connections*. Symposium conducted at the annual virtual meeting on Advancing School Mental Health (previously scheduled in Baltimore, MD).
97. Minch, D., Garbacz, S. A., & Weist, M. D. (2020, November). *Family-school collaboration in PBIS and school mental health: Tools to advance implementation*. Paper presenting at the annual virtual meeting on Advancing School Mental Health (previously scheduled in Baltimore, MD).
98. Willenbrink, J., Eklund, K., Kilgus, S. P., Garbacz, S. A., Barber, A., & Dubose, K. (2020, November). *A Tier 2 intervention for children at-risk for internalizing problems*. Paper presented at the annual meeting on Advancing School Mental Health (previously scheduled for Baltimore, MD).
99. Lawlor, K. L., Jordan, P., & Garbacz, S. A. (2020, August). *Integrating family-school collaboration in school-wide PBIS*. Poster presented at the annual Virtual meeting of the American Psychological Association (previously scheduled in Washington, DC).
100. Stormshak, E. A., McIntyre, L. L., Garbacz, S. A., DeGarmo, D., & Caruthers, A. (2020, August). *Examining the family check-up during early elementary school*. Poster presented at the annual Virtual meeting of the American Psychological Association (previously scheduled in Washington, DC).
101. Minch, D., Garbacz, S. A., & Cook, S. (2020, May). *Promoting evidence-based family-school-community collaboration within PBIS: The family-school-community alliance in action*. Paper presented at the 17th International Virtual Conference on Positive Behavior Support (previously scheduled in Miami, FL).
102. Garbacz, S. A., Minch, D., Eagle, J., & Weist, M. (2020, February). *Advancing family-school-community collaboration to promote youth mental health*. Poster presented at the annual convention of the National Association of School Psychologists, Baltimore, MD.
103. Garbacz, S. A., Stormshak, E. A., DeGarmo, D., McIntyre, L. L., & Caruthers, A. (2020, February). Family-centered, school-based prevention to improve parenting and reduce problem behavior during early elementary school. In C. Bradshaw (Chair), *Optimizing parent engagement in school-based programming: Thinking outside the box*. Symposium conducted at the annual convention of the National Association of School Psychologists, Baltimore, MD.
104. Jordan, P., Lawlor, K., & Garbacz, S. A. (2020, February). *Promoting family engagement within PBIS*. Practitioner conversation series held at the annual convention of the National Association of School Psychologists, Baltimore, MD.
105. Novotnak, T., & Garbacz, S. A. (2020, February). *Embedding motivational interviewing in a randomized controlled trial of teachers and parents as partners during middle school*. Poster presented at the annual convention of the National Association of School Psychologists, Baltimore, MD.
106. Young, K., Godfrey, E., Twombly, T., Porter, J., Collins, B., Latham, A., Wadlington, M., Lawlor, K., Li, H., Davis, E., Maggin, D., Albers, C., & Garbacz, S. A. (2020, February). *Rural mental and behavioral health: Preliminary results from a meta-analysis*. Poster presented at the annual convention of the National Association of School Psychologists, Baltimore, MD.

107. Zhu, Q., Wang, C., Jiang, X. (Chair), La Salle, T., & Garbacz, S. A. (Discussant) (2020, February). *Examining mechanisms underlying the influence of parental involvement during adolescence*. Symposium presented at the annual convention of the National Association of School psychologists, Baltimore, MD.
108. Garbacz, S. A. (Chair) (2020, January). *Improving family engagement in education research*. Panel roundtable discussion conducted at the 2020 Institute of Education Sciences Principal Investigators Meeting, Washington, D.C.
109. Resnik, F., Stormshak, E. A., Garbacz, S. A., & McIntyre, L. L. (2020, January). *Family-centered prevention to enhance parenting skills during early elementary school*. Poster presented at the 2020 Institute of Education Sciences Principal Investigators Meeting, Washington, D.C.
110. Garbacz, S. A., Albers, C. A., Carl, B. R., Bartley, C., Im, S., & Doren, B. (2019, November). *Aligning and integrating family, school, and community systems to promote mental health in rural communities*. Poster presented at the annual conference on Advancing School Mental Health, Austin, TX.
111. Garbacz, S. A., Minch, D. R., & Weist, M. D. (2019, November). *Enhancing family-school collaboration to promote youth mental health*. Paper presented at the annual conference on Advancing School Mental Health, Austin, TX.
112. Hall, G. J., Glad, B., & Garbacz, S. A. (2019, August). *Modeling executive functioning and relationships to competencies across elementary school*. Poster presented at the annual meeting of the American Psychological Association, Chicago, IL.
113. Im, S., Garbacz, S. A., Doren, B., & Albers, C. A. (2019, August). *Formative development of a school-based approach to mental health promotion in rural communities*. Poster presented at the annual meeting of the American Psychological Association, Chicago, IL.
114. Leverett, P. M., & D'Costa, S., Quintana, S. M. (Chair), & Garbacz, S. A. (Discussant) (2019, August). *Collaborative mental health care for children—Perspectives and practices for school-clinic partnerships*. Symposium presented at the annual meeting of the American Psychological Association, Chicago, IL.
115. Novotnak, T., Garbacz, S. A., Young, K., & Glad, B. (2019, August). *Embedding motivational interviewing in teachers and parents as partners for middle school*. Poster presented at the annual meeting of the American Psychological Association, Chicago, IL.
116. Zahn, M. R., Garbacz, S. A., Santiago, R., & Kosty, D. (2019, August). *Parent-teacher congruent perceptions of school support for middle school students and their families*. Poster presented at the annual meeting of the American Psychological Association, Chicago, IL.
117. Garbacz, S. A., Stormshak, E. A., McIntyre, L. L., & Kosty, D. (2019, March). Family centered, school based prevention to support the reduction of problem behavior during early elementary school. In S. Dawson-McClure (Chair), *Family-centered, prevention and intervention for reducing behavior problems and promoting healthy development*. Symposium conducted at the Society for Research in Child Development Biennial Meeting, Baltimore, MD.
118. Albers, C. A., Benson, N., Demaray, M., Garbacz, S. A., Jenkins, L., Keller-Margulis, M., Kilgus, S. P., Pendergast, L., Sanetti, L., & von der Embse, N. (authors equally contributed and listed alphabetically) (2019, March). *Demystifying publishing: Insight*



- from *Journal of School Psychology (JSP)* editors. Symposium presented at the annual meeting of the National Association of School Psychologists, Atlanta, GA.
119. Garbacz, S. A., Markham, M., Zahn, M., Novotnak, T., Young, K., Jordan, P., Lawlor, K., & Campbell, S. (2019, February). *Examining teachers and parents as partners during middle school*. Paper presented at the annual convention of the National Association of School Psychologists, Atlanta, GA.
  120. Young, K., Lawlor, K., Im, S., Wadington, M., Markham, M., Hall, G. J., Sullivan, M., Albers, C. A., & Garbacz, S. A. (2019, February). *A systematic review of interventions in rural education*. Poster presented at the annual convention of the National Association of School Psychologists, Atlanta, GA.
  121. Garbacz, S. A., Stormshak, E. A., McIntyre, L. L., & Kosty, D. (2019, February). Family-centered support to address behavioral challenges at school: The Family Check-Up. In S. A. Garbacz (Chair), *Promoting home-school collaboration and supporting children with intellectual and developmental disabilities*. Ignite symposium conducted at the 16th International Conference on Positive Behavior Support, Washington, D.C.
  122. Fleming, C. M., Stormshak, E. A., McIntyre, L. L., Garbacz, S. A., & Kosty, D. B. (2019, January). *Family-centered prevention to enhance parenting skills during the transition to elementary school*. Poster presented at the 2019 Institute of Education Sciences Principal Investigators Meeting, Washington, D.C.
  123. Garbacz, S. A. (2019, January). *Formative development of conjoint behavioral consultation for middle school students with or at risk for serious emotional disturbance*. Poster presented at the 2019 Institute of Education Sciences Principal Investigators Meeting, Washington, D.C.
  124. Garbacz, S. A., Young, K., Im, S., Novotnak, T., Albers, C. A., & Seelig, J. (2018, October). *Examining barriers and facilitators to implementing integrated school mental health in rural communities*. Poster presented at the annual conference on Advancing School Mental Health, Las Vegas, NV.
  125. Niehaus, B., Tiala, S., Albers, C. A., & Garbacz, S. A. (2018, October). *Maximizing investment in your community's future*. Presentation at the 2018 Wisconsin Rural Schools Alliance Conference, Wisconsin Dells, WI.
  126. Hall, G., Jordan, P., Zahn, M., & Garbacz, S. A. (2018, August). *Examining positive family support for students with behavior risk*. Poster presented at the annual meeting of the American Psychological Association, San Francisco, CA.
  127. Jordan, P., Hall, G., Garbacz, S. A., & Gonzalez, J. (2018, August). *Examining positive family support for Latinx students*. Poster presented at the annual meeting of the American Psychological Association, San Francisco, CA.
  128. Stormshak, E. A., Garbacz, S. A., & McIntyre, L. L. (2018, May). *Family-centered prevention during the transition to elementary school to reduce behavioral and academic risk*. In E. A. Stormshak (Chair), *Research and policy partnerships that promote family-centered support in early childhood to prevent academic and behavior problems*. Symposium to be presented at the annual meeting of the Society for Prevention Research, Washington, D.C.
  129. Garbacz, S. A., Markham, M. A., Novotnak, T., Jordan, P., Campbell, S., Zahn, M., & Young, K. (2018, February). *Formative research on conjoint behavioral consultation for middle school*. Poster presented at the annual meeting of the National Association of School Psychologists, Chicago, IL.

130. Garbacz, S. A., Hall, G. J., Young, K., Lee, Y., & Houlihan, D. (2018, February). *Examining family educational involvement in Belize*. Poster presented at the annual meeting of the National Association of School Psychologists, Chicago, IL.
131. Garbacz, S. A., McIntyre, L. L., & Stormshak, E. A. (2018, January). *A randomized controlled trial examining the efficacy of the family check-up in early elementary school: Child outcomes and the moderating role of elevated baseline needs*. Poster presented at the 2018 Institute of Education Sciences Principal Investigators Meeting, Washington, D.C.
132. Garbacz, S. A., Dishion, T. J., Smolkowski, K., Seeley, J. R., Stormshak, E. A., Moore, K. A., Falkenstein, C. A., & Brown, K. L. (2017, August). *Positive family support: Embedding evidence-based interventions into public middle schools with PBIS*. In J. Ogg (Chair), *Scaling-up family interventions in schools and primary care settings*. Symposium presented at the annual meeting of the American Psychological Association, Washington, D.C.
133. Garbacz, S. A., McIntyre, L. L., Sutherland, M., & Santiago, R. T. (2017, August). *Examining family educational involvement and parent-teacher relationships in families of children with autism spectrum disorder*. In G. Azad (Chair), *Family-school partnerships for children with ASD: Characteristics, outcomes, and training needs*. Symposium presented at the annual meeting of the American Psychological Association, Washington, D.C.
134. Young, K., Markham, M. A., Novotnak, T., Zahn, M., Hall, G., Campbell, S., Garbacz, S. A., & Seeley, J. R. (2017, August). *Examining differential implementation of positive family support*. Poster presented at the annual meeting of the American Psychological Association, Washington, D.C.
135. @Grenke, J., @Seaman, D., @Summ, S., & Garbacz, S. A. (2017, June). *Partnering with families in a culturally responsive multi-level system of support*. Paper presented at the annual quality educators convention, Madison, WI.
136. Garbacz, S. A., Stormshak, E. A., & McIntyre, L. L. (2017, April). *Testing the efficacy of the family check-up in early elementary school*. Poster presented at the 2017 Society for Research in Child Development Biennial Meeting, Austin, TX.
137. Sutherland, M., Santiago, R., Garbacz, S. A., & McIntyre, L. L. (2017, March). *Predictors of parent involvement and parent-teacher relationships in families of children with autism spectrum disorder*. Poster presented at the annual Gatlinburg Conference on Research and Theory in Intellectual and Developmental Disorders, San Antonio, TX.
138. Garbacz, S. A., & @Grenke, J. (2017, March). *How to build capacity and sustain family engagement through a systemic structure*. Paper presented at the 2017 International Conference on Positive Behavior Support, Denver, CO.
139. Beattie, T., Masser, J., Nolan, K., Garbacz, S. A., Gau, J., & Seeley, J. R. (2017, February). *Examining parent academic monitoring to support middle school student academics*. Poster presented at the annual meeting of the National Association of School Psychologists, San Antonio, TX.
140. Brandel, D., Garbacz, S. A., Gau, J., & Seeley, J. R. (2017, February). *Examining school climate and deviant peer group affiliations in middle schools on student aspirations and future outlook*. Poster presented at the annual meeting of the National Association of School Psychologists, San Antonio, TX.

141. Garbacz, S. A., Stormshak, E. A., & McIntyre, L. L. (2017, February). Preliminary evaluation of the family check-up on children's early literacy, social and emotional behavior, and conduct problems. In A. Truckenmiller (Chair), *Arteries of academic achievement: Do certain malleable skills underlie multiple outcomes?* Panel presented at the annual Pacific Coast Research Conference, Coronado Bay, CA.
142. Garbacz, S. A., Stormshak, E. A., McIntyre, L. L., & Kim, J.-S. (2016, December). *Efficacy of the family check-up on children's emotional and behavior problems in early elementary school*. Poster presented at the 2016 Institute of Education Sciences Principal Investigators Meeting, Washington, D.C.
143. Hirano, K. A., Garbacz, S. A., Shanley, L., Lindstrom, L., Rowe, D., & Leve, L. (2016, October). *Parent involvement in secondary special education and transition: A psychometric study*. Poster presented at the annual meeting of the Division on Career Development and Transition, Myrtle Beach, SC.
144. Dishion, T. J., Seeley, J., Stormshak, E. A., Moore, K., Falkenstein, C., Garbacz, S. A., & Smolkowski, K. (2016, June). *Scaling up positive family support in public middle schools: Outcomes, implementation, challenges and potential solutions*. Paper presented at the annual meeting of the Society for Prevention Research, San Francisco, CA.
145. Allen, A. N., Taylor, C. N., Kilgus, S. P., von der Embse, N., & Garbacz, S. A. (2016, February). *Development and validation of the SAEBRS-parent rating scale*. Poster presented at the annual meeting of the National Association of School Psychologists, New Orleans, LA.
146. Brandel, D., & Garbacz, S. A. (2016, February). Ready to lead? LGBTQ issues for pre-service K-12 teachers. Poster presented at the annual meeting of the National Association of School Psychologists, New Orleans, LA.
147. Garbacz, S. A., Boulahanis, K., Cohenour, J., Hirano, K., Rush, K., Kornelis, J., ... Minch, D. (2016, February). *Family engagement within schools implementing school-wide positive behavioral interventions and supports (PBIS): Current practices, barriers, and implications*. Poster presented at the annual meeting of the National Association of School Psychologists, New Orleans, LA.
148. Masser, J., Santiago, R. T., Beattie, T., McWilliams, A., Annalora, D., Hupp-Dukes, R., & Garbacz, S. A. (2016, February). *Family trust of schools: The impact of resources and support*. Poster presented at the annual meeting of the National Association of School Psychologists, New Orleans, LA.
149. Garbacz, S. A., Seeley, J. R., Dishion, T. J., Stormshak, E. A., Smolkowski, K., Moore, K. J., & Falkenstein, C. (2015, December). *Translational research of an ecological family-centered model in middle schools*. Poster presented at the 2015 Institute of Education Sciences Principal Investigators Meeting, Washington, DC.
150. Hirano, K. A., Garbacz, S. A., Shanley, L., & Rowe, D. A. (2015, November). *An examination of parent involvement in secondary special education and transition*. Poster presented at the annual meeting of the Division on Career Development and Transition, Portland, OR.
151. Dent, A. L., Garbacz, S. A., Sheridan, S. M., Copek, R., Bash, K. L., Beattie, T., Kammer, J. S., Moore, C., & Suarez Pedraza, S. (2015, August). *Single case design research on conjoint behavioral consultation: Preliminary findings from a new meta-analytic approach*. Poster presented at the annual meeting of the American Psychological Association, Toronto, ON.

152. Garbacz, S. A., Kammer, J. K., Cohenour, J., Kurtz-Nelson, E., Beattie, T., Horan-Spatz, M., ... Tuso, J. (2015, August). *Conjoint behavioral consultation for middle school students with disruptive behavior*. Poster presented at the annual meeting of the American Psychological Association, Toronto, ON.
153. Garbacz, S. A., & McIntyre, L. L. (2015, August). Using family-school partnerships to support children with autism spectrum disorder. In J. Blacher (Chair), *Literacy, behavior and program outcomes*. Symposium conducted at the annual meeting of the American Psychological Association, Toronto, ON.
154. Eagle, J. W., Garbacz, S. A., McIntosh, K., Minch, D., & Vatland, C. (2015, March). *Assessing family engagement practices in school-wide PBIS: What are schools doing?* Poster presented at the annual meeting of the international conference on Positive Behavior Support, Boston, MA.
155. Moore, K. J., & Garbacz, S. A. (2015, March). *Student strengths and needs assessment: The pragmatic and empirical utility of using parents as the first gate in a multiple gating (tiered) screening process*. Paper presented at the 2015 NorthWest PBIS Spring Conference, Eugene, OR.
156. Garbacz, S. A., Seeley, J. R., Dishion, T. J., Stormshak, E. A., Smolkowski, K., Moore, K. J., Falkenstein, C. A., Gau, J., & Kim, H. J. (2015, February). Promoting positive family support in middle schools. In S. A. Garbacz (Chair), *Family engagement across tiered mental health service delivery in schools*. Symposium conducted at the annual meeting of the National Association of School Psychologists, Orlando, FL.
157. Garbacz, S. A., Zerr, A. A., Kornelis, J., Kammer, J., Brandel, D., Masser, J., Rush, K., Dishion, T. J., Seeley, J. R., & Stormshak, E. A. (2015, February). *Longitudinal influences of family involvement in middle school on student academic and behavior outcomes*. Paper presented at the annual meeting of the National Association of School Psychologists, Orlando, FL.
158. Santiago, R. T., Beattie, T., Moore, C., Suarez-Pedraza, S., Rich, L., Brandel, D., Kammer, J., & Garbacz, S. A. (2015, February). *Parent-teacher relationships in elementary school: An examination of parent-teacher trust*. Poster presented at the annual meeting of the National Association of School Psychologists, Orlando, FL.
159. Hirano, K. A., Garbacz, S. A., Shanley, L., & Rowe, D. A. (2014, November). *Parent involvement in secondary special education and transition: An exploratory psychometric study*. Poster presented at the annual meeting of the Division on Career Development and Transition, Cleveland, OH.
160. Garbacz, S. A., Rosencrans, M., Rich, L., Moore, C., Kornelis, J., Kurtz-Nelson, E., & McIntyre, L. L. (2014, August). *Conjoint behavioral consultation for students with autism spectrum disorder: Consultee outcomes*. Poster presented at the annual meeting of the American Psychological Association, Washington, DC.
161. Garbacz, S. A., Santiago, R. T., Kammer, J. S., Rush, K., Suarez-Pedraza, S., Moore, C., Yamashita, M., Beattie, T., & McIntyre, L. L. (2014, August). *Conjoint behavioral consultation to enhance outcomes for students with autism spectrum disorder*. Poster presented at the annual meeting of the American Psychological Association, Washington, DC.
162. Garbacz, S. A., Stormshak, E. A., Seeley, J., Dishion, T. J., Smolkowski, K., Moore, K., Brown, K., & Falkenstein, C. (2014, May). Promoting positive family support in middle schools. In E. Stormshak (Chair), *Implementing large scale interventions in schools*:

- Promoting parent engagement and school support for family-centered interventions.* Symposium conducted at the annual meeting of the Society for Prevention Research, Washington, DC.
163. Garbacz, S. A., McIntosh, K., Eagle, J. W., Dowd-Eagle, S. E., Hirano, K., & Ruppert, T. (2014, April). *Family engagement within School-wide PBIS*. Paper presented at the 2014 Central Oregon PBIS Conference, Redmond, OR.
  164. Brown, K. L., Gau, J. M., Moore, K. J., Garbacz, S. A., Stormshak, E. A., Dishion, T. J., Seeley, J. R., & Falkenstein, C. A. (2014, March). *Future career expectations of self-perceived low-income middle school students*. Poster presented at the 2014 University of Oregon Graduate Student Research Forum, Eugene, OR.
  165. Garbacz, S. A., Eagle, J. W., Hirano, K., Ruppert, T., McIntosh, K., & Dowd-Eagle, S. (2014, March). *A model for moving from parent engagement to family-school partnerships within SW-PBIS*. Poster presented at the annual meeting of the international conference on Positive Behavior Support, Chicago, IL.
  166. Garbacz, S. A., Zerr, A. A., Rush, K., Yamashita, M., Moore, K. J., Dishion, T. J., Seeley, J. R., & Stormshak, E. A. (2014, February). *Parent involvement in middle school: Longitudinal influences on student outcomes*. Paper presented at the annual meeting of the National Association of School Psychologists, Washington, DC.
  167. Lannie, A. L., Jeffrey-Pearsall, J., & Garbacz, S. A. (2014, February). *Supporting teachers in classrooms: Coaching, consultation, or just best practice*. Paper presented at the annual meeting of the National Association of School Psychologists, Washington, DC.
  168. Brown, K. L., Moore, K. J., Garbacz, S. A., Gau, J. M., Stormshak, E. A., Dishion, T. J., Seeley, J. R., & Falkenstein, C. (2013, August). *Effectiveness of an ecological model for increasing parental involvement in middle school: Positive family support*. Poster presented at the annual meeting of the American Psychological Association, Honolulu, HI.
  169. Brown, K. L., Moore, K. J., Garbacz, S. A., Gau, J. M., Stormshak, E. A., Dishion, T. J., & Seeley, J. R. (2013, May). *Positive family support: An ecological model for increasing parental involvement in middle school*. Poster presented at the 2013 University of Oregon Graduate Student Research Forum, Eugene, OR.
  170. Garbacz, S. A., Lannie, A., Truckenmiller, A., Jeffrey-Pearsall, J., Chase, E., Kurtz-Nelson, E., Zemantic, P., Yamashita, M., & Rush, K. (2013, March). *Best Practices for Coaching Teachers: Process, Strategies, and Recommendations*. Paper presented at the annual meeting of the international conference on Positive Behavior Support, San Diego, CA.
  171. Garbacz, S. A., Burt, J. D., Gathje, R., & Frerichs, L. (2012, April). *Integrated behavioral health in well-child visits: The impact on adherence to American Academy of Pediatrics guideless*. Poster presented at the annual Munroe-Meyer Institute Poster Session, Omaha, NE.
  172. Garbacz, S. A., Struthers, P., Schaughency, E., Sheridan, S. M., & Welch, G. W. (2011, August). *The Multiple Dimensions of Parental Involvement: The Role of Child Year in School and Parent Education for a New Zealand Sample*. Poster presented at the annual meeting of the American Psychological Association, Washington, DC.
  173. Sheridan, S. M., Moorman Kim, E., Coutts, M. J., Sjuts, T. M., Holmes, S. R., Ransom, K. A., & Garbacz, S. A. (2011, August). *Clarifying Parent Involvement and Family-*

- School Partnership Intervention Research: A Preliminary Synthesis*. Poster presented at the annual meeting of the American Psychological Association, Washington, DC.
174. Sheridan, S. M., Bovaird, J. A., Garbacz, S. A., Coutts, M. J., & Holmes, S. R. (2011, February). *Results from a Randomized Trial Investigating Conjoint Behavioral Consultation: Observations of Students at Home*. Paper presented at the annual meeting of the National Association of School Psychologists, San Francisco, CA.
  175. Garbacz, S. A., Sheridan, S. M., & Schaughency, E. A. (2010, March). *A Multidimensional Examination of Family Involvement in New Zealand*. Poster presented at the annual meeting of the National Association of School Psychologists, Chicago, IL.
  176. Sheridan, S. M., Glover, T. A., Kwon, K., Garbacz, S. A., Kunz, G., Witte, A., & Semke, C. (2010, March). *Efficacy of conjoint behavioral consultation: Child, parent, and teacher outcomes*. Paper presented at the annual meeting of the National Association of School Psychologists, Chicago, IL.
  177. Kwon, K., Sheridan, S. M., Woods, K. E., Garbacz, S. A., & Semke, C. A. (2010, March). *Discrepancies in Rations of Children's Behaviors: The Role of Children's Identified Disabilities*. Poster presented at the annual meeting of the National Association of School Psychologists, Chicago, IL.
  178. Garbacz, S. A., Sheridan, S. M., Woods, K. E., & Blevins, C. A. (2009, August). *Home-school continuity and child behavior outcomes in conjoint behavioral consultation*. Poster presented at the annual meeting of the American Psychological Association, Toronto, Canada.
  179. Kwon, K., Sheridan, S. M., Garbacz, S. A., Kupzyk, K. A., Glover, T. A., Blevins, C. A., Gill-Hraban, K. A., Mullaney, L. C., & Woods, K. E. (2009, August). *Conjoint behavioral consultation: Intervention outcomes and mediation of parent-teacher relationships*. Poster presented at the annual meeting of the American Psychological Association, Toronto, Canada.
  180. Bovaird, J. A., Sheridan, S. M., Glover, T., & Garbacz, S. A. (2009, June). Fixed vs. sequential experimental designs: Implications for cluster randomized trials in education. Poster presented at the annual research conference of the Institute of Education Sciences, U.S. Department of Education, Washington, DC.
  181. Sheridan, S. M., Glover, T. A., Bovaird, J. A., Garbacz, S. A., & Kwon, K. (June, 2009). *Conjoint behavioral consultation effects on student behaviors and family-school outcomes*. Poster presented at the Institute of Education Sciences (IES) Conference, Washington, DC.
  182. Sheridan, S. M., Glover, T. A., Kwon, K., & Garbacz, S. A. (2009, March). *Conjoint behavioral consultation: Preliminary findings of child outcomes and the mediating effect of parent-teacher relationships*. Paper presented at the annual conference of the Society for Research on Education Effectiveness, Arlington, VA.
  183. Garbacz, S. A., Sheridan, S. M., Swanger-Gagné, M. A., & Witte, A. L. (2009, February). *Intervention implementation integrity within conjoint behavioral consultation: Strategies to maximize outcomes*. Paper presented at the annual meeting of the National Association of School Psychologists, Boston, MA.
  184. Blevins, C. A., Sheridan, S. M., Garbacz, S. A., Kupzyk, K. A., Swanger-Gagné, M. A., & Magee, K. L. (2008, August). *Do family-school connections buffer the effect of family stress?* Poster presented at the annual conference of the American Psychological Association, Boston, MA.

185. Bovaird, J. A., Sheridan, S. M., Glover, T. A., Garbacz, S. A., & Toland, M. D. (2008, June). *Synthesizing single-case research: Comparing meta-analysis approaches for repeated behavioral observations on students clustered within classrooms*. Poster presented at the annual research conference of the Institute of Educational Sciences, U.S. Department of Education, Washington, DC.
186. Sheridan, S. M., Glover, T. A., Bovaird, J. A., Garbacz, S. A., Swanger-Gagné, M. S., Witte, A. L., Kupzyk, K. A., & Kunz, G. M. (2008, June). *Conjoint behavioral consultation in the early grades: Preliminary effects for parents and teachers*. Poster presented at the annual research conference of the Institute of Educational Sciences, U.S. Department of Education, Washington, DC.
187. Garbacz, S. A., & Sheridan, S. M. (2008, Spring). *International perspectives of family-school partnerships: An examination across three countries*. Poster presented at the annual meeting of the Nebraska Psychological Association, Student Poster Session, Lincoln, NE.
188. Garbacz, S. A., & Sheridan, S. M. (2008, February). *International perspectives of family-school partnerships: An examination across three countries*. Poster presented at the annual meeting of the National Association of School Psychologists, New Orleans, LA.
189. Sheridan, S. M., Woods, K., Magee, K., Mullaney, L., Garbacz, S. A., & Swanger-Gagné, M. S. (2007, October). *Family-school partnerships and the school psychologist: Tools for implementing evidence based models*. Presentation at the annual meeting of the Nebraska School Psychologists Association, Lincoln, NE.
190. Swanger-Gagné, M. S., Garbacz, S. A., Gill-Hraban, K. A., Sheridan, S. M., Witte, A., & Kunz, G. (2007, October). *Group-based conjoint behavioral consultation: Responsive support for students' needs*. Workshop presented at the annual meeting of the Nebraska School Psychologists Association, Lincoln, NE.
191. Swanger-Gagné, M. S., Garbacz, S. A., Toland, M. D., Sheridan, S. M., Witte, A. L., Glover, T. A., et al. (2007, August). Treatment implementation integrity of interventions facilitated by conjoint behavioral consultation. In S. Sheridan (Chair), *Treatment fidelity research: Advances in operationalizing and measuring the construct*. Symposium conducted at the annual meeting of the American Psychological Association, San Francisco, CA.
192. Sheridan, S. M., Glover, T. A., Bovaird, J. A., Garbacz, S. A., Swanger-Gagné, M. S., Witte, A. L. (2007, June). *Influencing and understanding change in parent-teacher relationships through consultation-based interventions*. Poster presented at the annual research conference of the Institute of Educational Sciences, U.S. Department of Education, Washington, DC.
193. Garbacz, S. A., Swanger-Gagné, M. S., Witte, A. L., Gill-Hraban, K. A., & Glover, T. (March, 2007). *Data collection in consultation: Ensuring simple, meaningful, and efficient techniques*. Mini-skills workshop presented at the annual meeting of the National Association of School Psychologists, New York City, NY.
194. Swanger-Gagné, M. S., Garbacz, S. A., Witte, A. L., Kunz, G. M., Gill-Hraban, K. A., & Sheridan, S. M. (March, 2007). *Group-based conjoint behavioral consultation: Responsive support for students' needs*. Mini-skills workshop presented at the annual meeting of the National Association of School Psychologists, New York City, NY.
195. Sheridan, S. M., Glover, T. A., Witte, A. L., Garbacz, S. A., Swanger, M. S., Johnsen, L. A., Black, K. A., & Meints, C. A. (2006, August). *CBC through a new lens: Exploring*

- individual outcomes in groups. Poster presented at the annual conference for the American Psychological Association, New Orleans, LA.
196. Sheridan, S. M., Glover, T. A., Garbacz, S. A., Swanger, M. S., Witte, A., & Johnsen, L. (2006, June). *Conjoint behavioral consultation in the early grades*. Poster presented at the annual research conference of the Institute of Educational Sciences, U.S. Department of Education, Washington, DC.
  197. Garbacz, S. A., Rohlk, A. M., Swanger, M. S., Woods, K. E., Black, K. A., & Sheridan, S. M. (2006, March). *Conjoint behavioral consultation: The effectiveness of a partnership orientation*. Paper presented at the annual conference for the National Association of School Psychologists: Anaheim, CA.
  198. Burt, J. D., Garbacz, S. A., Sheridan, S. M., Black, K. A., & Olson, S. C. (2005, August). *Relationships between consultation training and practice: Serving families and schools*. Poster presented at the Annual Convention of the American Psychological Association, Washington, D.C.
  199. Sheridan, S. M., Clarke, B., Burt, J., Rohlk, A. M., Wood, K., Garbacz, S. A., Swanger, M. S., & Olson, S. (2005, August) *Where are they now? Generalization of Parent and teacher problem-solving*. Poster presented at the annual conference for the American Psychological Association: Washington D.C.
  200. Sheridan, S. M., Marti, D. C., Clarke, B. L., Burt, J. D., Black, K. A., Rohlk, A. M., Woods, K. E., Garbacz, S. A., Swanger, M. S., Olson, S. C., Magee, K. (2005, March). *Is Conjoint Behavioral Consultation partnership centered? An exploratory analysis*. Paper presented at the annual convention of the National Association of School Psychologists, Atlanta, GA.
  201. Garbacz, S. A., Daly, E. J., III, Olson, S. C., Persampieri, M., & Ni, H. (2004, March). An experimental investigation of the effects of providing choice of type of instruction on the reading fluency of middle school students with behavioral disorders. In E. J. Daly, III (Chair), *Improving reading by influencing students' choices*. Symposium conducted at the annual national convention of the National Association of School Psychologists, Dallas, TX.
  202. Olson, S. C., Garbacz, S. A., & Ni, H. (2003, April). *An experimental investigation of the effects of providing choice of type of instruction on the reading fluency of middle school students with behavioral disorders*. Paper presented as a poster at the annual University of Nebraska-Lincoln Student Research Conference, Lincoln, NE.

## TEACHING

### *University of Wisconsin–Madison, Madison, Wisconsin*

#### *Courses*

Independent Reading in Youth Mental Health (Spring 2022)  
 Independent Reading in Systems of Consultation (Summer 2018)  
 Independent Reading in Family Engagement (Spring 2018)  
 Nonrequired Practicum (Fall 2016, Spring 2017, Summer 2017, Fall 2017, Spring 2018, Summer 2018, Fall 2018, Spring 2019, Fall 2019, Spring 2020, Fall 2020, Spring 2021)  
 Seminar in Prevention, Intervention, and Enhancement Science (Fall 2019, Spring 2020, Fall 2020, Spring 2021, Fall 2021, Spring 2022)  
 Systems of Consultation (Spring 2017, Spring 2018, Spring 2020, Spring 2021, Spring 2023)



*Guest Lectures*

Prevention Science (November 2016, October 2017, October 2019, October 2020, October 2021)  
Research and Measurement Seminar in School Psychology (November 2017, November 2018,  
October 2019, October 2020, October 2021)

*Research Seminars*

Evidence-Based Prevention Practices with C. A. Albers and T. R. Kratochwill (Fall 2019, Spring 2020, Summer 2020, Fall 2020, Spring 2021, Spring 2022, Fall 2022, Spring 2023)  
Research in School Mental Health (Fall 2019, Spring 2020, Fall 2020, Spring 2021, Fall 2021, Spring 2022, Fall 2022, Spring 2023)  
Research in Mental Health Promotion (Fall 2018, Spring 2019, Fall 2020, Spring 2021, Fall 2021, Spring 2022, Fall 2022, Spring 2023)  
Research in School-Family Partnerships (Fall 2016, Spring 2017, Fall 2017, Spring 2018, Summer 2018)  
Rural Education Research (Each term Summer 2017–Spring 2022)

***University of Oregon; Eugene, Oregon***

*Courses*

Advanced Consultation (Winter 2013, Winter 2014, Fall 2014, Winter 2015, Spring 2015, Fall 2015, Winter 2016)  
Advanced Practicum (Winter 2015, Spring 2015)  
Community Agency Practicum (Summer 2013, Summer 2014)  
Intellectual Assessment (Spring 2015)  
Introduction to Consultation (Spring 2014, Spring 2016)  
Principles and Practices in School Psychology (Fall 2012, Fall 2013, Fall 2014, Fall 2015)  
Research in School-Family Partnerships (Quarterly beginning Fall 2012)

*Guest Lectures*

Preparation of Leadership Personnel, Secondary Special Education & Transition (February 2014)  
Behavioral Assessment (March 2016)

***University of Nebraska–Lincoln, Lincoln, Nebraska***

*Courses*

Instructor, School-Based Practicum in School Psychology (Fall 2008, Spring 2009;  
Supervisor: Beth Doll)  
Co-Instructor, School-Based Practicum in School Psychology (Fall 2007, Spring 2008;  
Supervisor: Beth Doll)  
Co-Instructor, Practicum in School Psychology Consultation: Conjoint Behavioral  
Consultation (Fall 2006, Spring 2007; Supervisors: Emily Warnes and Susan Sheridan)

*Guest Lectures*

Guest Lecturer, Practicum in School Psychology Consultation: Conjoint Behavioral Consultation  
(April 2011, 1 class session)  
Guest Lecturer, Academic and Behavioral Assessment (February 2007–April 2007;  
Supervisor: Merilee McCurdy)  
Guest Lecturer and Graduate Assistant, Intellectual, Academic, and Behavioral Assessment (Fall 2003, Spring 2004; Supervisor: Merilee McCurdy)

***University of Otago, Dunedin, New Zealand***

*Guest Lecture*

Child Assessment (July 2008; Supervisor)

***Utah State University, Logan, Utah***

*Guest Lecture via Video Conference*

Instructional Consultation (November 2014)

**SERVICE**

***Professional Activities***

*Society Memberships*

American Psychological Association

American Psychological Association, Division 16 (School Psychology)

Association for Positive Behavior Support

National Association of School Psychologists

Society for the Study of School Psychology

Wisconsin School Psychologists Association

Wisconsin Psychological Association

*National Leadership, Committees, and Service*

External Reviewer for Tenure Cases (2020–Present)

Member, Advisory Council, Region A Parent Technical Assistance Center (2018–Present)

Principal Member, Institute of Education Sciences Social and Behavioral Education Research  
Scientific Review Panel (2018–Present)

Member, Institute of Education Sciences Social and Behavioral Education Research Scientific  
Review Panel (FY 2018)

Member, Spencer Foundation Grant Review Committee (Fall 2020, Spring 2021, Fall 2021)

Member, Collaborative on Strengthening Nurturance in Families, Coalition of Behavioral  
Science Organizations with Tony Biglan, Karen Childs, Heather George, Tim Knoster,  
and Mark Weist (2018–Present)

Chair, Revision of the National Association of School Psychologists School-Family Partnering  
Position Statement (2018-2019)

Chair, Lightner Witmer Award Committee, Division 16, American Psychological  
Association (2018)

Co-Chair and Co-Founder, Family-School-Community Alliance (2017–Present)

Member, Lightner Witmer Award Committee, Division 16, American Psychological  
Association (2017)

Co-Chair and Co-Founder, School, Family, and Community Partnering Interest Group,  
National Association of School Psychologists (2013–2017)

Member, Revision of the National Association of School Psychologists Effective Parenting  
Position Statement (2013)

Member, Revision of the National Association of School Psychologists Home-School  
Collaboration Position Statement (2012)

President, National Student Affiliates in School Psychology (2005–2007)

President-Elect, National Student Affiliates in School Psychology (2004–2005)

Student Member, Futures Conference in School Psychology Workgroup (2004-2006)

Student Delegate, Enhanced Family-School Partnerships and Parental Involvement Action Committee (2004–2007)

*State and Regional Committees*

Madison Metropolitan School District External Research Committee (2018–Present)

Wisconsin Response to Intervention Center / Schoolwide Positive Behavioral Interventions and Supports Network Family Engagement (2016–Present)

Wisconsin State Leadership Team for Schoolwide Positive Behavioral Interventions and Supports (2016–Present)

Wisconsin Department of Public Instruction State Management Team (2016–2018)

*External Consultations*

Eugene School District 4J, Eugene, Oregon (2014)

Marion School District (2021–2022)

Nebraska Department of Education (2022–Present)

Northeast Positive Behavioral Interventions and Supports Network (2018–2019)

Pleasant Hill School District, Pleasant Hill, Oregon (2015–2016)

Unified School District of Antigo (2021–2022)

Verona Area School District, Verona, Wisconsin (2016)

Virginia Tiered Systems of Supports (2022–Present)

Wisconsin Department of Public Instruction (2022–Present)

*Editorial and Reviewing Activities*

*Guest Co-Editor*

School Psychology Quarterly (2018–2019)

Journal of School Psychology (2015–2017, 2021–Present)

*Senior Associate Editor*

Journal of School Psychology (2020–Present)

*Associate Editor*

Journal of School Psychology (2014–2020)

*Workgroup Committee on Anti-Racism*

Journal of School Psychology (2020–Present)

*Guest Action Editor*

Journal of School Psychology (2013)

*Editorial Board Member*

Behavioral Disorders (2018–Present)

Journal of Educational & Psychological Consultation (2015–Present)

Journal of School Psychology (2013–2014)

School Psychology (Quarterly) (2016, 2018–Present)

School Psychology Review (2015–2020)

*Ad Hoc Reviewer*

Child and Adolescent Mental Health (2015, 2016)

International Journal of Positive Behavioural Support (2022)

Journal of Applied School Psychology (2011)

Journal of Educational & Psychological Consultation (2010)

Journal of School Psychology (2012)  
Pediatrics (2011)  
School Mental Health (2022–Present)  
School Psychology Quarterly (2013–2015, 2011)  
School Psychology Review (2007, 2020, 2021)

*Book Proposal Reviews*

Routledge (2012, 2017, 2020)

***External Dissertation or Thesis Committees and Examinations***

Thesis Examination Examiner, Michelle Rose, *Parent Involvement and Positive Behaviour for Learning in two Australian Schools*, Western Sydney University (2018)

Dissertation Committee, Amanda Falkers, *School-Based Behavioral Health Integration: Rural Access to Services*, Viterbo University

***Committees at the University of Wisconsin–Madison***

*University Committees*

Institute for Clinical and Translational Research Pilot Award Scientific Review Committee (2023)

Faculty Senate (2017–2018, 2020–Present)

Faculty Senate Alternate (2016–2017)

Health Care Advisory (2021–Present)

Morgridge Center Grant Reviewer (2022–Present)

Student Panels (2020–2021)

*School Committees*

Faculty and Staff Awards (2020)

Education Graduate Research Scholars (2017–2019)

*Department Committees*

Chair, Diversity Steering Committee (2022–Present)

Chair, Tenure and Promotion Committee (2019)

Director, Prevention, Intervention, and Enhancement Program (2018–2023)

Diversity and Inclusion Association (formerly Diversity Committee) (2016–Present)

Chair, Elections Committee (2020–2022)

Faculty/Staff Honors Committee (2016–2018)

School Psychology Open Rank Tenure Track Faculty Search Committee (2017–2018)

*Program Area Committees*

Co-Director, School Psychology program area (2019–Present)

Chair, Program Planning and Evaluation Committee (2020–Present)

Co-Chair, Program Planning and Evaluation Committee (2019–2020)

Program Development Committee (2016–2017)

Chair, Recruitment, Retention, and Outreach Subcommittee (2017–2019)

*Wisconsin Center for Education Research*

Wisconsin Ideas in Education Series Committee (2017–2022)

*Advising and Mentorship*

*Postdoctoral*

Rachel Santiago, Ph.D.

*Dissertation Chair (Complete)*

Phoebe Jordan (School Psychology, Chair), “Interventionist Characteristics Related to Treatment Integrity in Conjoint Behavioral Consultation” (2019)

Ryann Morrison (School Psychology, Chair), “Transitioning Youth from Juvenile Justice Centers to School: The Reentry Process” (2019)

Rachel DeRoos (School Psychology, Chair), “The Efficacy of Problem-Solving Consultation for Homeschooled Students with Learning-Related Behavior Concerns” (2018)

*Dissertation and Thesis Committee Member (Complete)*

Claire Berezowitz (2019)

Michael Sullivan (2020)

Garret Hall (2019)

Mitchell Markham (2020)

Sara Jeglum (2019)

Tanya Novotnak (2021)

Patrice Leverett (2018)

Lisa Moore (2021)

Brandon Lonnerstater (2020)

Leroy Williams (2021)

Andrea Lupus (2019)

Stephanie Campbell (2021)

Maria Malachowski (2018)

Kaitlyn Young (2020)

Chelsea Olson (2018)

Miranda Zahn (2022)

Katie Ostrander (2018)

Shuzi Meng (2022)

Sophia Candida Ferreira Dodge (2022)

Lexie Barber (2022)

***Committees at the University of Oregon***

*College of Education Committees*

Scholarship Committee (2015–2016, 2014–2015, 2013–2014)

Teacher Standards and Practices Commission Program Coordinators Committee (10/2015–12/2015, 2012–2014)

*Department Committees*

Leona Tyler Visiting Professorship Endowment Fund Committee (2015–2016)

Search Committee, School Psychology (1) Open Rank Position in Diversity and School Psychology, and (2) Open-Rank Position in an open area of scholarly emphasis (2014–2015)

Ad Hoc Committee for Special Education and Clinical Sciences and College of Education Internal Governance Policies (2014)

Search Committee, School Psychology Visiting Lecturer (2014)

Search Committee, School Psychology Lecturer/Practicum Coordinator (2013)

*Program Committees*

Chair, Recruitment and Outreach Subcommittee (2015–2016)

Faculty Advisor for the University of Oregon National Association of School Psychologists Student Leader/Team (2013–2016)

Co-Director of Training (Co-Director: L. L. McIntyre, 2014–2015)

Prepared materials and coordinated resubmission of the University of Oregon’s Master’s Program in School Psychology program approval materials to the National Association of School Psychologists. Subsequently, the Master’s Program received full approval by the National Association of School Psychologists. (2013 and 2014)

*Advising and Mentorship*

*Dissertation Chair or Co-Chair*

Shaji Haq (Co-Chair), “Using Competing Stimuli to Minimize Resurgence of Challenging Behavior during Fixed-Lean Schedules of Reinforcement Following Functional Communication Training” (2016)

Nicole Kaye (Chair), “Function-based Behavior Support Planning Competencies: A National Survey of School Psychologists” (2015)

*Dissertation Committee Member*

Rachel Santiago (2018)

Kara Hirano (2016)

Jenni Chain (2014)

Kenya Makhiawala (2013)

Michael Schwartz (2013)

*Supervised College Teaching Mentor*

Jake Mahon, Introduction to Consultation (SPSY 630, Spring 2016)

Caitlin Rasplica, Intellectual Assessment (SPSY 672, Spring 2015)

Michael Schwartz, Advanced Consultation (SPSY 610, Winter 2015)

Tom Cariveau, Principles and Practices in School Psychology (SPSY 661, Fall 2014)

Michael Schwartz, Introduction to Consultation (SPSY 610, Spring 2014)

Tiffany Beattie, Principles and Practices in School Psychology (SPSY 661, Fall 2013)

Michael Parry, Advanced Consultation (SPSY 610, Winter 2013)

Kenya Makhiawala, Principles and Practices in School Psychology (SPSY 661, Fall 2012)

***Committees at the University of Nebraska–Lincoln***

*Department Committees*

Student Member, Quantitative and Psychometric Methods Faculty Search Committee (2008–2009)

*Program Committees*

School Psychology Student Association Representative (2003–2004)

**LICENSES AND CERTIFICATIONS**

***National***

Nationally Certified School Psychologist (Certification #40639)

***Nebraska***

Licensed Psychologist (License #865)

School Psychologist Certification (Certificate #2016006647)

***Oregon***

Preliminary School Psychologist License (License #10439252)

Licensed Psychologist (License #2259)

***Wisconsin***

Licensed Psychologist (License #3413–57)

Pupil Services–Provisional License, School Psychologist (License #3001024832)