

Tia Navelene Barnes, Ph.D.

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Newark, DE 19716

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RESEARCH EXPERTISE & INTERESTS

Social Emotional Learning; Emotional and Behavioral Disabilities; Cultural Relevance

- School-Based Practices that Support Social Emotional Learning
- Social-Emotional Well-Being for Minoritized Student Populations
- Culturally Relevant Social Emotional Learning
- Intervention and Prevention of Emotional and/or Behavioral Disabilities

EDUCATION

Doctor of Philosophy	University of Florida Special Education: Emotional/Behavioral Disorders Minor: Research and Evaluation Methodology	August 2013
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Dissertation: An Examination of the Influence of Student Characteristics on the Effectiveness of the Tools for Getting Along Curriculum, Committee: Drs. Stephen W. Smith (Chair), Ann P. Daunic, Erica McCray, and Walter Leite

Master of Education	University of Florida Special Education: Reading Disabilities	August 2009
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Bachelor of Science	University of Florida Psychology Family, Youth and Community Sciences Minor: Non-profit Organizations	May 2007 cum laude
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RESEARCH AND PROFESSIONAL EXPERIENCE

Assistant Professor	University of Delaware Human Development and Family Sciences Center for Research in Education and Social Policy	July 2016-current
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Postdoctoral Training	Yale University Yale Center for Emotional Intelligence	August 2014- June 2016
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Postdoctoral Training	University of Florida Center for Excellence in Early Childhood	August 2013-2014
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HONORS/SCHOLARSHIPS/AWARDS

Nomination for CEC-DR Early Career Publication Award	Fall 2017
University of Florida Presidential Scholarship	August 2003-Spring 2007
Psi Chi Psychology Honor Society	Spring 2005
Beta Eta Sigma Black Honor Society	Spring 2005

PROFESSIONAL MEMBERSHIPS

Society for Research in Child Development	2016-current
American Educational Research Association	2009-current
Social Emotional Learning SIG Chair	2018-current
Council for Exceptional Children	2009-current
Sisters of the Academy	2013-current
Text and Academic Authors Association	2015-current

PUBLICATIONS (REFEREED)

1. Reisner, S. L., Sava, L., Menino, D. D., Perrotti, J., **Barnes, T. N.**, Humphrey, D. L., Nikitin, R. V., & Earnshaw, V. A. (2020). Addressing LGBTQ student bullying in Massachusetts schools: Perspectives of LGBTQ students and school health professionals. *Prevention Science*, 1-14. <https://doi.org/10.1007/s1121-019-01084-4>

Role: Member of research team and co-creator of school health professionals resource; supported drafting and revision of literature and discussion sections

2. **Barnes, T. N.** (2019). Changing the landscape of social emotional learning in urban schools: What are we currently focusing on and where do we go from here? *Urban Review*, 1-39. doi: 10.1007/s11256-019-00534-1 . Available at <https://link.springer.com/article/10.1007/s11256-019-00534-1>

Role: Sole author

3. Earnshaw, V. A., Menino, D. D., Sava, L., Perrotti, J., **Barnes, T. N.**, Humphrey, D. L., & Reisner, S. L. (2019). LGBTQ bullying: A qualitative investigation of student and school health professional perspectives. *Journal of LGBT Youth*, 1-18. doi: 10.1080/19361653.2019.1653808

Role: Member of research team and co-creator of school health professionals' resource; supported drafting and revision of literature and discussion sections

4. **Barnes, T. N.** & McCallops, K.* (2019). Perceptions of culturally responsive pedagogy in teaching SEL. *Journal of Multicultural Education*, 13(1), 70-81. doi: <https://doi.org/10.1108/JME-07-2017-0044>

Role: Paper idea generation; conducted study; drafted introduction, methods, and analysis and discussion sections; revised paper

5. McCallops, K.* , **Barnes, T. N.**, Berte, I., Fenniman, J., Jones, I., Navon, R., & Nelson, M. (2019). Culturally responsive pedagogy within social emotional learning interventions in urban schools: An international review. *International Journal of Educational Research*, 94, 11-28. doi: 10.1016/j.ijer.2019.02.007. Article available at <https://doi.org/10.1108/JME-07-2017-0044>

Role: supervised study; drafted analysis and discussion sections; revised paper

6. Cipriano, C., **Barnes, T. N.**, Rivers, S. & Brackett, M. (2019). Exploring changes in student engagement through the RULER approach: An examination of students at-risk and not at-risk of academic failure. *Journal of Education for Students Placed at Risk*, 24, 1-19. doi: 10.1080/10824669.2018.1524767. Available at <https://doi.org/10.1080/10824669.2018.1524767>

Role: Drafted and revised literature review and discussion sections

7. Cipriano, C., **Barnes, T. N.**, Pieloch, K., Rivers, S. E., & Brackett, M. (2019). A multilevel analysis of student and teacher perceptions of classroom support during early adolescence. *Journal of Learning Environments Research*, 22(1), 1-12. doi: <https://doi.org/10.1007/s10984-018-9264-2>

Role: Drafted and revised literature review and discussion sections

8. **Barnes, T. N.**, Cipriano, C., Bertoli, M. C., Flynn, L., Rivers, S. E., & Xu, W. (2018). Validating the Recognizing Excellence in Learning and Teaching Tool for Special Education Classroom Observation. *Journal for Experimental Education*, 87(3), 415-429. doi: <https://doi.org/10.1080/00220973.2018.1465383>

Role: Lead study; drafted introduction, methods, and discussion sections

9. Cipriano, C., **Barnes, T. N.**, Bertoli, M. C., & Rivers, S. E. (2018). Applying the classroom assessment scoring system in classrooms serving students with emotional and behavioural disorders. *Emotional and Behavioural Difficulties*. doi: <https://doi.org/10.1080/13632752.2018.1461454>

Role: Drafted introduction, methods, and discussion sections

10. **Barnes, T. N.**, Cipriano, C., McCallops, K.* , Cuccini-Harmon, C.* , & Rivers, S. E. (2018). Examining the relationship between perceptions of teaching self-efficacy, school support, and teachers' and paraeducators' burnout in a residential school setting. *Emotional and Behavioral Difficulties*, 23(3), 284-295. doi: <https://doi.org/10.1080/13632752.2018.1461452>

Role: Lead study; Drafted introduction, methods, and discussion sections

11. **Barnes, T. N.**, Wang, F., & O'Brien, K. (2018). A meta-analytic review of the use of social problem solving interventions in preschool settings. *Infant and Child Development*, 1-22, doi: <https://doi.org/10.1002/icd.2095>
- Role: Paper idea generation; conducted study; drafted methods, analysis and discussion sections; revised paper**
12. Cipriano, C., **Barnes, T. N.**, Kolev, L., Rivers, S. & Brackett, M. (2018). Validating the emotion-focused interactions scale for teacher-student interactions. *Learning Environments Research*, 1-12. <https://doi.org/10.1007/s10984-018-9264-2>
- Role: Drafted introduction and discussion sections**
13. Earnshaw, V. A., Menino, D., Reisner, S. L., Poteat, V. P., Bogart, L. M., **Barnes, T. N.**, & Schuster, M. A. (2018). Systematic review of stigma-based bullying interventions. *Developmental Review*. <https://doi.org/10.1016/j.dr.2018.02.001>
- Role: Co-drafted introduction and discussion sections**
14. Cipriano, C. C., **Barnes, T. N.**, Bertoli, M. C., Flynn, L., & Rivers, S. E. (2016). There is no "I" in team: Understanding teacher-paraeducator interactions in alternative special education classrooms. *Journal of Classroom Interaction*, 51, 4-19.
- Role: Drafted introduction and discussion sections; revised paper**
15. **Barnes, T. N.**, Smith, S. W., Daunic, A. P., & Leite, W. L. (2016). Do student characteristics influence the effectiveness of the tools for getting along curriculum?: An examination using a cognitive-behavioral intervention. *Education and Treatment of Children*, 39, 569-592.
- Role: Paper idea generation; lead and participated in literature search and coding; drafted introduction, methods, and analysis and discussion sections; revised paper**
16. **Barnes, T. N.**, Leite, W. L., & Smith, S. W. (2015). A quasi-experimental analysis of school wide violence prevention programs. *Journal of School Violence*, 16, 49-67. doi: <https://doi.org/10.1080/15388220.2015.1112806>
- Role: Paper idea generation; drafted introduction, methods, and discussion sections; revised paper**
17. **Barnes, T. N.**, Smith, S. W., & Miller, M. D. (2014). School-based cognitive-behavioral interventions in the treatment of aggression in the United States: A meta-analysis. *Aggression and Violent Behavior*, 19, 311-321. Doi: <https://doi.org/10.1016/j.avb.2014.04.013>
- Role: Paper idea generation; lead and participated in literature search and coding; drafted introduction, methods, and analysis and discussion sections; revised paper**
18. Daunic, A. P., Corbett, N. L., Smith, S. W., **Barnes, T. N.**, Santiago-Poventud, L., Chalfant, P., Pitts, D., Gleaton, J. (2013). Brief report: Integrating social-emotional learning with literacy instruction: An intervention for children at risk

for emotional and behavioral disorders. *Behavioral Disorders*, 39, 43-51. Doi: <https://doi.org/10.1177%2F019874291303900106>

Role: Completed data analysis and results write-up

* Manuscript co-authored with graduate students

MANUSCRIPTS UNDER REVIEW

Barnes, T. N., Cipriano, C., & Xia, Y. *Relating in the Self-Contained Classroom: Best Practices for Cultivating Effective Teacher-Paraprofessional Collaboration*. Manuscript Under Review, *Beyond Behavior*.

Barnes, T. N. *Providing social-emotional learning instruction using culturally responsive teaching*. Manuscript Under Review, *Teacher's College Record*.

Cipriano, C. & **Barnes, T. N.** *Investigating the reliability of special education classroom observations by school personnel*. Manuscript Under Review, *Journal of Learning Environments Research*.

MANUSCRIPTS IN PROGRESS

Barnes, T. N. (In progress). *Examining the moderating effects of student characteristics on the effectiveness of social problem solving interventions in young children*.

Barnes, T. N. (In progress). *Examining the relationship between emotional intelligence, cultural intelligence, and teacher's self-efficacy in delivering culturally responsive teaching practices*.

BOOK CHAPTERS AND REVIEWS

Barnes, T. N., O'Brien, K., Cummings, M., Pitts, D., & Smith, S. W. (2017). Evidence-based practice and children and adolescents: What works? What works best? In P. Sturmey (Ed.), *The Wiley handbook of violence and aggression: Assessment, prevention and treatment of individuals*. Hoboken, NJ: John Wiley & Sons Publisher.

Smith, S. W., Taylor, G. G., **Barnes, T. N.**, & Daunic, A. P. (2012). Cognitive-behavioral interventions to prevent aggression of students with emotional and behavioral disorders. In B. G. Cook, M. Tankersley, & T. J. Landrum (Eds.), *Classroom behavior, contexts, and interventions: Advances in learning and behavioral disabilities* (Vol. 25, pp. 47-70). Bingley, UK: Emerald Publishing Group.

Barnes, T. N. (2010). The beyond access model [Review of the book *The beyond access model: Promoting membership, participation, and learning for students with disabilities in the general education classroom*, by C.M. Jorgenson, M. McSheehan, & R.M.

Sonnenmeier]. *Education Review*. Retrieved from <http://www.edrev.info/brief/july10.pdf>

ARTICLES WRITTEN FOR NON-ACADEMIC AUDIENCES

- Wanless, S. B. & **Barnes, T. N.** (2020). The missing link in social-emotional learning: Why social justice and equity is essential to SEL. Available at <https://ocd.pitt.edu/social-emotional-learning>
- Cipriano, C. & **Barnes, T. N.** (2018). Relating in the Classroom: Evidence-Based Practice for Teacher-Paraeducator Interactions. *Behavior Today*, 34(2).
- Barnes, T. N.**, & McCallops, K. (2018). The importance of cultural competence in teaching social and emotional skills. Robert Wood Johnson New Connections Blog. Available at <http://rwjf-newconnections.org/blog/importance-of-cultural-competence-in-teaching-social-and-emotional-skills/>
- Cipriano, C., & **Barnes, T. N.** (2018). Put you back on your to-do list: SEL informed self-care for educators. Rethink ED Blog. Available at <https://www.rethinkd.com/blog/index.php/2018/01/05/put-you-back-on-your-to-do-list-sel-informed-self-care-for-educators/>
- Crowe, C. C., & **Barnes, T. N.** (2015). Class, interrupted: Reactionary practices are not best practices in education. *Education Week*, Issue 14.

TECHNICAL REPORTS/MANUALS

- Barnes, T. N.**, Giancola, S. P., May, H., Klein, J., Morrison, K., Mead, H., Humphrey, D. L., Xia, Y., Ayaad, F., Jelenwicz, S., & Meyer, H. (2019). *Delaware School Climate and Student Success (SCSS) Project: 2019 Case Study Report*. Newark, DE: University of Delaware, Center for Research in Education and Social Policy.
- Barnes, T. N.**, Humphrey, L., & Culane, M. (2018). *Diversity in Engineering Assessment of Graduate Student Climate and Culture in the University of Delaware's College of Engineering*. Newark, DE: University of Delaware, Center for Research in Education and Social Policy.
- Barnes, T. N.**, Humphrey, L., & Culane, M. (2018). *Diversity in Engineering Assessment of Staff Work Climate & Culture in the University of Delaware's College of Engineering*. Newark, DE: University of Delaware, Center for Research in Education and Social Policy.
- Barnes, T. N.**, Riser, D., Humphrey, L., & Giancola, S. P. (2018). *Evaluation of the Responsive Classroom Intervention in the State of Delaware*. Newark, DE: University of Delaware, Center for Research in Education and Social Policy.
- Barnes, T. N.**, & Zhang, X. (2017). *Examining Student Perceptions in the College of*

Engineering. Newark, DE: University of Delaware, Delaware Education Research and Development Center.

Barnes, T. N., Cipriano, C., Flynn, L., & Rivers, S. (2016). *The Recognizing Excellence in Learning and Teaching (RELATE) Tool for Special Education Classroom Observation*. New Haven, CT: Yale University, Yale Center for Emotional Intelligence.

PRESENTATIONS

INVITED TALKS

Barnes, T. N. (2018). *Relating in the Classroom: Educator Emotional Self-Care*. Brandywine School District.

Barnes, T. N. (2018). *Emotional Self-Care for Caregivers*. Cesar Rodney School District.

Barnes, T. N. (2018). *Relating in the Classroom: Educator Emotional Self-Care*. Annual Expo, Cesar Rodney School District.

Barnes, T. N. & Cipriano, C. (2017). *Self-Management: Educator Burnout & Emotional Self-Care*. Mount Pleasant Cottage Schools.

Cipriano, C., & **Barnes, T. N.** (2017). *Self-Awareness: Emotional Intelligence Part I*. Mount Pleasant Cottage Schools.

Barnes, T. N. (2017). *Teacher Emotional Self-Care*. University of Delaware, Early Learning Center.

Barnes, T. N. (2017). *Emotional Self-Care for Caregivers*. University of Delaware, Center for Disability Studies, Lunchtime Learning.

Barnes, T. N. (2017). *How to Navigate Awkward Academic Conversations*. University of Delaware, Human Development and Family Sciences Graduate Student Brown Bag.

Barnes, T. N. (2017). *Navigating Life as an Assistant Professor*. Psychological and Brain Sciences Brown Bag

Barnes, T. N. & Cipriano, C. (2016). *Promoting positive classroom interactions: Evidence-based strategies from the RELATE project*. Mount Pleasant Cottage Schools.

Barnes, T. N. (2015). *Introduction to Academic Writing*. Yale University, Yale Center for Emotional Intelligence.

Barnes, T. N. (2015). *Cultural Adaptations to Social and Emotional Learning*

Interventions. Yale University, Yale Center for Emotional Intelligence.

Barnes, T. N. (2015). *The Recognizing Excellence in Learning and Teaching Special Education Classroom Tool*. Yale University, Yale Center for Emotional Intelligence.

Barnes, T. N. (2014). *The Influence of Student Characteristics on Cognitive-Behavioral Intervention Effectiveness*. Yale University, Yale Center for Emotional Intelligence.

Barnes, T. N. (2013). *Cognitive-Behavioral Therapy*. University of Florida, Direct Interventions I: Applied Behavior Analysis.

PAPER & PANEL PRESENTATIONS (REFEREED)

Corcoran, R. P., Weissberg, R. P., Brackett, M. A., Brown, J. L., Schonert-Reichl, K., Jennings, P., Osher, D., & **Barnes, T. N.** (Panel Presentation). (October, 2019). *Evaluation Research, Policy and Practice in Social and Emotional Learning: Chairs Past of the American Educational Research Association Social and Emotional Learning SIG Discuss Achievements and Future Priorities*. Research presented at the Social-Emotional Learning Exchange Conference, Chicago, IL.

Barnes, T. N., McCallops, K., & Soriano, E. (Paper Presentation). (April, 2019). *Relationship between teachers' emotional and cultural competence, self-efficacy in social-emotional learning beliefs, and outcome expectancies*. Research presented at the Annual Meeting for the American Educational Research Association, Toronto, ON, Canada.

Barnes, T. N., & Cipriano, C. (Presentation with Q & A). (January, 2019). *Investigating the reliability of special education classroom observation by school personnel*. Research presented at the Annual Meeting for the Council for Exceptional Children, Indianapolis, Indiana.

McCallops, K., **Barnes, T. N.**, Jones, I., Nelson, M., Fenniman, N., & Berte, I. (Paper Presentation). (November 2018). *Culturally responsive pedagogy within social emotional learning interventions in urban schools: An international review*. Research presented at the International Conference on Urban Education, Nassau, Bahamas.

Cipriano, C., **Barnes, T. N.**, Panarese, C., & Scherr, J. (Paper Presentation). (April, 2017). *The reliability of special education classroom observations by school personnel*. Research presented at the Biannual Meeting of the Society for Research in Child Development, Austin, TX.

Barnes, T. N., Cipriano, C., Flynn, L., Rivers, S. E. (Paper Presentation). (April, 2017). *Psychosocial health and well-being among educators serving students in*

residential self-contained special education school settings: A case study. Annual Meeting of the American Educational Research Association, San Antonio, TX.

Cipriano, C., **Barnes, T. N.**, Flynn, L., Rivers, S. E. (Paper Presentation). (April, 2017). *Sources of (in)stability in classrooms serving students with emotional and behavioral disorders.* Annual Meeting of the American Educational Research Association, San Antonio, TX.

Barnes, T. N. (October, 2016). (Paper Presentation). *School-wide culturally responsive social emotional learning instruction: A case study.* 40th Annual Teacher Educators of Children with Behavior Disorders Conference, Tempe, AZ.

Barnes, T. N., Cipriano, C., Flynn, L., Rivers, S. E., & Hafen, C. (October, 2016). (Paper Presentation). *The RELATE tool for special education classroom observation: results from a pilot validation study.* 40th Annual Teacher Educators of Children with Behavior Disorders Conference, Tempe, AZ.

Cipriano, C., **Barnes, T. N.**, & Flynn, L., Rivers, S. E. (October, 2016). (Paper Presentation). *Class Interrupted: The impact of everyday classroom transitions on classroom stability and student performance.* 40th Annual Teacher Educators of Children with Behavior Disorders Conference, Tempe, AZ.

Barnes, T. N., Cipriano, C., Flynn, L., & Rivers, S. (April, 2016). (Paper Presentation). *Validating the RELATE tool for special education classrooms: A pilot study.* Annual Meeting of the American Educational Research Association, Washington, DC.

Barnes, T. N., Crowe, C., Flynn, L., & Rivers, S. (October, 2015). (Paper Presentation). *Teacher-paraeducator interactions and classroom quality.* 39th Annual Teacher Educators of Children with Behavior Disorders Conference, Tempe, AZ.

Barnes, T. N., Smith, S. W., & Daunic, A. (October, 2015). (Paper Presentation). *The influence of student characteristics on cognitive-behavioral intervention effectiveness.* 39th Annual Teacher Educators of Children with Behavior Disorders Conference, Tempe, AZ.

Crowe, C., **Barnes, T. N.**, Flynn, L., & Rivers, S (October, 2015). (Paper Presentation). *The impact on inter- and intra-classroom transitions on classroom stability and student performance in the EBD classroom.* 39th Annual Teacher Educators of Children with Behavior Disorders Conference, Tempe, AZ.

Crowe, C., Rivers, S., Bertoli, M., & **Barnes, T. N.** (April, 2015). (Paper Presentation). *There is no "I" in team: Understanding the role of educator collaboration in self-contained special educator classrooms.* Annual Meeting of the Council of Exceptional Children Convention, San Diego, CA.

Barnes, T. N., Smith, S. W., & Daunic, A. (May, 2014). (Paper Presentation). *The influence of student characteristics on cognitive-behavioral intervention effectiveness*. Society for Prevention Research 22nd Annual Meeting, Comprehensive and Coordinated Prevention Systems: Building Partnerships and Transcending Boundaries, Washington, DC.

Conroy, M. A., Sutherland, K., Algina, J., **Barnes, T. N.,** Wang, F., & Ladwig, C. (May, 2014). (Paper Presentation). *The relationship between teacher-child interactions and young children's problem behavior: Preliminary results*. Society for Prevention Research 22nd Annual Meeting, Comprehensive and Coordinated Prevention Systems: Building Partnerships and Transcending Boundaries, Washington, DC.

Barnes, T. N., Leite, W. L., & Smith, S. W. (April, 2012). (Paper Presentation). *A quasi-experimental analysis of school-wide violence prevention programs*. American Educational Research Association Annual Meeting, Vancouver, Canada.

POSTER PRESENTATIONS (REFEREED)

Barnes, T. N. (October, 2018). (Poster Presentation). *Potential Moderators of Social Problem-Solving Intervention Effectiveness in International Preschool Settings*. Society for Research on Child Development: Promoting Character Development among Diverse Children and Adolescents: The Roles of Families, Schools, and Out-Of-School-Time Youth Development Programs, Philadelphia, PA.

Barnes, T. N., Cipriano, C., Flynn, L., & Rivers, S. (April, 2016). (Poster Presentation). *Applying the RELATE Tool for Special Education Classroom Observation*. Council for Exceptional Children Annual Convention, St. Louis, MI.

Conroy, M., Sutherland, K., Algina, J., Wang, F., **Barnes, T. N.,** Martinez, J., & Ladwig, C. (February, 2014). (Poster Presentation). *A preventative classroom-based intervention model for ameliorating problem behaviors in young children*. 9th Biennial Conference on Research Innovations in Early Intervention, San Diego, CA.

Daunic, A. P., Corbett, N. L., Smith, S. W., **Barnes, T. N.,** Chalfant, P., & Santiago-Poventud, L. (April, 2013). (Poster Presentation). *The social emotional learning foundations (SELF) curriculum: Results from the kindergarten pilot*. Council for Exceptional Children Annual Convention, San Antonio, TX.

Corbett, N. L., Daunic, A. P., Smith, S. W., Chalfant, P., Santiago-Poventud, L., **Barnes, T. N.,** & Pitts, D. (September, 2011). (Poster Presentation). *Social-emotional learning foundations (SELF): Curriculum description and preliminary findings*. 9th Biennial International Conference on Children and Youth with Behavioral Disorders, New Orleans, LA.

Barnes, T. N. (October, 2011). (Poster Presentation). *The use of school-based cognitive-*

behavioral interventions in the treatment of aggression for culturally and linguistically diverse students: Current findings from the research. 64th Florida Council for Exceptional Children Annual Conference, Jacksonville, FL.

Barnes T. N., & Smith, S. W. (April, 2011). (Poster Presentation). *School-based cognitive- behavioral interventions in the treatment of aggression: A meta-analysis.* Council for Exceptional Children Annual Convention, National Harbor, MD.

Corbett, N. L., Daunic, A. P., Smith, S. W., Chalfant, P., Santiago-Poventud, L., Pitts, D., **Barnes, T. N.** (April, 2011). (Poster Presentation). *Integrating social-emotional learning in early childhood settings.* Council for Exceptional Children Annual Convention, National Harbor, MD.

Barnes, T. N., & Smith, S. W. (February, 2011). (Poster Presentation). *School-based cognitive- behavioral interventions in the treatment of aggression: A meta-analysis.* Graduate Student Council Annual Interdisciplinary Research Conference.

WORKSHOPS/WEBINARS

Barnes, T. N. & Cipriano C. (February, 2020). (Professional Development Workshop). *Relating in the classroom: Evidence-based strategies for teacher-paraeducator collaboration.* Council for Exceptional Children.

Barnes, T. N. & Cipriano C. (February, 2019). (Professional Development Workshop). *Relating in the classroom: Evidence-based strategies for teacher-paraeducator collaboration.* Council for Exceptional Children.

Barnes, T. N. & Cipriano C. (October, 2018). (Professional Development Workshop). *Relating in the classroom: Evidence-based strategies for teacher-paraeducator collaboration.* Teacher Educators of Children with Behavior Disorders.

Barnes, T. N. & Crowe, C. C. (March, 2016). (Professional Development Webinar). *There's no "I" in team: Evidence-based strategies for teacher-paraeducator collaboration.* Council for Exceptional Children.

Crowe, C. C., **Barnes, T. N.,** Flynn, L. & Rivers, S. E. (April, 2016). (Professional Development Workshop). *Don't be a bystander: How paraeducators can support classroom behavioral intervention.* National Resource Center for Paraeducators Convention, Chicago, IL.

Barnes, T. N., Crowe, C. C., Flynn, L. & Rivers, S. E. (April, 2015). (Professional Development Workshop). *Improving students' social-emotional outcomes through effective teacher-paraeducator collaboration.* National Resource Center for Paraeducators Convention, Hartford, CT.

Conroy, M.A., Ladwig, C. & **Barnes, T. N.** (April, 2014). (Professional Development

Workshop). *A tier 2 intervention for young children with challenging behavior.*
11th Annual National Training Institute on Effective Practices: Addressing
Challenging Behavior, Saint Petersburg, FL.

OTHER PROFESSIONAL EXPERIENCE

K-12 Teaching Experience

Marion County Public Schools, Ocala, FL

Teacher (Special Education), College Park Elementary January 2008-August 2008

Teacher (Inclusion), College Park Elementary September 2008-June 2009

Residential Group Home Experience

Tacachale Developmental Disability Center, Gainesville, FL

Rehabilitation Therapist May 2007-September 2007

RESEARCH EXPERIENCE

Principal Investigator September 2016- current

University of Delaware

CI, EI, CR Project

General university research-funded project designed to examine the relationship between teacher's emotional intelligence, cultural intelligence, and self-efficacy in using culturally responsive pedagogy. Responsibilities include survey development, dissemination, and analysis and dissemination through manuscripts and conference presentations.

Principal Investigator July 2016- May 2017

University of Delaware

RELATE Project

W. T. Grant Foundation funded project designed to create a measure of the social processes that occur in self-contained special education classrooms for students with emotional disturbance. Responsibilities include disseminating information on the project through manuscript and conference presentation preparation, grant writing, and school trainings.

Project Director August 2014- June 2016

Yale University

Yale RELATE Project: Project Director

W. T. Grant Foundation funded project designed to create a measure of the social processes that occur in self-contained special education classrooms for students with emotional disturbance. Responsibilities include school and teacher recruitment, hiring and supervising a staff of over fifteen graduate and undergraduate students, training data collectors and video scorers, overseeing day-to-day management of project, data analysis, and disseminating information on the project through manuscript and conference presentation preparation.

Culturally Responsive RULER: Project Director

Project designed to examine, create, and disseminate strategies for culturally responsive instruction of the RULER Approach, a universal social emotional curriculum for students. Responsibilities include grant writing, disseminating information, consulting with RULER teams, and recruiting schools for partnerships.

Teacher Coach and Data Collector

August 2013- August 2014

University of Florida

BEST in CLASS: Teacher Coach and Data Collector

Four-year IES funded Goal III grant designed to decrease young children's risk of EBD through the use of teacher professional development. Responsibilities include providing professional development through teacher training and coaching, assisting with data collection (direct observation, teacher-report measures), and disseminating information on BEST in CLASS through manuscript and conference presentation preparation.

Pyramid Model Project: Data Collector

Four-year IES funded Goal III project that examines whether implementation of the Pyramid Model (a comprehensive promotion, prevention, and intervention approach to social-emotional competence) results in positive social-emotional and early learning outcomes for children when compared to a "business-as-usual" control condition. Responsibilities include direct observation data collection using the Teaching Pyramid Observation Tool.

Graduate Research Assistant

August 2010- August 2013

University of Florida Graduate School Fellow

Responsibilities included conducting literature reviews, quantitative data analysis, and manuscript preparation for several research projects under the direction of my graduate advisor.

Graduate Research Assistant

August 2010- August 2012

University of Florida

Social-Emotional Learning Foundations (SELF) Project

Three-year IES funded Goal II grant to develop a K-1 social-emotional learning intervention embedded in literacy instruction.

Responsibilities included maintaining project technology devices, assisting with treatment fidelity observations and with the creation of a treatment fidelity observation instrument, collecting and entering data, and maintaining all data files for the project.

GRANTS & FELLOWSHIPS

FUNDED

National Science Foundation

2018-2020

“SaTC: EDU: Cybersecurity Education Using Interactive Storytelling with Social Robots.” \$299,998. Role: Co-Principal Investigator.

Center for the Study of Diversity and Delaware Center for Teacher Education 2018

“Examining the Relationship Between Emotional Intelligence, Cultural Intelligence, and Teacher Candidates’ Self-Efficacy in Delivering Culturally Responsive Teaching Practices”. \$4,000. Role: Principal Investigator.

University of Delaware, General University Grants 2017

“Examining the Relationship Between Emotional Intelligence, Cultural Intelligence, and Teacher’s Self-Efficacy in Delivering Culturally Responsive Teaching Practices”. \$7, 926. Role: Principal Investigator.

William T. Grant Foundation 2016

“Towards Improving Settings Serving Youth With Special Learning Needs: Measuring Social Processes in Special Education.” \$155, 241. Role: Co-Investigator. Sub award \$34, 063.

University of Florida Graduate School Fellowship 2009

UNDER REVIEW

Foundation for Child Development's Young Scholars Program 2019

“Can You RELATE? Interaction-Based Professional Development for Preschool Inclusive and Special Education Classroom Teams”. \$225,000. Role: Principal Investigator.

EVALUATION EXPERIENCE

Barnes, T. N., Giancola, S. P., May, H., Klein, J., Morrison, K., Mead, H., Humphrey, D. L., Xia, Y., Ayaad, F., Jelenwicz, S., & Meyer, H. (2019). *Delaware School Climate and Student Success (SCSS) Project: 2019 Case Study Report*. Newark, DE: University of Delaware, Center for Research in Education and Social Policy.

Barnes, T. N., Riser, D., Humphrey, L., & Giancola, S. P. (2018). *Evaluation of the Responsive Classroom Intervention in the State of Delaware*. Newark, DE: University of Delaware, Center for Research in Education and Social Policy.

Barnes, T. N., Humphrey, L., & Giancola, S. (2017-2018). (Evaluator). Delaware State Department of Education. *The Use of the Responsive Classroom Approach in Delaware Schools*. Newark, DE: University of Delaware, Center for Research in Education and Social Policy.

Giancola, S., Humphrey, L., & **Barnes, T. N.** (2017-2018). (Evaluator). National Science Foundation. The University of Delaware ADVANCE Program. Newark, DE: University of Delaware, Center for Research in Education and Social Policy.

Barnes, T. N., Humphrey, L., & Culane, M. (2017-2018). (Evaluator). Examining Staff Perceptions in the College of Engineering. University of Delaware College of Engineering. Newark, DE: University of Delaware, Center for Research in Education and Social Policy.

Barnes, T. N., Humphrey, L., & Culane, M. (2017-2018). (Evaluator). Examining Graduate Student Experiences in the College of Engineering. University of Delaware College of Engineering. Newark, DE: University of Delaware, Center for Research in Education and Social Policy.

Barnes, T. N. (2016-2017). (Evaluator). Examining Student Perceptions in the College of Engineering. University of Delaware College of Engineering. Newark, DE: University of Delaware, Delaware Education Research and Development Center.

TEACHING EXPERIENCE

<i>Social-Emotional Well-Being in Children and Adolescents</i>	2020
<i>Undergraduate Research</i> (HDFS 266, 366, 466)	2018
<i>Graduate Research</i> (HDFS 866)	2017, 2020
<i>Programs for Exceptional Children</i> (HDFS 435)	2016, 2017, 2019
<i>Guidance and Behavior Management</i> (HDFS 414)	2017, 2018
<i>Classroom Management</i> (EEX 3616; University of Florida)	2010, 2011
<i>Diagnosing Reading Disabilities</i> (RED 6546; University of Florida)	2009, 2010
<i>Remediation of Reading Disabilities</i> (RED 6219; University of Florida)	2009, 2010
<i>Practicum in Reading</i> (RED 6548, University of Florida)	2009

CURRICULUM DEVELOPMENT

LGBTQ Student Bullying Intake Training	2018
ReThink Education Social Emotional Learning Content	2018

DISSERTATION AND THESIS COMMITTEES

University of Delaware	
Ph.D. Committee Chair, M. Stoffers	2019-Current
Ph.D. Committee Co-Chair, C. Woodson	2018-Current
Ph.D. Committee Member, L. Gott	2018-Current
Ph.D. Committee Member, C. Gilden	2017-2018
M.A. Committee Member, A. Linick	2016- 2017

Grand Canyon University
Ph. D. Committee Member, D. Coryell 2015-2016

UNDERGRADUATE ACADEMIC ADVISEMENT

University of Delaware Fall 2016-Current
Current Students: Lex Cruz, Mollie Kuhlmann, JeanMarie Lomer

RESEARCH ADVISEMENT

Graduate Research Supervisor Fall 2016-Current
University of Delaware

Current Students: Yu Xia, Christina Woodson

Previous Students: Melissa Stoffers, Cara Cuccuini-Harmon, Kathleen McCallops,
Fatma Alev, Emily Soriano, Nefetaria Yates

Undergraduate Research Supervisor Spring 2016-Summer 2018
University of Delaware

Previous students: Isabel Berte, Jill Fenniman, Isaiah Jones, Madison Nelson, Jacqueline Warner, Iysha Dent, Randi Navon

Undergraduate Intern Supervisor Spring 2015- Spring 2016
Yale Center for Emotional Intelligence

Directed Research Program: Research program for undergraduate students at Yale University that provides students with opportunities to develop psychological and educational research skills through hands-on experience on a research project team. Responsibilities included supervising six undergraduate students on two of my research projects.

PROFESSIONAL SERVICE

INSTITUTIONAL

Early Childhood Education Committee Fall 2016-current
University Council on Teacher Education Fall 2019-current
HDFS Promotion and Tenure Committee Fall 2017
Stubbs Elementary-University of Delaware Partnership Fall 2016-Spring 2018
Co-Chair: African Heritage Caucus Faculty Mentoring Committee Fall 2017-Spring 2018
CEHD Diversity Equity and Inclusion Committee Fall 2016-Summer 2017
Associate Director of CRESA Search Committee Fall 2016-Spring 2017

STATE

Delaware Positive Behavior Support State Advisory Board Spring 2017-2018

NATIONAL

Chair Spring 2018-current
Social Emotional Learning Special Interest Group, American Educational Research Association

Reviewer		
American Educational Research Association Annual Meeting		2014-2019
Ad hoc Reviewer		
<i>Evaluation and Program Planning</i>		Spring 2018
<i>Remedial and Special Education</i>		Spring 2018
<i>Teacher's College Record</i>	Summer 2017-current	
<i>Psychology of Violence</i>	Summer 2017-current	
<i>Exceptional Children</i>	Spring 2017-current	
<i>Research in Developmental Disabilities</i>	Spring 2014-current	
<i>Journal of School Violence</i>	Fall 2015-current	
<i>Prevention Science</i>	Spring 2016-current	
Guest Reviewer		
<i>Exceptionality: A Special Education Journal</i>		Fall 2010
<i>Journal of Early Intervention</i>		Fall 2013
Member		
Conference Presentation Selection Committee: Kaleidoscope Council for Exceptional Children		Fall 2009
Member		
Applicant Selection Committee: Beginning Career Researchers Workshop, Division for Research, Council for Exceptional Children		Spring 2010 Spring 2013
Reviewer		
Division H Outstanding Publications Award American Educational Research Association		Spring 2011
Instructional Design and Strategies topic area 2012 Annual Conference, Council for Exceptional Children		Summer 2011

MEDIA COVERAGE

ABC Action News at <https://6abc.com/5954711/>

University of Delaware, The Review at <http://udreview.com/zenbo-the-social-robot-arrives-on-campus/>

University of Delaware UDaily

At <http://www.udel.edu/udaily/2018/march/bullying-stigma-based-research/>

At <https://www.udel.edu/udaily/2020/february/teaching-tools-cybersecurity-kids/>

Child Care and Early Childhood Research Connections

At <https://www.researchconnections.org/childcare/new-research#anchor35820>

Special Education Connection

At

<https://www.specialedconnection.com/LrpSecStoryTool/servlet/GetStory?docid=227200>

1