

**Kristin M. Scardamalia, Ph.D., LSSP, LP**  
**Curriculum Vitae**

**EDUCATION**

Ph.D. 2017, University of Texas, Austin, TX, Educational Psychology  
M.S. 2006, Tarleton State University, Stephenville, TX, School Psychology  
B.A. 1993, Baylor University, Waco, TX, Psychology

**PROFESSIONAL APPOINTMENTS/EMPLOYMENT**

2020 - present Adjunct Professor, University of Maryland Baltimore County, Psychology Department, Baltimore, MD  
2019 - present Assistant Professor, University of Maryland School of Medicine (UMSOM), Department of Psychiatry, Baltimore, MD  
2017 - 2019 Postdoctoral Research Fellow, UMSOM, National Center for School Mental Health, Baltimore, MD  
2016 - 2017 Predoctoral Intern, Travis County Juvenile Probation Services, Austin, TX  
2008 - 2013 Licensed Specialist in School Psychology, Austin Independent School District, Austin, TX  
2006-2008 Licensed Specialist in School Psychology, Arlington Independent School District, Arlington, TX  
2005-2006 School Psychology Intern, Arlington Independent School District, Arlington, TX

**LICENSURE**

2019 – present Licensed Psychologist (Maryland)  
2006 – present Licensed Specialist in School Psychology (Texas)

**TEACHING AND TRAINING**

**2020 – present Adjunct Professor, University of Maryland Baltimore County Graduate School, Human Services Psychology**  
Developed content and taught Psychological Assessment I (Fall 2021, 2022) and Psychological Assessment II (Spring 2020, 2022, 2023) for doctoral students in Clinical and the Behavioral Medicine tracks.

**2020 – 2021 Trainer, Patient Centered Outcomes Research Institute: Partnering for Student Wellness and Culturally Responsive Care**  
Developed content and co-lead biweekly sessions over the school year with school mental health clinicians focused on developing and improving skills related to providing culturally responsive care to students and families.

**2019 – present Trainer, Mental Health Technology Transfer Center Network Central East, Mid-America, National Coordinating Offices**  
Developed and led trainings for several divisions of the MHTTC Network.

- National Coordinating Office and Mid-America regional office: Presentations to district and state educational leaders on implementing and improving comprehensive school mental health services using the *MHTTC National*

*School Mental Health Best Practices: Implementation Guidance Modules*

- Central East and Mid-America regional offices: Presentations to behavioral health care workers, educators, and regional or state administrators on addressing compassion fatigue, burnout, and traumatic stress and supporting employee wellbeing.

- 2019 – 2022**      **Director, Maryland Psychological Assessment and Consultation Clinic**  
MPACC clinic provides training for predoctoral trainees in assessment and consultation. The clinic provides comprehensive evaluations for children and adolescents (ages 3-17) to address a variety of clinical concerns including autism spectrum disorder, trauma-related behaviors and disorders, and disruptive behaviors.
- 2013 – 2016**      **Teaching Assistant, School Psychology Graduate Program**  
**University of Texas at Austin**  
Fundamentals of Behavior Therapy and Intervention; Educational Neuroscience; Consultation, Collaboration, and Supervision, Theory and Practice; Practicum in Academic Assessment and Intervention; Practicum in School Psychological Services; Academic Assessment and Intervention

**CONSULTATION AND TECHNICAL ASSISTANCE**

- 2020 – present**      **Technical Assistance Specialist, National Center for Safe Supportive Learning Environments**  
Provide technical assistance to five grantees (SEA and LEA) on expanding and improving school mental services as outlined in the grantees’ proposal for the Mental Health Service Professional Demonstration grant funded by U.S. Department of Education Office of Elementary and Secondary Education.
- Spring 2020**      **Consultant to Austin Independent School District**  
Consulted with planning team and provided training for the AISD Leadership Pathway in Cultural Proficiency & Inclusiveness micro-credential.
- 2019 – present**      **Technical Assistance and Consultation, Mental Health Technology Transfer Center Southeast Regional Office**  
Led full-day training and workshop sessions for four states on the adoption of comprehensive school mental health services. States selected up to three training modules or engaged in a service gaps and duplication analysis including strategic planning. Consultation was provided for planning topics and activities that would be most meaningful to the state and follow up consultation on the implementation of the strategic plan.

**RESEARCH AND EVALUATION**

- 2021 - present**      **Principal Investigator, Personal and Organizational Strategies to Improve Behavioral Health Provider Well-being**  
Led development of a web-based platform to assist behavioral health providers in assessing and improving well-being practices, at both the individual level and organizational level. Activities included development of an assessment of organization wellbeing.

- 2018 – present**      **Co-Investigator, U.S. DOJ-NIJ Comprehensive School Safety Initiative: Evaluating Promising School Staff and Resource Officer Approaches for Reducing Harsh Discipline, Suspensions, and Arrests**  
Project Coordinator for a study evaluating the effectiveness of an intervention package in reducing exclusionary discipline practices including suspensions, expulsions, and referrals to Juvenile Justice.
- 2018 - 2019**      **Co-Principal Investigator, Improving Student Mental Health through Classroom-Based Social-Emotional Learning**  
Co-Principal Investigator for a project developing a modularized SEL curriculum designed with teachers' specific needs in mind, primarily lack of preparation time and lack of non-academic classroom time.
- 2017 – present**      **Co-Investigator, A Program Evaluation of Telepsychiatry Services in Youth Centers**  
Co-Investigator for a program evaluation of the telepsychiatry program in Maryland State Youth Centers. The study examines if telepsychiatry services are being provided as intended; the acceptability and feasibility of telepsychiatry to staff; and to describe the mental health needs of an incarcerated juvenile population.
- 2017-2018**      **Research Supervisor, Screening, Brief Intervention, and Referral to Treatment (SBIRT) Program Evaluation.**  
Research Supervisor for a program evaluation of the Adolescent SBIRT Checklist for mental health and medical providers.

## PUBLICATIONS

### Journal Articles

- Scardamalia, K.**, Schaeffer, C., Bekele, Y., Bohnenkamp, J., & Hoover, S. (under review). The Life Space Crisis Intervention for Student De-Escalation: Acceptability and Use Among Public School Educators and Behavioral Health Staff.
- English, M., Nemer, S., Sommerhalder, M., Day, D., Lingenfelter, M., Edwards, S. & **\*Scardamalia, K.** (2022). Factors Associated with Child and Adolescent Psychiatric Readmissions: A Risk Model. Evidence-Based Practice in Child & Adolescent Mental Health. *Evidence-Based Practice in Child and Adolescent Mental Health*. Advance Publication Online <https://doi.org/10.1080/23794925.2022.2127135>
- Connor, E., McKenzie, M., Robinson, P., Tager, M., **Scardamalia, K.**, Oros, M., & Hoover, S. (2019) Adaptation of the Drug and Drug Problems Perception Questionnaire to assess healthcare provider attitudes toward adolescent substance use. *Preventive Medicine Reports*, 14, 100852 doi:10.1016/j.pmedr.2019.100852
- Scardamalia, K.**, Bentley-Edwards, K. L., & Grasty, K. (2018). Consistently inconsistent: An Examination of the Variability in the Identification of Emotional Disturbance. *Psychology in the Schools*, 56(4), 569-581 doi:10.1002/pits.22213
- Camacho, D., Vera, E., **Scardamalia, K.**, & Phalen, P. L. (2018). What are urban teachers thinking and feeling? *Psychology in the Schools*, 55(9), 1133-1150. doi.org/10.1002/pits.22176

Wildeman, C., **Scardamalia, K.**, Walsh, E. G., O'Brien, R. L., & Brew, B. (2017). Paternal Incarceration and Teachers' Expectations of Students. *Socius* (3), 1-14.  
doi.org/10.1177/23780231177266

*\*denotes mentorship role*

### **Journal Issues Edited**

Hanchon, T. & **Scardamalia K.** (Eds.) (2022). Promoting Mental Health and Positive Well-Being in Early Childhood: Delineating the Critical Role of the School. [Special Issue]. *Perspectives on Early Childhood Psychology and Education* 6(2).

### **Book Chapters**

Bostic, J., Hoover Stephan, S., **Scardamalia, K.**, Ryst, E. (2022). School Based Interventions. In M.K. Dulcan (Ed.) *Dulcan's Textbook of Child and Adolescent Psychiatry, Third Edition*. American Psychiatric Association Publishing

Carlson, C. I., Maddocks, D. L. S., & **Scardamalia, K. M.** (2019). Families and schools. In B. H. Fiese, M. Celano, K. Deater-Deckard, E. N. Jouriles, & M. A. Whisman (Eds.), *APA handbook of contemporary family psychology: Applications and broad impact of family psychology* (pp. 217–233). American Psychological Association.  
doi.org/10.1037/0000100-014

### **Technical Reports and Other Publications**

**Scardamalia, K.**, & Redman, S. (under development) *Latino Youth Gang Prevention in School Systems*. National Hispanic and Latino Mental Health Technology Transfer Center.  
(insert link when available)

Beason, T.\*, **Scardamalia, K.\***, Patterson, B., Brown, D., Morgan, O., Lever, N., & Hoover, S. (2022). Cultural Inclusiveness and Equity (CIE) Well-Being Information and Strategies for Educators (WISE): A Companion to ClassroomWISE.  
*\*These authors contributed equally to this work*

**Scardamalia, K.**, Schaeffer, C., & Bekele, Y. (2022) *Maryland Department of Juvenile Services: Telepsychiatry Program Evaluation Annual Report*. Baltimore, MD: University of Maryland School of Medicine.

**Scardamalia, K.**, Charlot-Swilley, D., Trainor, K., Morgan, O., & Hoover, S. (2022). *Organizational Well-Being Inventory (OWBI)*. Published by the Central East Mental Health Technology Transfer Center, in partnership with the University of Maryland School of Medicine and Georgetown MedStar University Hospital.

**Scardamalia, K.** & Lever, N. (2019). *Providing Consultation to School Related Systems: A Guidance Document*. National Center for School Mental Health, University of Maryland School of Medicine.

Schaeffer, C., **Scardamalia, K.**, & Bekele, Y. (2019) *Maryland Department of Juvenile Services: Telepsychiatry Program Evaluation Annual Report*. Baltimore, MD: University of Maryland School of Medicine.

**Scardamalia, K.**, Tager, M., Robinson, P, Connor, E., Oros, M., & Hoover, S. (2018) *Screening, Brief Intervention, and Referral to Treatment Program Evaluation*. Baltimore, MD: University of Maryland School of Medicine.

**Scardamalia, K.**, Link, N. & Hoover, S. (2019) *Social Emotional Learning Foundations: A Modularized SEL curriculum*. Baltimore, MD: National Center for School Mental Health.

### **Recent Peer Reviewed Presentations**

**Scardamalia, K.**, Schaeffer, C. M., Bekele, Y., & Hoover, S. (October 2021). Comparative effectiveness of models to reduce exclusionary discipline. Annual Conference for Advancing School Mental Health, Baltimore, MD.

**Scardamalia, K.**, & Hoover, S. (February 2020). *A Formative Evaluation of a Brief Socioemotional Learning Curriculum*. Paper presentation National Association School Psychologists Annual Convention, Baltimore, MD.

**Scardamalia, K.**, & Bekele, Y. (February 2020). *Navigating the Intersection of School Mental Health and Law Enforcement*. Participant Conversation, National Association School Psychologists Annual Convention, Baltimore, MD

**Scardamalia, K.**, Bohnenkamp, J., & Hoover, S. (February 2019). *Life Space Crisis Intervention as a School-Wide Crisis Response*. Paper presentation National Association School Psychologists Annual Convention, Atlanta, GA

**Scardamalia, K.**, Link, T., Hoover, S., & Selby L. (February 2019). *Overcoming Implementation Barriers: Making Classroom-Based SEL Curriculums Work*. Paper presentation National Association School Psychologists Annual Convention, Atlanta, GA

**Scardamalia, K.** (May 2018). *The Evaluation of Brief Teacher-Implemented SEL Guides in Classroom Settings*. 20x20 presentation at Society for Prevention Research Annual Meeting, Washington D.C.

**Scardamalia, K.** (April 2017). *Is Emotional Disturbance Always Emotional Disturbance? An Examination of the Variability in Decision Making for Special Education*. Poster presentation at Society for Research in Child Development Biennial Mtg, Austin, TX

**Scardamalia, K.** (April 2017). *Beyond Yes or No: Examiner Centered Variables Affecting Special Education Eligibility Decisions*. Symposium presentation at American Educational Research Association Annual Convention, San Antonio, TX

**Scardamalia, K.** (February 2017). *Beyond Assessment Data: Influences on School Psychologists Decision Making*. Paper presentation at National Association School Psychologists Annual Convention, San Antonio, TX

Norris, T., Jones, H., **Scardamalia, K.** & Sevadjan, C. (February 2015). *Late Effects of Pediatric Cancer Treatment: Implications for School*. Mini-Skills Workshop presented at National Association School Psychologists Annual Convention, Orlando, FL

**Scardamalia, K. & Norris, T.** (February 2014). *Teacher Perception of Needs for Students with Neurocognitive Late Effects*. Poster session at National Association School Psychologists Annual Convention, Washington D.C.

### **Invited Talks**

**Scardamalia, K** (July 2021) *Promoting Educator Well-Being: Understanding Compassion Fatigue, Burnout and Secondary Traumatic Stress* Plenary speaker for West Virginia Student Success Summit, Virtual conference

**Scardamalia, K** (July 2021) *Helping the helpers: Self-Care Planning for Educators*. Invited Presentation for West Virginia Student Success Summit, Virtual conference

**Scardamalia, K** (July 2021) *Helping the Helpers: Well-being for School-Based Behavioral Health Providers*. Invited Presentation School Health Interdisciplinary Program Conference

**Scardamalia, K** (October 2020) *Well-being for Educators*. Plenary speaker for Advancing School Mental Health, National Annual Conference (virtual)

**Scardamalia, K** (July 2020) *Promoting Well-Being in Helping Professions: Understanding and Combating Compassion Fatigue, Burnout, and Secondary Traumatic Stress*. Invited Presentation School Health Interdisciplinary Program Conference

**Scardamalia, K.** (November 2019). *The Mental Health Technology Transfer Center: National School Mental Health Curriculum*. Invited Presentation for 69<sup>th</sup> Conference on Exceptional Children, Greensboro, NC

**Scardamalia, K.** (June 2019) *SCASA Supporting Student Mental Health: Strategies for Planning and Implementation*. Invited Presentation for South Carolina Association of School Administrators Myrtle Beach, SC.

**Scardamalia, K.** (June 2019) *Mental Health Technology Transfer Center Network Overview*. Invited Presentation for The Carolina Network for School Mental Health Networking Conference, Durham, NC.

**Scardamalia, K.** (Annual, 2018 – 2022). *Special Education, School-Based Assessment, and Juvenile Justice: What's the Connection?* Didactic for Travis County Psychology Internship Program, Travis County Juvenile Services, Austin, TX

### **GRANTS AND CONTRACTS**

2023 Prince George's Health Department contract. Supporting Student Urgent Needs via Telehealth Program Evaluation. Principal Investigator K. Scardamalia \$132,224.00

2022 - 2023 West Virginia Department of Education contract. Comprehensive Consulting and Training of TeacherWISE Well-Being. Principal Investigator K. Scardamalia \$54,188.00

2021 The Danya Institute contract. *Personal and Organizational Strategies to Improve Behavioral Health Provider Well-being* Principal Investigators: K. Scardamalia, Ph.D. & S. Hoover, Ph.D \$41,385

2018 - 2019 Betty Huse Foundation Award. *Improving Student Mental Health through Classroom-Based Social-Emotional Learning*. Principal Investigators: K. Scardamalia, Ph.D. & S. Hoover, Ph.D. \$20,000

## **HONORS AND AWARDS**

2021-2022 National Leadership Academy for the Public's Health 2021-2022 cohort. *The Prince George's County Behavioral Health Advisory Group*. Creating Healthy Bonds: Supporting Students with an Incarcerated Parent.

2020 - 2021 Clinical Supervisor of the Year, VAMHCS-UM SOM 2020-2021 Psychology Internship Consortium

2015 – 2016 *Bernice and Saul Manaster Endowed Fellowship*. Awarded by the University of Texas at Austin, College of Education

2014 – 2015 *Teresa Lozano Long Endowed Graduate Fellowship*. Awarded by the University of Texas at Austin, College of Education

## **DEPARTMENTAL AND COMMUNITY SERVICE**

2021 - present Committee member, Developing Trauma-Responsive Practices Across Medical Institutions. Healing City Task force, Baltimore, Maryland

2020– 6/2022 Chair, Department Initiatives and Community Engagement subcommittee chair. UM SOM Department of Psychiatry Diversity Committee

2020- 6/2022 UM Assessment Supervisor, Intern Training Committee, VAMHCS-UM SOM 2020-2021 Psychology Internship Consortium

2014 – 2016 Secretary, Austin Neuropsychological Society

2014 – 2015 Student Representative, Graduate Studies Committee, Department of Educational Psychology, University of Texas at Austin

Fall 2014 Co-facilitator and planning team member, Equity Symposium: School Climate and School Discipline hosted by Department of Cultural Proficiency and Inclusiveness, Austin Independent School District

Spring 2012 Co-facilitator, Book Study: *Courageous Conversations about Race: A Field Guide for Achieving Equity in Schools*, Singleton G. & Linton, C. (2006) for Special Education Evaluation Services, Austin Independent School District