

## ANNA CHRISTINE JAMES LONG, PH.D.

Louisiana State University  
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### CURRENT POSITION

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8/2013-present      **Assistant Professor, tenure-track**, School Psychology Program, Department of Psychology, Louisiana State University, Baton Rouge, LA

- Faculty Webpage: <https://www.lsu.edu/hss/psychology/faculty/school/long.php>
- Google Scholar: <https://scholar.google.com/citations?user=h2iFozoAAAAJ&hl=en&oi=ao>
- ResearchGate: [https://www.researchgate.net/profile/Anna\\_Long3](https://www.researchgate.net/profile/Anna_Long3)

### EDUCATION

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7/2013              Postdoctoral Fellow/Research Associate, Department of Educational Psychology, Center for Behavioral Education and Research, Neag School of Education, University of Connecticut, Storrs, CT

8/2009              Ph.D. School Psychology, University of North Carolina, Chapel Hill, NC  
                         NASP & APA Accredited Program  
                         APA Accredited Internship

5/2002              B.A. Psychology, University of Maine, Orono, ME  
                         Summa Cum Laude with High Honors  
                         Minor—Child Development and Family Relations

### LICENSURE/CERTIFICATIONS

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2016-present      Louisiana Licensed Psychologist #1291

2014-2019        Louisiana Certified School Psychologist #AN539422

2012-2018        North Carolina Licensed Psychologist #4241

2012-2018        North Carolina Certified Health Services Provider - Psychologist

2009-2015        North Carolina Certified School Psychologist

2010-2015        Connecticut Licensed Psychologist #003076

### AWARDS/RECOGNITIONS

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2019              Article of the Year, Coauthor  
                         Re: Paper selected for the journal's annual award (<sup>a</sup> designates reference below)  
                         *School Psychology Review*, National Association of School Psychologists

2015              Tiger Athletic Foundation Undergraduate Teaching Award

Re: Awarded May 2015; Nominated by students enrolled in University College for outstanding teaching.

## **UNIVERSITY TEACHING**

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### **Graduate Level**

Cultural Diversity in Counseling and Therapy, Department of Psychology (LSU, PSYC 7929, 5 sections)  
School-Based Psychological Consultation, Department of Psychology (LSU, PSYC 7660, 3 sections)  
School Psychology Practicum, Department of Psychology (LSU, PSYC 7668/9, 14 sections)

### **Undergraduate Level**

Introduction to Psychology, Department of Psychology (LSU, PSYC 2000, 5 sections)

## **UNIVERSITY STUDENT MENTORING**

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### **Committee Chair** ( $N = 15$ )

Doctoral Comprehensive Exam, LSU ( $n = 4$ )  
Doctoral Dissertation, LSU ( $n = 4$ )  
Master's Thesis, LSU ( $n = 6$ )  
Undergraduate Honors Thesis, LSU ( $n = 1$ )

### **Committee Member** ( $N = 44$ )

Doctoral Comprehensive Exam, LSU ( $n = 17$ )  
Doctoral Dissertation, LSU ( $n = 14$ ), external ( $n = 1$ )  
Master's Thesis, LSU ( $n = 11$ )  
Undergraduate Honors Thesis, LSU ( $n = 1$ )

### **Other Research/Academic Mentoring** ( $N = 5$ )

Chancellors Future Leaders in Research, LSU ( $n = 1$ )  
Pre-doctoral Scholars Institute, LSU ( $n = 1$ )  
Presidents Millennial Scholars Program, LSU ( $n = 1$ )  
Ronald E. McNair Scholars Program, LSU ( $n = 2$ )

## **GRANTS & CONTRACTS**

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### **Research Grants – Funded** (Total = \$294,966)

**Co-Investigator.** Mooney, P., Skinner, K., & Long, A. C. J. *Writing that works: Data-based individualization for students with severe learning needs*. Funding source: Louisiana Systematic Initiatives Program, Louisiana Board of Regents. Duration: 14.5 months (spring 2017 – fall 2018). Total amount funded: \$269,990. Status: closed.

**Principal Investigator.** Long, A. C. J. *Development of the Culturally Competent Community School Scale*. Funding source: Humanities & Social Sciences Manship Summer Research Grant, Louisiana State University. Duration: June, 2018 to August, 2018. Total amount funded: \$5,000. Status: closed.

**Principal Investigator.** Long, A. C. J., & Miller, F. G. *Teacher classroom management: A meta-analysis of what works*. Funding source: Humanities & Social Sciences Manship Summer Research Grant, Louisiana State University. Duration: June, 2016 to August, 2016. Total amount funded: \$5,000. Status: closed.

**Principal Investigator.** Long, A. C. J., & Sanetti, L. M. H. *Evaluation of a planning protocol on teachers' implementation of a classroom management system in an alternative school setting: A pilot study*. Funding source: University of Connecticut Research Foundation. Duration: January, 2012 to July, 2013. Total amount funded: \$24,966. Status: closed.

**Contracts – Funded** (Total = \$647,090)

**Principal Investigator.** *Gulfsouth Autism Center*. Purpose: Training contract to provide psychological assessment and behavioral therapy services. Duration: August, 2018 to May, 2020. Mean annual award: \$20,318; Total awarded: \$40,636. Annual graduate assistantships funded over course of contract: 2. Status: active.

**Principal Investigator.** *Kipp New Orleans Inc*. Purpose: Training contract to provide school-based psychoeducational assessment, consultation, and intervention services. Duration: July, 2017 to May, 2020. Mean annual award: \$24,016; Total awarded: \$72,047. Annual graduate assistantships funded over course of contract: 3. Status: active.

**Principal Investigator.** *Democracy Prep Louisiana*. Purpose: Training contract to provide school-based psychoeducational assessment, consultation, and intervention services. Duration: July, 2018 to May, 2019. Total awarded: \$24,216. Annual graduate assistantships funded over course of contract: 1. Status: closed.

**Principal Investigator** (Co-PI: Tyler Renshaw). *I CARE -Youth Violence and Drug Prevention Program*. Purpose: Training contract to provide school-based mental health treatment services. Duration: May, 2017 to May, 2019. Mean annual award: \$50,407.50; Total awarded: \$100,815. Annual graduate assistantships funded over course of contract: 4. Status: closed.

**Principal Investigator.** *Akili Academy of New Orleans*. Purpose: To provide school-based psychoeducational assessment, consultation, and intervention services. Duration: August, 2016 to May, 2018. Mean annual award: \$22,087.50; Total awarded: \$44,175. Annual graduate assistantships funded over course of contract: 2. Status: closed.

**Principal Investigator** (Co-PI: Tyler Renshaw). *University Preparatory Academy*. Purpose: Training contract to provide school-based psychoeducational assessment, consultation, and intervention services. Duration: May, 2017 to May, 2018. Total awarded: \$26,550. Annual graduate assistantships funded over course of contract: 1. Status: closed.

**Principal Investigator.** *East Baton Rouge Parish School System*. Purpose: Training contract to provide school-based psychoeducational assessment and evaluation coordination services. Duration:

August, 2014 to May, 2017. Mean annual award: \$100,180; Total awarded: \$300,540. Annual graduate assistantships funded over course of contract: 11. Status: closed.

**Principal Investigator.** *Louisiana Key Academy.* Purpose: Training contract to provide school-based psychoeducational assessment, consultation, and intervention services. Duration: August, 2014 to May, 2016. Mean annual award: \$19,055.50; Total awarded: \$38,111. Annual graduate assistantships funded over course of contract: 2. Status: closed.

### **Research Grants - Unfunded**

**Co-Investigator.** Frick, P., Long, A. C. J., & Shirtcliff, E. *Patterns of R-DOC risk for serious behavior problems in young children.* Funding source: National Institute of Mental Health (R01, Opportunity Number PA-16-160). Duration: July 1, 2017 – June 30, 2022. Total amount requested: \$3,257,275. Status: unfunded.

**Co-Investigator.** Renshaw, T. L., & Long, A. C. J. *Intervening with middle school teachers' to enhance student wellbeing: The independent and combined effects of mindful breathing and the Good Behavior Game.* Funding source: Louisiana Board of Regents. Years: 2015-2016. Total amount requested: \$152,324. Status: unfunded.

**Co-Investigator.** Renshaw, T. L., & Long, A. C. J. *Intervening with middle school teachers to enhance student wellbeing: The independent and combined effects of mindful breathing and the Good Behavior Game.* Funding source: Louisiana Board of Regents. Years: 2014. Total amount requested: \$9,768. Status: unfunded.

**Co-Investigator.** Renshaw, T. L., & Long, A. C. J. *Cultivating mental health in the classroom: A curriculum for teaching resilience and wellbeing in schools.* Funding source: W.K. Kellogg Foundation. Years: 2014 to 2016. Total amount requested: \$650,000. Status: unfunded.

**Co-Investigator.** Renshaw, T. L., & Long, A. C. J. *The Classroom Resilience and Wellness Curriculum: A train-the-trainer approach to enhancing teachers' and students' wellbeing.* Funding source: William T. Grant Foundation. Years: 2013-2014. Total amount requested: \$700,000. Status: unfunded.

### **PUBLICATIONS**

\* indicates graduate student author at time of publication

<sup>a</sup> earned journal's annual article of the year award

#### **Peer-Reviewed Journal Articles**

Long, A. C. J., Miller, F. G., & \*Upright, J. J. (2019). Classroom management for ethnic–racial minority students: A meta-analysis of single-case design studies. *School Psychology Quarterly*, *34*, 1-13. doi:10.1037/spq0000305

<sup>a</sup>Cook, C. R., \*Coco, S., \*Zhang, Y., \*Fiat, A. E., Duong, M. T., Renshaw, T. L., Long, A. C. J., & \*Frank, S. (2018). Cultivating positive teacher–student relationships: Preliminary evaluation of the establish–maintain–restore (EMR) method. *School Psychology Review*, *47*, 226-243. doi:10.17105/SPR-2017-0025.V47-3

- \*Dean, K. E., Long, A. C. J., Matthews, R. A., & Buckner, J. D. (2018). Willingness to seek treatment among black students with anxiety and depression: The synergistic effect of sociocultural factors with symptom severity and intolerance of uncertainty. *Behavioral Therapy, 49*, 691-701. doi:10.1016/j.beth.2017.12.008
- Long, A. C. J., Renshaw, T. L., & \*Camarota, D. (2018). Classroom management in an urban, alternative school: A comparison of mindfulness and behavioral approaches. *Contemporary School Psychology, 22*, 233-248. doi:10.1007/s40688-018-0177-y
- Long, A. C. J., Sanetti, L. M. H., \*Lark, C. R., & Connolly, J. G. (2018). Examining behavioral consultation plus computer-based implementation planning on teachers' intervention implementation in an alternative school. *Remedial and Special Education, 39*, 106-117. doi:10.1177/0741932517748422
- \*Plessy, K. S., Long, A. C. J., & Kelley, M. L. (2018). The influence of race and income on community mothers' acceptance of child management methods. *Behavioral Therapy, 49*, 668-680. doi:10.1016/j.beth.2017.12.011
- Sanetti, L. M. H., \*Williamson, K. M., Long, A. C. J., & Kratochwill, T. R. (2018). Increasing in-service teacher implementation of classroom management practices through consultation, implementation planning, and participant modeling. *Journal of Positive Behavior Interventions, 20*, 43-59. doi:10.1177/1098300717722357
- Cook, C. R., \*Grady, E. A., Long, A. C. J., Renshaw, T. L., Coddling, R. S., \*Fiat, A., & \*Larson, M. (2017). Evaluating the impact of increasing general education teachers' ratio of positive-to-negative interactions on students' classroom behavior. *Journal of Positive Behavior Interventions, 19*, 67-77. doi:10.1177/1098300716679137
- Collins, T. A., Cook, C. R., Dart, E. H., Socie, D. G., Renshaw, T. L., & Long, A. C. J. (2016). Improving classroom engagement among high school students with disruptive behavior: Evaluation of the class pass intervention. *Psychology in the Schools, 53*, 204-219. doi:10.1002/pits.21893
- Long, A. C. J., Sanetti, L. M. H., Collier-Meek, M. A., Gallucci, J., Altschaeffl, M., & Kratochwill, T. R. (2016). An exploratory investigation of teachers' intervention planning and perceived implementation barriers. *Journal of School Psychology, 55*, 1-26. doi:10.1016/j.jsp.2015.12.002
- Renshaw, T. L., Long, A. C. J., & Cook, C. R. (2015). Assessing teachers' positive psychological functioning at work: Development and validation of the Teacher Subjective Wellbeing Questionnaire. *School Psychology Quarterly, 30*, 289-306. doi:10.1037/spq0000112
- Sanetti, L. M. H., Collier-Meek, M. A., Long, A. C. J., \*Byron, J. R., & Kratochwill, T. R. (2015). Increasing teacher treatment integrity of behavior support plans through consultation and implementation planning. *Journal of School Psychology, 53*, 209-229. doi:10.1016/j.jsp.2015.03.002
- Bertram, R. M., \*Charnin, L., Kerns, S., & Long, A. C. J. (2015). Evidence-based practice in North American MSW curricula. *Research on Social Work Practice, 25*, 737-748. doi:10.1177/1049731514532846
- Renshaw, T. L., Long, A. C. J., & Cook, C. R. (2014). Assessing adolescents' positive psychological functioning at school: Development and validation of the Student Subjective Wellbeing Questionnaire. *School Psychology Quarterly, 30*, 534-552. doi:10.1037/spq0000088

- Sanetti, L. M. H., Collier-Meek, M. A., Long, A. C. J., \*Kim, J. S., & Kratochwill, T. R., (2014). Using implementation planning to increase teachers' adherence and quality to behavior support plans. *Psychology in the Schools, 51*, 879-895. doi:10.1002/pits.21787
- Sanetti, L. M. H., Kratochwill, T. R., & Long, A. C. J. (2013). Applying adult behavior change theory to support mediator-based intervention implementation. *School Psychology Quarterly, 28*, 47-62. doi:10.1037/spq0000007
- Roberts, J. E., Long, A. C. J., McCary, L. M., Quady, A. N., Rose, B. S., Widrick, D., & Baranek, G. (2012). Cardiovascular and behavioral response to auditory stimuli in boys with fragile X syndrome. *Journal of Pediatric Psychology, 38*, 276-284. doi:10.1093/jpepsy/jss114
- Roberts, J. E., Hatton, D. D., Long, A. C. J., Anello, V., & Columbo, J. (2012). Visual attention and autistic behavior in infants with fragile X syndrome. *Journal of Autism and Developmental Disabilities, 42*, 937-946. doi:10.1007/s10803-011-1316-8
- Roberts, J. E., Clarke, M. A., Carter, J. C., Alcorn, K., Long, A. C. J., & Kaufmann, W. E. (2009). Autistic behavior in boys with fragile X syndrome: Social approach and HPA-axis dysfunction. *Journal of Neurodevelopmental Disorders, 1*, 283-291. doi:10.1007/s11689-009-9028-5
- Roberts, J. E., Mankowski J. B., Sideris J., Goldman B. D., Hatton D. D., Mirrett P. L., Baranek, G. T., Reznick, J. S., Long, A. C. J., & Bailey D.B. Jr. (2009). Trajectories and predictors of the development of very young boys with fragile X syndrome. *Journal of Pediatric Psychology, 34*, 827-836. doi: 10.1093/jpepsy/jsn129

### **Book Chapters in Edited Volumes**

- Long, A. C. J., & \*Munson, J. G. (in preparation). Time out. In M. Coolong-Chaffin, R. Hawkins, & M. Axelrod (Eds.), *Case studies in school psychology: Behavioral interventions for effective problem solving*. New York, NY: Routledge Press.
- \*Castagna, P. J., \*Upton, S. R., & Long, A. C. J. (in press, 2019). Cognitive-behavioral therapy for children with emotion regulation challenges. In C. Maykel & M. A. Bray (Eds.), *Promoting mind-body health in schools: Interventions for mental health professionals* (pp. 1-28). Washington, DC: American Psychological Association.
- \*Upright, J. J., Long, A. C. J., & La Salle, T. P. (in press, 2019). Assessing and supporting teacher intervention implementation. In C. Maykel & M. A. Bray (Eds.), *Promoting mind-body health in schools: Interventions for mental health professionals* (pp. 1-23). Washington, DC: American Psychological Association.
- Long, A. C. J., & \*Byrne, D. C. (2015). Assessing and promoting treatment integrity in classroom management. In W. G. Scarlett (Ed.), *The Sage encyclopedia of classroom management: An A-to-Z guide*. (pp. 46-49). Thousand Oaks, CA: Sage Publications, Inc.
- Long, A. C. J., & \*Gallucci, J. (2015). Assessing classroom management. In W. G. Scarlett (Ed.), *The Sage encyclopedia of classroom management: An A-to-Z guide*. (pp. 49-53). Thousand Oaks, CA: Sage Publications, Inc.

Long, A. C. J., & Maynard, B. R. (2014). Treatment integrity as adult behavior change: A review of models. In L. M. H. Sanetti & T. R. Kratochwill (Eds.), *Treatment integrity: A foundation for evidence-based practice in applied psychology* (pp. 55-77). Washington, DC: American Psychological Association. doi:10.1037/14275-005

### **Other Publications**

Long, A. C. J., \*McIver, E. C., \*Olinger, R. M., \*Bolognino, S. J., & Renshaw, T. L. (2015). Balancing treatment integrity and client responsiveness: Adapting a mindfulness curriculum. *Communique*, 43(8), 1, 15-17.

Renshaw, T. L., \*Bolognino, S. J., \*Fletcher, S. P., & Long, A. C. J. (2015). Using mindfulness to improve well-being in schools. *Communique*, 43(6), 4-8.

Catlett, C., Winton, P., & (Long) James, A. C. (2006). Resources within reason: A place to discover good, inexpensive materials for providing effective services to very young children and their families. *Young Exceptional Children*, 9(3), 30-31.

Winton, P., Catlett, C., & (Long) James, A. C. (2005). Resources within reason: A place to discover good, inexpensive materials for providing effective services to very young children and their families. *Young Exceptional Children*, 9(1), 30-31.

### **CONFERENCE PRESENTATIONS**

\* indicates graduate student author at time of presentation

\*\* indicates undergraduate author at time of presentation

### **Paper Presentations**

\*Goodwin, A. K. B., & Long, A. C. J. (2019, February). *Assessing cultural competence from the perspective of key stakeholders*. Paper presented at the Annual Convention of the National Association of School Psychologists, Atlanta, GA.

\*Fletcher, S. P., & Long, A. C. J. (2018, February). *Process dimensions of implementation beyond adherence: Impact on teacher effectiveness*. Paper presented at the Annual Convention of the National Association of School Psychologists, Chicago, IL.

\*Hamilton, M. J., \*Goodwin, A. K. B., & Long, A. C. J. (2018, February). *Examining teacher multicultural competence and predictive value to student outcomes*. Paper presented at the Annual Convention of the National Association of School Psychologists, Chicago, IL.

\*Hamilton, M. J., & Long, A. C. J. (2017, February). *Examining teacher multicultural competence in the classroom*. Paper presented at the Annual Convention of the National Association of School Psychologists, San Antonio, TX.

Long, A. C. J., Renshaw, T. L., & \*Goodwin, A. K. B. (2017, February). *The effectiveness of two different theoretical approaches to classroom management*. Paper presented at the Annual Convention of the National Association of School Psychologists, San Antonio, TX.

- Long, A. C. J., Sanetti, L. M. H., & Collier-Meek, M. A. (2015, May). *Teachers' intervention planning and perceived implementation barriers: A statewide exploratory study*. Paper presented at the Global Implementation Conference, Dublin, Ireland.
- \*Lark, C. R., Long, A. C. J., & Sanetti, L. M. H. (2015, February). *Multidimensional treatment integrity and its relationship to student outcomes*. Paper presented at the Annual Convention of the National Association of School Psychologists, Orlando, FL.
- Sanetti, L. M. H., \*Williamson, K., \*Byron, J., Long, A. C. J., \*Kim, J. S., & Kratochwill, T. R. (2014, February). *Defining and quantifying treatment integrity: Conceptual and methodological barriers to assessment and interpretation*. Paper presented at the Annual Convention of the National Association of School Psychologists, Washington, DC.
- \*Collier-Meek, M. A., \*Gallucci, J. J., Long, A. C. J., & Sanetti, L. M. H. (2013, February). *Teachers' perceived barriers to intervention implementation: Implications for treatment integrity*. Paper presented at the Annual Convention of the National Association of School Psychologists, Seattle, WA.
- Long, A. C. J., & Miller, F. G. (2013, February). *Integrity of intervention implementation and cultural adaptation: Complimentary or competing*. Paper to be presented at the Annual Convention of the National Association of School Psychologists, Seattle, WA.
- Long, A. C. J., Sanetti, L. M. H., \*Collier-Meek, M. A., & \*Kim, J. S. (2013, February). *Applying adult behavior change theory to support intervention implementation*. Paper presented at the Annual Convention of the National Association of School Psychologists, Seattle, WA.
- Sanetti, L. M. H., Long, A. C. J., \*Collier-Meek, M. A., & \*Byron, J. R. (2013, February). *Assessing treatment integrity: Direct observation versus permanent product review*. Paper presented at the Annual Convention of the National Association of School Psychologists, Seattle, WA.
- Sanetti, L. M. H., Long, A. C. J., \*Collier-Meek, M. A., \*Byron, J. R. & \*Byrne, D. (2013, February). *Promoting treatment integrity through effective implementation planning*. Paper presented at the Annual Convention of the National Association of School Psychologists, Seattle, WA.
- Long, A. C. J., & Sanetti, L. M. H. (2012, February). *Treatment integrity as adult behavior change: A review of models*. Paper presented at the Annual Convention of the National Association of School Psychologists, Philadelphia, PA.
- Sanetti, L. M. H., & Long, A. C. J. (2012, February). *Applying a theory of adult behavior change to treatment integrity*. Paper presented at the Annual Convention of the National Association of School Psychologists, Philadelphia, PA.
- Long, A. C. J., Roberts, J. E., & Bailey, D. (2008, July). *Parenting stress and social support in families with children with fragile X syndrome: A comparison of mothers and fathers*. Paper presented at the 11th International Fragile X Conference, St. Louis, MO.
- Roberts, J. E., Bailey, D., & Long, A. C. J. (2008, March). *Longitudinal analyses of mood and anxiety disorders in mothers with the fragile X premutation*. Paper presented at the Annual Meeting of the Gatlinburg Conference on Research and Theory in Intellectual and Developmental Disabilities, San Diego, CA.



Ellingsen, K., (Long) James, A. C., Mamak, E., & Wasik, B. H. (2005, October). *Increasing children's preparedness for school through Partners for Literacy*. Paper presented at the Annual Meeting of the North Carolina School Psychology Association, Charlotte, NC.

(Long) James, A. C. (2002, April). *Effective problem solving: The influence of awareness of alternative responses*. Paper presented at the University of Maine Honors Symposium, Orono, ME.

### **Symposium Presentations**

Roberts, J. E., Long, A. C. J., & Colombo, J. (2009, March). *Development of visual attention in infants with fragile X syndrome*. In J. E. Roberts (Chair), *Evaluating infants and toddlers at risk: Autism & fragile X syndrome*. Symposium conducted at the Annual Meeting of Gatlinburg Conference on Research and Theory in Intellectual and Developmental Disabilities, New Orleans, LA.

### **Poster Presentations**

\*Goodwin, A. K. B., & Long, A. C. J. (2019). *Moving towards an understanding of cultural competence in schools*. Poster presented at the Annual Convention of the National Association of School Psychologists, Atlanta, GA.

\*Upright, J. J., & Long, A. C. J. (2018, February). *Teachers' reported intervention implementation barriers: Implications for treatment integrity*. Poster presented at the Annual Convention of the National Association of School Psychologists, Chicago, IL.

Long, A. C. J., Miller, F. G., & \*Upright, J. J. (2018, February). *Classroom management including minority students: Meta-analysis of SCD studies*. Poster presented at the Annual Convention of the National Association of School Psychologists, Chicago, IL.

\*Metallo, S., & Long, A. C. J. (2018, February). *The effects of teacher wellbeing and distress on classroom management*. Poster presented at the Annual Convention of the National Association of School Psychologists, Chicago, IL.

Long, A. C. J., Miller, F. G., \*Schardt, A., \*Fletcher, S. P., & \*Hamilton, M. J. (2016, February). *Teacher classroom management practices: A meta-analysis of what works*. Poster presented at the Annual Convention of the National Association of School Psychologists, New Orleans, LA.

Long, A. C. J., \*Yassine, J. N., \*Hartman, K., & Gresham, F. M. (2016, February). *Towards increasing classroom management feasibility: Assessment of group behavior function*. Poster presented at the Annual Convention of the National Association of School Psychologists, New Orleans, LA.

\*\*Harris, C. N. S., & Long, A. C. J. (2015, July). *Improving outcomes for all students: A content analysis of the school psychology literature*. Poster presented at the Louisiana State University Ronald E. McNair Research Scholars Program Research Colloquium, Baton Rouge, LA.

\*Baker, E., Long, A. C. J., \*Bolognino, S., Renshaw, T. L. (2015, February). *Adaptations to evidence-based interventions*. Poster presented at the Annual Convention of the National Association of School Psychologists, Orlando, FL.

- Long, A. C. J., Miller, F. G., & \*Fletcher, S. P. (2015, February). *Effectiveness of classroom management interventions and practices: A synthesis*. Poster presented at the Annual Convention of the National Association of School Psychologists, Orlando, FL.
- Long, A. C. J., Renshaw, T. L., \*Hamilton, M. J., \*Bolognino, S. J., & \*Lark, C. R. (2015, February). *Teacher psychological resources as they relate to classroom management practices*. Poster presented at the Annual Convention of the National Association of School Psychologists, Orlando, FL.
- \*\*Thompson, Y., & Long, A. C. J. (2014, March). *An exploration of teacher psychological resources and implementation of classroom behavior management practices*. Poster presented at the Louisiana State University Discover Research Day, Baton Rouge, LA.
- Long, A. C. J., Sanetti, L. M. H., & \*Byrne, D. C. (2014, February). *Investigating teachers planning for intervention implementation: A survey study*. Poster presented at the Annual Convention of National Association of School Psychologists, Washington, DC.
- Long, A. C. J., Sanetti, L. M. H., \*Gallucci, J. G., & \*Byrne, D. C. (2014, February). *Examining the promise of computer-based implementation planning: A pilot study*. Poster presented at the Annual Convention of National Association of School Psychologists, Washington, DC.
- \*Williamson, K., \*Mills, J., \*Byrne, D. C., Long, A. C. J., Sanetti, L. M. H., & Kratochwill, T. R. (2014, February). *Analyzing treatment integrity at the component level*. Poster presented at the Annual Convention of National Association of School Psychologists, Washington, DC.
- \*Williamson, K., \*Mills, J., Long, A. C. J., & Sanetti, L. M. H. (2014, February). *Investigating treatment integrity: Classroom management and student outcomes*. Poster presented at the Annual Convention of National Association of School Psychologists, Washington, DC.
- \*\*Thompson, Y., & Long, A. C. J. (2013, November). *Implementation intentions effect on treatment integrity to a classroom management system*. Poster presented at the Louisiana State University Undergraduate Research Forum, Baton Rouge, LA.
- \*Byron, J. R., \*Gallucci, J., \*Byrne, D. C., Long, A. C. J., & Sanetti, L. M. H. (2013, May). *A comparison of implementation planning methods: Online versus in-person*. Poster presented at the Center for Behavioral Education and Research Student Research Symposium, Storrs, CT.
- \*Byron, J. R., \*Kim, J. S., \*Mills, J., \*Williamson, K., \*Gallucci, J., Long, A. C. J., & Sanetti, L. M. H. (2013, May). *Examining multiple tiers of supports for teachers' intervention implementation within Project PRIME*. Poster presented at the Center for Behavioral Education and Research Student Research Symposium, Storrs, CT.
- \*Williamson, K., \*Mills, J., \*Byron, J. R., Long, A. C. J., & Sanetti, L. M. H. (2013, May). *Investigating teachers' adherence to classroom management plans and relationships to student outcomes*. Poster presented at the Center for Behavioral Education and Research Student Research Symposium, Storrs, CT.
- \*Byron, J. R., \*Collier-Meek, M. A., Sanetti, L. M. H., Long, A. C. J., & Kratochwill, T. R. (2012, August). *Barriers to implementation: Teachers' perspectives from a statewide survey*. Poster presented at the Annual Convention of the American Psychological Association, Orlando, FL.

- \*Byron, J. R., Sanetti, L. M. H., & Long, A. C. J. (2012, August). *An evaluation of action and coping planning as a strategy to increase treatment integrity*. Poster presented at the Annual Convention of the American Psychological Association, Orlando, FL.
- Long, A. C. J., \*Collier-Meek, M. A., \*Kim, J. S., & Sanetti, L. M. H (2012, August). *Promoting treatment integrity: A review of adult behavior change models*. Poster presented at the Annual Convention of the American Psychological Association, Orlando, FL.
- Sanetti, L. M. H., Long, A. C. J., & \*Byron, J. R. (2012, August). *Validating an intervention implementation intention and sustainability self-efficacy measure*. Poster presented at the Annual Convention of the American Psychological Association, Orlando, FL.
- \*Byron, J. R., \*Byrne, D., \*Collier-Meek, M. A., Long, A. C. J., & Sanetti, L. M. H. (2012, May). *Implementation planning as a strategy for increasing treatment integrity*. Poster presented at the Center for Behavioral Education and Research Student Research Symposium, Storrs, CT.
- \*Collier-Meek, M. A., \*Gallucci, J. J., \*Kim, J. S., \*Byron, J. R., Long, A. C. J., & Sanetti, L. M. H. (2012, May). *Teachers' perspectives on barriers to implementation*. Poster presented at the Center for Behavioral Education and Research Student Research Symposium, Storrs, CT.
- \*Gallucci, J. J., \*Onuegbulem, C., \*Altschaeffl, M., Long, A. C. J., & Sanetti, L. M. H. (2012, May). *Introduction to implementation planning and an example of its use in a class-wide behavior intervention*. Poster presented at the Center for Behavioral Education and Research Student Research Symposium, Storrs, CT.
- Long, A. C. J., Sanetti, L. M. H., & Neugebauer, S. (2012, February). *Validating the implementation intention and self-efficacy measure*. Poster presented at the Annual Convention of the National Association of School Psychologists, Philadelphia, PA.
- Sanetti, L. M. H., Long, A. C. J., \*Byron, J. R., & Neugebauer, S.R. (2012, August). *Validating an intervention implementation intention and sustainability self-efficacy measure*. Poster presented at the Annual Convention of the American Psychological Association, Orlando, FL.
- Sanetti, L. M. H., Long, A. C. J., & Kratochwill, T. R. (2011, August). *Not reinventing the wheel: Adaptation of a theory of behavior change for use in education*. Poster presented at the Global Implementation Conference, Washington, DC.
- Sanetti, L. M. H., Long, A. C. J., & Kratochwill, T. R. (2011, August). *Adult behavior change: A prerequisite for high levels of treatment integrity in schools*. Poster presented at the Annual Convention of the American Psychological Association, Washington, DC.
- Sanetti, L. M. H, Long, A. C. J., & Kratochwill, T. R. (2011, August). *Survey of educators' planning of intervention implementation*. Poster presented at the Annual Convention of the American Psychological Association, Washington, DC.
- \*Collier-Meek, M. A., \*Fallon, L. M., Long, A. C. J., & Sanetti, L. M. H. (2011, May). *Integrating a model of adult behavior change into school-based treatment integrity: An introduction to Project PRIME*. Poster presented at the Center for Behavioral Education and Research Student Research Symposium, Storrs, CT.

(Long) James, A. C., Roberts, J. E. & Bailey, D. (2007, March). *Father presence as a predictor of maternal stress and quality of life in families with children with fragile X syndrome*. Poster presented at the Annual Meeting of the Gatlinburg Conference on Research and Theory in Intellectual and Developmental Disabilities, Annapolis, MD.

## **EDITORIAL, REVIEWER, & PROFESSIONAL ROLES**

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- 6/2019 - present      **Member/Contributor**, APA Workgroup: Dismantling Exclusionary Discipline Toolkit
- 1/2019 - present      **Editorial Board Member**, School Psychology Review
- 10/2018 - present    **Editorial Board Member**, Journal of School Psychology
- 6/2018 - present      **Editorial Board Member**, School Psychology International
- 3/2018 - present      **Editorial Board Member**, Journal of Educational and Psychological Consultation
- 10/2017 - present    **Editorial Board Member**, Assessment for Effective Intervention
- 1/2016 - present      **Editorial Board Member**, School Psychology (formerly School Psychology Quarterly)
- 2011 - present        **Ad hoc Reviewer**
- Assessment of Effective Intervention
  - Contemporary School Psychology
  - Journal of Clinical Psychology
  - Journal of School Psychology
  - Psychology in the Schools
  - Routledge / Taylor and Francis Group (Book Proposal Reviewer)
  - School Psychology International
  - School Psychology Review
  - School Psychology Quarterly

## **UNIVERSITY SERVICE**

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### **University:**

**LSU Hurricane Experts media list member**, Division of Strategic Communications, Office of Research & Economic Development, Louisiana State University (2016-present)

- Areas of Expertise: Child and school psychology. Wrote the tip sheets for LSU staff and community parents: *Common Reactions to Crisis Events* and [\*Helping Kids Cope with Traumatic Events\*](#)

**Faculty Representative**, Undergraduate student recruitment for the College of Humanities & Social Sciences, Louisiana State University (2013-present)

**Member**, Workforce Development Group, The Child & Family Evidence-Based Practice Consortium (2011-2013)

**Member**, Women of Color Events Committee, University of Connecticut (2011-2013)

**Department:**

**Chair**, Committee on Diversity and Outreach in Psychology, Louisiana State University (1/2015 – present)

**Director**, Student-Athlete Psychoeducational Testing Services, Psychological Services Center, Louisiana State University (2014-2016)

**Member**, Psychology Tenure-Track Faculty Search Committee, Louisiana State University ( $n = 4$ )

**Invited Community Lectures & Trainings**

Long, A. C. J., & Harman, J. (2016, November). *Let's mutually enhance the effectiveness of teams: Decision-making without bias*. ExxonMobil, Baton Rouge, LA.

Long, A. C. J. (2016, February). *Annual 8<sup>th</sup> grade career day*. Sherwood Middle Academic Magnet School, Baton Rouge, LA.

Long, A. C. J. (2015, November). *Effective classroom behavior management: Evidence-based strategies for schools implementing positive behavior intervention and supports*. Professional development training conducted at Celerity Charter Schools, Baton Rouge, LA.

Long, A. C. J. (2015, February). *Annual 8<sup>th</sup> grade career day*. Sherwood Middle Academic Magnet School, Baton Rouge, LA.

Long, A. C. J., & Fletcher, S. P. (2014, August). *Effective classroom behavior management: Evidence-based strategies for schools implementing positive behavior intervention and supports*. Professional development training conducted at Dufrocq Elementary School, East Baton Rouge Parish School System, Baton Rouge, LA.

Long, A. C. J., & Fletcher, S. P. (2014, August). *Effective classroom behavior management: Evidence-based strategies for schools implementing positive behavior intervention and supports*. Professional development training conducted at Greenbrier Elementary School, East Baton Rouge Parish School System, Baton Rouge, LA.

Long, A. C. J., Bolognino, S. J., & Fletcher, S. P., (2014, October). *Effective classroom behavior management: Evidence-based strategies for schools implementing positive behavior intervention and supports*. Professional development training conducted at Louisiana Key Academy, Baton Rouge, LA.

Sanetti, L. M. H., & Long, A. C. J. (2012, May). *Understanding and promoting treatment integrity*. Technical assistance training conducted at the Northeast PBIS Forum, Cromwell, CT.

**PREVIOUS PROFESSIONAL POSITIONS**

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2017-2019                      **Co-Director** (Co-I Dr. Tyler Renshaw), LSU Healthy Minds Program, I CARE -Youth Violence and Drug Prevention Program, East Baton Rouge Parish School System, Baton Rouge, LA

- 2014-2016      **Director**, student-athlete psychoeducational testing services, Psychological Services Center, Department of Psychology, Louisiana State University, Baton Rouge, LA
- 2011-2012      **Psychologist**, Institute of Professional Practice, Inc., Woodbridge, CT
- 2009-2010      **Postdoctoral Psychology Fellow**, 3-C Institute for Social Development/3-Family Services, P.A., Cary, NC
- 2008 - 2009      **Child-Youth Clinical Psychology Intern**, Central Regional Hospital, Raleigh, NC
- 2007 - 2008      **Psychology Extern**, The Clinical Center for the Study of Development and Learning (CDL), University of North Carolina - Chapel Hill, NC
- 2006 - 2007      **Psychology Extern**, John Umstead Hospital, Butner, NC
- 2005 - 2006      **Psychology Extern**, Dorothea Dix Hospital Child Psychiatric Outpatient Clinic, Raleigh, NC
- 2004 - 2005      **School Psychology Advanced Extern**, Guilford County Public Schools, Greensboro, NC
- 2003 - 2004      **School Psychology Extern**, Durham Public Schools, Durham, NC
- 2003 – 2008      **Graduate Research Assistant**, Frank Porter Graham Child Development Institute, University of North Carolina - Chapel Hill, Chapel Hill, NC
- 2002 - 2003      **Community Outreach Member**, AmeriCorps Hillsborough Reads, Hillsborough County, Tampa, FL

## **PROFESSIONAL AFFILIATIONS**

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- **Member**, American Psychological Association
- **Member**, National Association of School Psychologist