

## Nelson C. Brunsting

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### EDUCATION

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| 2016 | Ph.D. | University of North Carolina at Chapel Hill<br>School of Education: Educational Psychology |
| 2009 | M.A.  | Classics, Victoria University of Wellington, New Zealand                                   |
| 2006 | B.A.  | Classics, Wake Forest University   |

### MANUSCRIPTS PUBLISHED \* denotes graduate student; + denotes undergraduate student

O'Brien, K. M., **Brunsting, N. C.**, Bettini, E., Cumming, M. M., Ragnathan, M., & Sutton, R. (accepted). Special educators' working conditions in self-contained settings for students with emotional/behavioral disorders: A descriptive analysis. *Exceptional Children*.

Oakes, W. P., Lane, K. L., Royer, D. J., Menzies, H. M., Buckman, M. M., **Brunsting, N. C.**, Cantwell, E. D., & Schatschneider, C. (accepted). Elementary Teachers' self-efficacy during initial implementation of comprehensive, integrated, three-tiered models of prevention. *Journal of Positive Behavior Interventions*.

**Brunsting, N. C.**, \*Zachry, C. E., +Liu, J., Bryant, R., +Fang, X., +Wu, S., & +Luo, X., (in press). Sources of perceived social support, social-emotional experiences, and psychological well-being of international students. *Journal of Experimental Education*. doi:10.1080/00220973.2019.1639598

+Luo, Z., +Wu, S., +Fang, X., & **Brunsting, N. C.** (in press). International students' English competence, domestic student support, and well-being in U.S. universities. *Journal of International Students*.

Common, E. A., Lane, K. L., Cantwell, E. D., **Brunsting, N. C.**, Oakes, W. P., & Bross, L. A. (in press). Teacher-delivered strategies to increase students' opportunities to respond: A systematic methodological review. *Behavioral Disorders*. doi: 10.1177/0198742919828310

**Brunsting, N. C.**, \*Mischinski, M. M., +Wu, W., Tevis, T., +Takeuchi, R., +He, Y., +Zheng, Y., & Coverdell, T. (in press). International Students' Social Outcomes, Educational Status, and Country of High School Graduation. *Journal of Studies in International Education*. doi: 10.1177/1028315318825362

- Garwood, J. D., & **Brunsting, N. C.** (in press). Self-regulated strategy development: Moderating effects of gender and receiving special education services. *Special Education Research, Policy & Practice*.
- Lane, K. L., Oakes, W. P., Common, E. A., **Brunsting, N. C.**, Zorigian, K., Hicks, T., & Lane, N. A. (2019). A Comparison between the SRSS-IE and BASC-2 BESS scores at the middle school level: A Look at Convergent Validity. *Behavioral Disorders, 44*, 162-174.
- Brunsting, N. C.**, Smith, A. C., & \*Zachry, C. E. (2018). Academic and cultural transition course for undergraduate international students: Efficacy and socio-emotional outcomes. *Journal of International Students, 8*, 1497-1521.
- Brunsting, N. C.**, \*Zachry, C. E., & +Takeuchi, R. (2018). Predictors of international undergraduate student psychosocial adjustment to U.S. universities: A systematic review from 2009 to 2018. *International Journal of Intercultural Relations, 66*, 22-33.
- Brunsting, N. C.**, Smart, J. W., +Eisner, J., +Liu, J., Coverdell, T., & +Sun, W. (2017). Arrive prepared: An academic college transition program for international pre-college students. *E-Source for College Transitions, 15*, 9-12.
- Bettini, L., Cumming, M., Merrill, K., **Brunsting, N. C.**, & Liaupsin, C. (2017). Working conditions in self-contained settings for students with emotional disorders. *Journal of Special Education, 51*, 83-94.
- Garwood, J. D., Ciullo, S., & **Brunsting, N. C.** (2017). Teaching adolescents with emotional-behavioral disorders to comprehend narrative texts and read fluently. *TEACHING Exceptional Children, 49*, 391-401.
- Lane, K. L., Oakes, W. P., Powers, L., Diebold, T., Germer, K., Common, E. A., & **Brunsting, N. C.**, (2015). Improving teachers' knowledge of functional assessment-based interventions: Outcomes of a professional development series. *Education and Treatment of Children, 38*, 93-120.
- Lane, K. L., Oakes, W. P., Common, E. A., Zorigian, K., **Brunsting, N. C.**, & Schatschneider, C. (2015). A comparison between SRSS-IE and SSiS-PSG Scores: A look at convergent validity. *Assessment for Effective Intervention, 40*, 114-126.
- Brunsting, N. C.**, Sreckovic, M. A., & Lane, K. L. (2014). Special education teacher burnout: A synthesis of research from 1979-2013. *Education and Treatment of Children, 37*, 681-711.
- Sreckovic, M. A., **Brunsting, N. C.**, & Able, H. (2014). Victimization of students with Autism Spectrum Disorder: A Review of Prevalence and Risk Factors. *Research in Autism Spectrum Disorders, 8*, 1155-1172.
- Garwood, J. D., **Brunsting, N. C.**, & Fox, L. C. (2014) Improving reading comprehension and fluency for adolescents with emotional-behavioral disorders: Recent research synthesized. *Remedial and Special Education, 35*, 181-194.

### MANUSCRIPTS IN REVISION AND/OR UNDER REVIEW

<sup>+</sup>He, Y., <sup>+</sup>Zheng, Y., <sup>+</sup>Liu, J., & **Brunsting, N. C.** (2018). Percentage of domestic student friends and international students' social outcomes in U.S. universities. *Manuscript under revision.*

Kiang, L., **Brunsting, N. C.**, \*Zachry, C., <sup>+</sup>He, Y., <sup>+</sup>Takeuchi, R., & Tevis, T. (2019). Identity fusion of international students with different social groups and well-being outcomes: A longitudinal study. *Manuscript submitted for review.*

Bettini, E., Cumming, M., Merrill, K., **Brunsting, N. C.**, Ragunathan, M., Sutton, R., & Chopra, A. (2019). Relative contributions of special educator teacher working conditions to burnout and teaching commitment. *Manuscript submitted for review.*

Bettini, E., Cumming, M., **Brunsting, N. C.**, McKenna, J. W., Cooper, C., & Muller, R. (2019). Administrators' roles: Providing special educators opportunities to learn and enact effective reading practices for students with EBD. *Manuscript submitted for review.*

### MANUSCRIPTS IN PREPARATION

**Brunsting, N. C.**, Bettini, E., Merrill, K., & Cumming, M. (2019). Comparing working conditions by setting of special educators of students with emotional-behavioral disorders. *Manuscript in preparation.*

Cumming, M., Bettini, E., O'Brien, K., & **Brunsting, N. C.** (2019). Special educators' working conditions, self-efficacy, and instructional and behavior management practice use with students with Emotional/Behavioral Disorders in self-contained settings. *Manuscript in preparation.*

Bettini, E., **Brunsting, N. C.**, Lillis, J., & Stark, K. (2019). Interpersonal interactions of special educators serving students with EBD in self-contained settings. *Manuscript in preparation.*

Lane, K. L., Oakes, W. P., Royer, D. J., Menzies, H. M., Buckman, M. M., **Brunsting, N. C.**, Cantwell, E. D., & Schatschneider, C. (2019). Implementing Comprehensive, Integrated, Three-Tiered Models in elementary schools: Teachers' self-efficacy during initial implementation. *Manuscript in preparation.*

**Brunsting, N. C.**, & \*Zachry, C. E. (2019). Adapted measures for a global mindset: intercultural inquiry and global responsibility. *Manuscript in preparation.*

### PRESENTATIONS

**Brunsting, N. C.**, Rothberg, K., & Dale, S. (2019, July). *Assessing global mindsets: Developing direct and indirect measures of global competency learning outcomes.* Poster presented at the Campus Life Assessment Expo, Winston-Salem, NC.

<sup>+</sup>He, Y., <sup>+</sup>Takeuchi, R., Kiang, L., **Brunsting, N. C.**, \*Zachry, C., & Tevis, T. (2019, March). *Identity fusion and well-being of international university students in the United*

*States*. Poster presented at the biennial meeting of the Society for Research in Child Development, Baltimore, MD.

**Brunsting, N. C.**, Hubbard, K. L., & Ziesel, J. P. (2019, March). *Sources of social support and international student social-emotional adjustment to U.S. universities*. A paper presented at the North Carolina Association for International Education (NCAIE) Conference, Winston-Salem, NC.

<sup>+</sup>He, Y., <sup>+</sup>Zheng, Y., <sup>+</sup>Liu, J., & **Brunsting, N. C.** (2019, February). *The relationship between domestic student friendships and international students' social outcomes at U.S. universities*. A paper presented at the Workshop on Intercultural Skills Enhancement (WISE) Conference, Winston-Salem, NC.

Cumming, M., Bettini, E., O'Brien, K., & **Brunsting, N. C.** (2019, January). *Special educators' working conditions and commitment to teaching students with EBD*. A paper presented at the Council of Exceptional Children (CEC) Annual Conference, Indianapolis, IN.

Bettini, E., **Brunsting, N. C.**, Lillis, J., & Stark, K. (2019, January). Interpersonal dynamics among adults serving students with EBD in self-contained classes. A poster presented at the Council of Exceptional Children (CEC) Annual Conference, Indianapolis, IN.

Bettini, E., Ansley, B., Cumming, M., O'Brien, K., Garwood, J., **Brunsting, N. C.**, & Ruble, L. *Supporting special education teachers' well-being: Current research and future directions*. A panel presentation at the Council of Exceptional Children (CEC) Annual Conference, Indianapolis, IN.

**Brunsting, N. C.**, Cumming, M., Bettini, L., & O'Brien, K. (2018, October). *Special educators' working conditions, stress, and commitment to continue teaching in self-contained settings for students with EBD*. A paper presented at the 41<sup>st</sup> Teacher Educators for Children with Behavioral Disorders (TECBD) Annual Conference, Tempe, AZ.

Bettini, L., **Brunsting, N. C.**, Lillis, J. & Stark, K. (2018, October). *Interpersonal dynamics among adults serving students with emotional/behavioral disorders in self-contained classes*. A paper presented at the 41<sup>st</sup> Teacher Educators for Children with Behavioral Disorders (TECBD) Annual Conference, Tempe, AZ.

Oakes, W. P., Lane, K. L., Menzies, H. M., Royer, D. J., Common, E. A., Buckman, M. M., & **Brunsting, N. C.** (2018, October). *Ci3T models of prevention: Teachers' efficacy*. A paper presented at Teacher Educators for Children with Behavioral Disorders Annual Conference on Severe Behavior Disorders of Children and Youth. Tempe, AZ.

Buckman, M. M., Lane, K. L., Oakes, W. P., Allen, G. E., Common, E. A., Royer, D. J., **Brunsting, N. C.** & Lane, K. S. (2018, October). *Assessing treatment integrity of primary (Tier 1) practices in schools implementing Ci3T models of prevention*. A paper presented at Teacher Educators for Children with Behavioral Disorders Annual Conference on Severe Behavior Disorders of Children and Youth. Tempe, AZ.

- Lane, K. L., Oakes, W. P., Royer, D. J., Common, E. A., Allen, G. E., Buckman, M. M., & **Brunsting, N. C.** (2018, October). *Professional learning: Empowering Ci3T leadership teams*. A paper presented at Teacher Educators for Children with Behavioral Disorders Annual Conference on Severe Behavior Disorders of Children and Youth. Tempe, AZ.
- <sup>†</sup>Liu, J., **Brunsting, N. C.** (2018, April). *Which sources of social support predict belonging and well-being?* A poster presentation at the 6<sup>th</sup> Annual Diversity Abroad Conference, Miami, FL. \*Jintong Liu received the Award for Research on Diversity in Inclusion in Education Abroad for her work on this research.
- Brunsting, N. C.**, \*Mischinski, M., <sup>†</sup>Wu, W., & <sup>†</sup>Fang, X. (2018, February). International student adjustment to US universities: The role of intercultural skills and social support. A paper presented at the 10<sup>th</sup> Annual Meeting of the Workshop on Intercultural Skills Enhancement, Winston-Salem, NC.
- Brunsting, N. C.**, & Harrison, J. K. (2017, March). *The "hidden" value of research in Study Abroad*. A paper presented at the 13<sup>th</sup> Annual Conference of the Forum on Education Abroad, Seattle, WA.
- Brunsting, N. C.**, Smart, J. W., & \*Zachry, C. E. (2017, February). *Efforts to enhance international students' intercultural competence*. A paper presented at the 9<sup>th</sup> Annual Meeting of the Workshop on Intercultural Skills Enhancement, Winston-Salem, NC.
- Brunsting, N. C.** (2016, October). *Efficacy and outcomes of a first-year cultural transition course for international students*. A paper presented at the 23<sup>rd</sup> National Conference on Students in Transition, New Orleans, LA.
- Brunsting, N. C.** (2016, February). *Are they picking up what we're putting down: Efficacy and impact of a cultural transition course for first-year international students*. A paper presented at the 8<sup>th</sup> Annual Meeting of the Workshop on Intercultural Skills Enhancement, Winston-Salem, NC.
- Bettini, L., Cumming, M., Merrill, K., & **Brunsting, N. C.** (2014, October). *Working conditions in self-contained settings for students with emotional disorders: Implications for the development and dissemination of evidence based practices*. A paper presented at the 38th Annual Meeting of Teacher Educators for Children with Behavioral Disorders, Tempe, AZ.
- Brunsting, N. C.**, Sreckovic, M. A., & Lane, K. L. (2013, October). *Burnout in Special Education Teachers: What we know and what we need to know next*. A paper presented at the 37th Annual Meeting of Teacher Educators for Children with Behavioral Disorders, Tempe, AZ.
- Sreckovic, M. A., **Brunsting, N. C.**, & Common, E. A. (2013, October). *Targeting Peer Victimization and Students with Autism Spectrum Disorder: Risk Factors, Prevalence, and*

*Prevention*. A paper presented at the 37th Annual Meeting of Teacher Educators for Children with Behavioral Disorders, Tempe, AZ.

**Brunsting, N. C.**, Garwood, J. D., & Lane, K. L. (2013, February). *Literary interventions in self-contained settings for adolescents with emotional/behavioral disorders: A systematic review of studies between 2004 and 2012*. A poster presented at the meeting of Midwest Symposium for Leadership in Behavior Disorders, Kansas City, MO.

**Brunsting, N. C.** (2013, January). *Why can't we be friends? The impact of the teacher-student relationship on student social dynamics*. A paper presented at the meeting of the Southeast Association for Educational Studies, Chapel Hill, NC.

Zorigian, K., Booker, B. B., Common, E. A., **Brunsting, N. C.**, & Lane, K. L. (2012, October). *Supporting students with exceptionalities: A look at the relationship between motivation and self-determined behavior*. A paper presented at the meeting of the Teacher Educators for Children with Behavioral Disorders, Tempe, AZ.

Lane, K. L., Oakes, W. P., Common, E. A., **Brunsting, N. C.**, Zorigian, K., & Booker, B. B. (2012, October). *A comparison of systematic screening tools at the elementary and middle school levels: A look at convergent validity*. A paper presented at the meeting of the Teacher Educators for Children with Behavioral Disorders, Tempe, AZ.

Oakes, W. P., Lane, K. L., Common, E. A., & **Brunsting, N. C.** (2012, October). *A focus on function: A look at outcomes of a team-based functional assessment training series*. A paper presented at the meeting of the Teacher Educators for Children with Behavioral Disorders, Tempe, AZ.

## **RESEARCH**

2018-present Trajectories of Special Education Teacher Burnout  
Wake Forest University  
Principal Investigator

2017-present Comprehensive Integrated Three-Tiered (Ci3T) Models of Prevention Research  
Team, University of Kansas  
Principal Investigator: Kathleen Lane  
Certified Ci3T Treatment Integrity Team Leader

2017-present *Social Contexts for Novice Special Educator Teacher Retention*  
Boston University  
Principal Investigator: Liz Bettini

2015-present Academic and Cultural Transition (ACT) Research Team, Wake Forest University  
Chair, Principal Investigator  
*International Student Belonging and Social Support, Phase 2*  
*Developing Secondary Teachers' and Students' Global Competency*  
*International Student Belonging and Social Support*  
*International Student Transition Course Efficacy and Impact*

- 2014 Peer Networks Intervention for Bullying of Students with Autism, Frank Porter Graham Institute, University of North Carolina at Chapel Hill.  
Principal Investigator: Melissa Sreckovic  
Research Assistant
- 2012-2013 Supporting Early Adolescents' Learning and Social Success (SEALS), Center for Developmental Studies, University of North Carolina at Chapel Hill.  
Principal Investigators: Jill Hamm and Thomas Farmer  
Research Assistant
- 2012 Lane Research Projects, School of Education, University of North Carolina at Chapel Hill.  
Principal Investigator: Kathleen Lane  
Research Assistant, Multiple Projects:  
*Project Screen and Support: Identifying and Supporting K-12 Students within the Context of Three-Tiered Models of Prevention to Meet Students' Multiple Needs: A Collaborative Effort; Focus on Function; Self-determination and Motivation*

**FUNDING**

- 2019-2020 *Investigating potential effects of different sources and types of support on the burnout trajectories of special education teachers serving students with emotional-behavioral disorders*  
Principal Investigator  
\$49,989  
Spencer Foundation
- 2019-2020 *Developing Secondary Teachers' and Students' Global Competency*  
Principal Investigator  
\$62,618  
Tower Bridge International Group  
Assisting development of global competency curriculum and researching the efficacy of multiple delivery mechanisms for the curriculum for enhancing secondary school teacher and student global competency.
- 2019 *TBIG Planning Grant*  
Principal Investigator  
\$21,736  
Tower Bridge International Group  
Planning project proposal to measure, create curriculum, and design interventions for global competency development of faculty and students at U.S. high schools as well as international student social-emotional adjustment.
- 2017-2020 *Connect@Wake Planning and Efficacy Grant*  
Program Director  
\$228,800

ZMN International Education Foundation (Beijing, China)  
Project to design, implement, and assess Global Connections academic and cultural transition intervention program for incoming international students at Wake Forest University.

### **PROFESSIONAL EXPERIENCE**

2015-present	Global Research and Assessment Center for Global Programs and Studies Wake Forest University	Director
	*Oversee assessment of Wake Forest University Quality Enhancement Plan as part of SACSCOC Accreditation	
	*Manage one full-time research coordinator and one-two graduate research assistants	
	*Adapted five existing psychological measures for intercultural skills assessment and research	
	*Designed and led Global Connections initiative designed to enhance the connectedness and engagement of incoming international students	
	*Created and maintained partnerships with four high schools in China for cross-cultural engagement opportunities for Wake Forest Faculty	
	*Oversee \$250,000 budget and Wake Forest University wholly foreign owned entity (i.e., university bank and business entity) in China	
2014-2015	Wake Forest Advantage Program Provost Office of Global Affairs Wake Forest University	Director
2013	Pope Academic Center Loudermilk Center for Academic Excellence University of North Carolina at Chapel Hill Tutored college athletes in College Algebra and Topics in Mathematics. *Post-UNC Athletics scandal	Tutor
2012-2014	Durham Public Schools 511 Cleveland Street Durham, NC, 27702 P: 919-560-2011	Substitute Teacher
2010-2011	Discovery School of Virginia for Boys 2697 Coppermine Road Dillwyn, VA 23936 P: 434-983-5616 Worked as a team with another group leader and a supervisor in a wilderness setting to foster the social and emotional growth of a group of eight to twelve students with emotional and/or behavioral disorders. Participated in IEPs, worked 75 hrs/wk, on call 120 hrs/wk.	Group Leader



2008-2010	Wake Forest University Admissions Office 1834 Wake Forest Road Winston-Salem, NC 27109 P: 336-758-5201	Admissions Counselor
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**TEACHING EXPERIENCE**

2018-present	International Studies Wake Forest University	Research Associate Professor
2017-2018	Department of Education Wake Forest University EDU 311: Learning and Cognitive Science (two sections) INS 228: Independent Study: International Student Transition (eight students) INS 153: Introduction to American Culture and US University Life	Part-Time Assistant Teaching Professor
2015-2016	Department of Communication Wake Forest University INS 153: Introduction to American Culture and US University Life INS 150: Preparing for Cross-Cultural Engagement Abroad.	Part-Time Lecturer
2014	The Graduate School University of North Carolina at Chapel Hill IDST 089: Our “Modern” Culture of Drugs First-Year Seminar *Co-taught with two other doctoral students (in Pharmacokinetics and Psychology). One of two such classes taught by graduate students each year at UNC.	Instructor of Record
2014	School of Education University of North Carolina at Chapel Hill EDUC 532: Child and Adolescent Development EDUC 403: Schools, Families, and Communities	Instructor of Record
2013	School of Education University of North Carolina at Chapel Hill EDUC 516: Introduction to the Education of Exceptional Learners	Teaching Assistant
2007-2008	University Preparation Victoria University of Wellington New Zealand	Teaching Assistant
2007-2008	Classics Department, VUW Victoria University of Wellington New Zealand	Teaching Assistant

**INVITED PRESENTATIONS**

- Brunsting, N. C., & Fu, C. (2019). Working across difference in international business. A presentation to the Master of Science in Business Analytics Program at Wake Forest University.
- Brunsting, N. C., Prieto, M.-E., Marinenko, O., & Collins, L. (2019). Study abroad: Emerging Issues and Effective Practices. A Webinar Presentation for the STAR Scholars Network.
- Brunsting, N. C. (2019). Engaging international students in the classroom. A presentation to the Business Analytics Faculty at Wake Forest University.
- Brunsting, N. C. (2018). Social-emotional adjustment and well-being of diverse populations in academic contexts. A presentation to the Interpretation and Translation Studies Graduate Program, Winston-Salem, NC: Wake Forest University.
- Brunsting, N. C. (2018). Demographics, sources of social support, and international student social-emotional adjustment. A presentation to the faculty of Beijing #35 International High School, Beijing, People's Republic of China.
- Brunsting, N. C. (2017). Which sources of social support predict international student belonging and well-being at US universities? A presentation to the Committee of Lower Division Academic Advisors, Winston-Salem, NC: Wake Forest University.
- Brunsting, N. C. (2013). Great expectations: Balancing support and structure to promote student growth and success. A professional development presentation for the Athletic Support Program Staff, Loudermilk Center, Chapel Hill, NC: University of North Carolina.
- Brunsting, N. C. (2012). Individualized Education Plans and the general education teacher. A guest lecture for EDUC 532: Effective Teaching: Understanding Students, Chapel Hill, NC: University of North Carolina.

**SERVICE (DEPARTMENT)**

- 2016 Search Committee, Director of International Students and Scholars, WFU
- 2012-2013 Chair, Southeastern Association of Educational Studies Conference Committee, UNC-CH

**SERVICE (UNIVERSITY)**

- 2019-present Mental Health Coalition, Member, Campus Life, WFU
- 2019-present Chinese Student Task Force, Member, Diversity and Inclusion, WFU
- 2019 Search Committee Chair, Counselor, Learning Assistance Center, WFU
- 2019 Search Committee, Psychometrician, Office of Wellbeing, WFU
- 2017-present Chinese Student Support Group, Member, Dean of Students, WFU
- 2018 Search Committee, Assistant Director, Intercultural Center, WFU
- 2017 Search Committee, Associate Director, Campus Recreation, WFU
- 2017 Search Committee, Assistant Director, Student Engagement, WFU
- 2015 Search Committee, Assistant Teaching Professor of English, WFU

2015-present Member, Linked Integrated Attention to International Student Experience, WFU

**SERVICE (FIELD)**

2013-present	Remedial and Special Education	Guest Reviewer
2014-present	Education and Treatment of Children	Guest Reviewer
2018-present	Behavioral Disorders	Guest Reviewer
2018-present 2015-present	Journal of International Students	Associate Editor Reviewer
2016-present	Journal of the First-Year Experience and Students in Transition	Editorial Board
2017, 2019	Journal of Teaching and Teacher Education	Guest Reviewer
2018	SAGE Open	Article Editor
2017	International Journal of Disability, Development and Education	Guest Reviewer
2016	Journal of Special Education	Guest Reviewer

**HONORS & AWARDS**

2019	Editor's Choice Award for Reviewing, Journal of International Students
2018	URECA Award for Excellence in Mentorship in Research, Nominated
2018	THRIVE Dimension Champion: Intellectual Well-Being, Contributions to Campus Intellectual Well-Being, WFU
2017	Student Impact Honor, Wake Forest University Advancement
2011	Caroline H. and Thomas S. Royster Fellowship, The Graduate School, UNC-CH
2007	Institute of Humane Studies Fellowship, Institute of Humane Studies, George Mason University ( <i>renewed 2008</i> )
2007	Alex Scobie Research Prize, Department of Classical Studies, Victoria University of Wellington, New Zealand
2006	Honors in Classical Studies, Department of Classical Studies, WFU
2005	National Richter Scholars Program. Mochlos Excavation Project, Mochlos, Crete

**MENTEES' HONORS & AWARDS**

2019	Wake Forest Research Fellowship, Undergraduate Research and Creative Activities Center, Wake Forest University \$4000 Yueying Mary He, Undergraduate Student Academic and Cultural Transition (ACT) Research Team
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2018 Academic Achievement for Research in Diversity and Inclusion in Global Education Award | Diversity Abroad  
Jintong Tina Liu, Undergraduate Student  
Academic and Cultural Transition (ACT) Research Team

### **TRAINING**

Comprehensive, Integrated, Three-Tiered Model of Prevention (2017, December). Certified *Ci3T Treatment Integrity Team Leader*. Lawrence, KS.

Description: Became reliable on Ci3T Treatment Integrity: Direct Observation by completing a scoring rubric check for understanding and three consecutive direct observations training sessions at  $\geq 90\%$  accuracy.

Safe Zone Re-Training (2015). Wake Forest University, Winston-Salem, NC

Safe Zone Training (2012). University of North Carolina, Chapel Hill, NC

### **SKILLS**

Longitudinal Structural Equation Modeling, Three-Factor ANOVA, EFA/CFA, Measurement design, Single Case Design, Assessment and Data Management, MPlus, R, SPSS, Wordpress