

# SARA CASTRO-OLIVO

## CURRICULUM VITAE

### EDUCATION

- Ph.D. 2007 University of Oregon *School Psychology\**  
Dissertation Title: "Effects of a Social-Emotional Learning Curriculum on the Social-Emotional and Academic Outcomes of Latino Immigrant High School Students."  
**Chair:** Kenneth W. Merrell  
**Committee Members:** Charles Martinez, Thomas Dishion, Michael Bullis, and Krista Chronister
- M.S. 2005 University of Oregon *Special Education*
- B.A. 2002 Cal State, Bakersfield *Psychology, Minor in Public Administration*  
Honors: Outstanding Graduating Senior in Psychology

\*APA accredited program

### CREDENTIALS

National Certified School Psychologist (NCSP) – # 36746

### AREAS OF INTEREST

Culturally responsive social-emotional and behavioral interventions; Relationship between social-emotional resiliency and academic success; Making cultural adaptations to existing evidence-based programs; Family interventions for culturally and linguistically diverse populations; System-wide implementation of culturally responsive social-emotional and academic services for English language learners. Bilingual assessment of ELLs.

### SELECTED PROFESSIONAL POSITIONS

- 2014-present Associate Professor (with tenure) and Director of Masters of Arts in Counseling Psychology Program, Texas A & M International University, Laredo, TX
- 2008- 2014 Assistant Professor at University of California, Riverside  
Graduate School of Education, School Psychology Program, Riverside, CA  
(partial family leave for the 2012-2013 academic year)
- 2007-2008 Visiting Assistant Professor at Our Lady of the Lake University  
School Psychology Program- San Antonio, TX
- 2006-2007 School Psychology Pre-doctoral Intern, Dallas Independent School District (APA accredited), Dallas, TX
- 2003-2006 Bilingual Parent and Social Skills Trainer, Oregon Social Learning Center (OSLC)
- 2002 Bilingual Community Health Educator, American Lung Association- Kern County, Bakersfield, CA Branch, Bakersfield, CA

## RESEARCH INVOLVEMENT

2014- present	Culturally responsive social-emotional and behavioral interventions for youth and families- Faculty director, TAMIU.
2008- 2014	Culturally Responsive Social-Emotional and Behavioral Interventions- Faculty Director, UCR.
2010- 2012	Southern California Academic Center of Excellence on Youth Violence Prevention, Faculty Member, UCR (directors moved to University of Delaware).
2002- 2007	Oregon Resiliency Project, student member, University of Oregon
2002- 2006	Indicadores Dinámicos del Éxito en la Lectura (IDEL- [Spanish DIBELS]), student member, University of Oregon
2002- 2005	Latino Research Team, bilingual interventionist, Oregon Social Learning Center (OSLC)

## PUBLICATIONS

\* Denotes graduate student co-author;

◆ Denotes authors listed in alphabetical order indicating equal contributions

### Articles in Peer Reviewed Journals

Kramer, C. \* & **Castro-Olivo, S.** (Accepted). Social-Emotional Learning Intervention Outcomes of Culturally Diverse High School Students. *Contemporary School Psychology Journal*.

**Castro-Olivo, S.** (2014). The impact of a culturally adapted social-emotional learning program on ELL students' resiliency outcomes. *School Psychology Quarterly*, 29 (4), 567-577. doi: [10.1037/spq0000055](https://doi.org/10.1037/spq0000055)

Albeg, L.\*, & **Castro-Olivo, S.** (2014). The effects of language preference in the relationship between mental health problems, acculturative stress and academic performance. *Contemporary School Psychology Journal*, 18(3), 178-186. doi: 10.1007/s40688-014-0010-1.

**Castro-Olivo, S.**, Palardy, G., Albeg, L.\*, & Williamson, A.\* (2014). Validation of the coping with acculturative stress in American schools (CASAS) Scale. *Journal of Assessment for Effective Intervention*, 40 (1), 3-15. doi: 10.1177/1534508413500983.

**Castro-Olivo, S.**, Tran, O. K., Begum, G. \*, Arellano, E.\* ◆, Garcia, N.\* ◆, Tung, C\*◆. (2013). A comprehensive model for promoting resiliency and preventing violence in schools. *Contemporary School Psychology*, 17 (1), 23-34.

**Castro-Olivo, S.**, & Merrell, K. W. (2012). Validating cultural adaptations of a school-based social-emotional learning program for use with Latino immigrant adolescents. *Advances in School Mental Health Promotion* 5 (2), 78-92.

**Castro-Olivo, S.**, Preciado, J., Sanford, A. K., & Perry, V.\* (2011). The diverse needs of Latino ELs Enrolled in Middle School. *Exceptionality*, 19, 160-174.

Blanco-Vega, C.♦., **Castro Olivo, S. ♦** & Merrell, K. (2008). Social and emotional needs of Latino immigrant students: An ecological model for developing, planning and implementing culturally sensitive interventions. *Journal of Latinos and Education* 7(1), 43-61.

### **Edited Chapters**

**Castro-Olivo, S.** Cramer, K.\*, & Garcia, N. \*(forthcoming). Manualized school-based intervention curricula for ethnic minority populations. In Graves, S. L., & Blake, J. (Eds). *Psychoeducational Assessment and Intervention for Ethnic Minority Children: Evidence Based Approaches*. APA Publications.

**Castro-Olivo, S.,** Albeg, L.\*, Begum, G\*. (2012). Best practices in crisis prevention and intervention: War and terrorism. In S.Brock and S. Jimmerson (Eds). *Best Practices in School Crisis Prevention and Intervention*. Bethesda, MD: NASP Publications.

**Castro Olivo, S.** (2010). One size does not fit all: Adapting SEL programs for use in our multicultural world. In K. W. Merrell, & B. A. Gueldner. *Social and Emotional Learning in the Classroom: Promoting Mental Health and Academic Success*. New York, NY: Guildford Publications Inc.

### **Assessment and Intervention Materials**

Baker, D. L., Good, R. H., Mross, A. P., McQuilkin, E., Watson, J., Chaparro, E. Blanco-Vega, C. O. ♦, **Castro Olivo, S.♦**, Preciado, J. A.♦& Sanford, A. K.♦ (2006). Fluidez en la lectura oral IDEL primer grado. In R. H. Good, D. L. Baker, N. Bank, & J. M. Watson (Eds.). *Indicadores Dinámicos del Éxito en la Lectura* (7a ed.). Eugene, OR: Dynamic Measurement Group. Retrieved from <https://dibels.uoregon.edu/measures>

Baker, D. L., Good, R. H., Mross, A. P., McQuilkin, E., Watson, J., Chaparro, E. Blanco-Vega, C. O., **Castro Olivo, S. ♦**, Preciado, J. A.♦& Sanford, A. K. ♦ (2006). Fluidez en la lectura oral IDEL segundo grado. In R. H. Good, D. L. Baker, N. Bank, & J. M. Watson (Eds.). *Indicadores Dinámicos del Éxito en la Lectura* (7a ed.). Eugene, OR: Dynamic Measurement Group. Retrieved from <https://dibels.uoregon.edu/measures>

Baker, D. L., Good, R. H., Mross, A. P., McQuilkin, E., Watson, J., Chaparro, E. Blanco-Vega, C. O., **Castro Olivo, S.♦**, Preciado, J. A. ♦ & Sanford, A. K. ♦ (2006). Fluidez en la lectura oral IDEL tercer grado. In R. H. Good, D. L. Baker, N. Bank, & J. M. Watson (Eds.). *Indicadores Dinámicos del Éxito en la Lectura* (7a ed.). Eugene, OR: Dynamic Measurement Group. Retrieved from <https://dibels.uoregon.edu/measures>

Baker, D. L., Good, R. H., **Castro Olivo, S. ♦**, Preciado, J. A. ♦ & Sanford, A. K. ♦ (2006). Fluidez en el uso de las palabras: Kinder y primer grado. In R. H. Good, D. L. Baker, N. Bank, & J. M. Watson (Eds.). *Indicadores Dinámicos del Éxito en la Lectura* (7a ed.). Eugene, OR: Dynamic Measurement Group. Retrieved from <https://dibels.uoregon.edu/measures>

Baker, D. L., Good, R. H., **Castro Olivo, S. ♦**, Preciado, J. A. ♦ & Sanford, A. K. ♦ (2006). Fluidez en el uso de las palabras: segundo grado. In R. H. Good, D. L. Baker, N. Bank, & J. M. Watson (Eds.). *Indicadores Dinámicos del Éxito en la Lectura* (7a ed.). Eugene, OR: Dynamic Measurement Group. Retrieved from <https://dibels.uoregon.edu/measures>

## **Assessment and Intervention Materials Cont'd**

Baker, D. L., Good, R. H., **Castro Olivo, S.** ♦, Preciado, J. A. ♦ & Sanford, A. K. ♦ (2006). Fluidez en el uso de las palabras: tercer grado. In R. H. Good, D. L. Baker, N. Bank, & J. M. Watson (Eds.). *Indicadores Dinámicos del Éxito en la Lectura* (7a ed.). Eugene, OR: Dynamic Measurement Group. Retrieved from <https://dibels.uoregon.edu/measures>

**Castro-Olivo, S.**, Blanco- Oilar, C., & Merrell, K. W., (2006). Cultural adaptation of the Strong Kids/Teens Program: A culturally responsive SEL intervention for use with Latino ELL populations (Manuscript written in Spanish). Unpublished intervention manual. University of Oregon, Eugene, OR.

## **Submitted Manuscripts**

**Castro-Olivo, S.** & Begum, G.\* (under revision). Ethnic differences in resiliency and anti-social behavior: Implications for culturally-responsive school-based interventions.

**Castro-Olivo, S.**, Preciado, J., Sprague, J., Le, L., Marciante, M.\*, & Garcia, M.\* (under revision). The effects of a combined culturally responsive behavioral and academic intervention in Latino ELs enrolled in Kindergarten and First grade.

Williamson. A. A. \* & **Castro-Olivo, S. M.**, (submitted). Strength based assessment: Validation of the SEARS with Latino youth.

Chung, H., Merranda, M., Schwartz, J., Pham, A., & **Castro-Olivo, S.** (submitted). Psychosociocultural Structural Models of College Success among Latino Students in Hispanic-Serving Institutions.

## **Manuscripts in Progress**

**Castro-Olivo, S.**, Cramer, K.\*, Lopez, V.\*, Benitez, S.\*, Jimenez, G \* (In Progress). Multi-level support for Latino ELL high school students in need of academic and culturally responsive social-emotional interventions.

**Castro-Olivo, S.**, Albeg, L.\*, & Le, L.\* (In progress). Validation of the teacher report on students' observed academic behaviors: A tool for identifying middle school students at risk for academic failure.

Garcia, R.\*, **Castro-Olivo, S.** & Garcia, N.\* (In Progress). Social-Emotional Resiliency: A predictor of Mental and Physical Health.

Liao, C.\*, & **Castro-Olivo, S.** (In Progress). The effects of a combined behavioral and academic intervention on teacher-student interactions: Using a Latino EL sample.

Albeg, L. \* & **Castro-Olivo, S.** & Palardy, G. (In Progress). The effects of language status on Latino students' mental health, acculturative stress and academic performance.

## SELECTED AWARDS AND GRANT ACTIVITY

### Funded Projects

- 2013-2014 University of California, Riverside, Academic Senate Research Fellowship Award. Project title: "The Impact of a Culturally-Responsive Social-Emotional Learning Parent Intervention on ELL Students' Social-Emotional and Academic Outcomes." [\$10,000; Campus-wide competition]. Principal Investigator.
- 2012-2013 University of California, Riverside, Academic Senate Field Research Travel grant [\$1,150; Campus wide competition]. Role: Principal Investigator.
- 2011-2012 University of California, All Campus Consortium on Research for Diversity (ACCORD) Faculty Seed Grant Fellowship. Project title: Facilitating Universal Emotional Resiliency for the Social and Academic Success (FUERSAS) of Latino ELL students. [\$10,000.00; UC System-wide competition]. Role: Principal Investigator.
- 2011-2012 University of California Institute for Mexico and the United States (MEXUS) Faculty Small Grant Award. Project title: "First Steps to Success: An Evaluation of a Culturally-Responsive Intervention on the Behavioral and Academic Outcomes of Latino Kindergarten Students." [\$3,000.00; UC system-wide competition]. Role: Principal Investigator with Jorge Preciado (Co-PI).
- 2011-2012 University of California, Riverside, Academic Senate Field Research Travel grant [\$1,680; Campus wide competition]. Role: Principal Investigator.
- 2010-2011 University of California, Riverside, Travel Award [\$1,200; School-wide competition]
- 2009-2010 University of California, Riverside, Academic Senate Travel grant [\$1,260; Campus wide competition].
- 2009-2008 University of California, Riverside, Academic Senate Research Fellowship Award. Project title: "Facilitation Universal Emotional Resiliency for the Social-Cultural Adaptation (FUERSA) of Latino ELL Students." [\$4,750; Campus-wide competition]. Principal Investigator.
- 2005-2006 University of Oregon; College of Education Dissertation Research Award [\$2,000; College-wide competition]. Role: Principal Investigator.
- 2005-2006 University of Oregon; Oregon Resiliency Project Research Team Award [\$4,000; research team competition]. Role: Principal Investigator.
- 2005-2006 University of Oregon; College of Education Wess Becker Scholarship Recipient [\$1,000; College-wide competition].
- 2000-2001 California State University, Bakersfield. Student Research Scholar Award. Project title: College students' perceptions towards low-income Mexican-American high school students. [\$2,000; Campus-wide competition]. Role: Principal Investigator.

### Non-Funded/Pending Grants

- 2013 "Culturally Responsive First Steps to Success: A comprehensive behavioral and ready approach for Latino ELLs." Submitted to IES. Requested \$1,500,000.00. Role: Co-PI; with Jeffrey Sprague, PI; Jorge Preciado, Co-PI; and Claudia Vincent, Co-PI.
- 2010 "Southern California Academic Center of Excellence on Youth Violence Prevention." Application submitted to the Center for Disease Control. Requested \$6,500,000.00. Role: Co-PI; with Nancy Guerra (PI), Co-PIs: Robert Parker, Kirk Williams, Tanya Nieri, Misaki Natsuaki.
- 2011 "Niños Aprendiendo por Medio del Juego: Engaging English Learners in STEM through Computer Games." Application submitted to the National Science Foundation. Requested \$1,400,000.00. Role: Co-PI; with PI: Marie Orillion & Co-PI: Victor Zordan.
- 2011 "Evaluating the Social-Emotional and Academic Realities of Migrant Mexican Children: From Assessment to Intervention." Application submitted to the University of California Institute for Mexico and the United States. Requested \$25,000.00. Role: Principal investigator; with Co-PI: Elena Quiroz Lima.
- 2011 "First Steps to Success: An Evaluation of a Parent Training Culturally-Responsive Intervention on the Behavioral and Academic Outcomes of Latino Kindergarten Students. Submitted to the University of California Institute for Mexico and the United States (MEXUS) Faculty Small Grant Award. Requested: \$12,000.00. Role: PI with: Jorge Preciado (Co-PI).

### **SELECTED PRESENTATIONS**

#### Selected Invited Presentations

- Castro-Olivo, S.** (2013, October). School Psychologists as Facilitators of Educational Policy. In R. Moran (chair). *Conducting Research to Influence Educational Policy*. Symposium conducted at the annual UC/ACCORD convention, Lake Arrowhead, CA.
- Castro-Olivo, S.** (2013, October). *Project F.U.E.R.S.A.S. (Facilitating Universal Emotional Resiliency for the Social and Academic Success) of Latino English Learners: Culturally Responsive School-Based Mental Health*. Paper presented at the annual UC/ACCORD convention, Lake Arrowhead, CA.
- Castro-Olivo, S.** (2013, May). Culturally Responsive Interventions for Latino ELLs in Need of Academic, Social-Emotional and Behavioral Support. Paper presented at the UCR's developmental psychology brown bag presentation series. Riverside, CA.
- Castro-Olivo, S.** (2013, April). *Culturally Responsive Interventions for Latino ELLs in Need of Academic, Social-Emotional and Behavioral Support*. Paper presented at the Graduate Retention Enhancement at TAMU (GREAT) Program, Texas A & M International University, Laredo, TX

- Castro-Olivo, S.** (2013, April). *Benefits of Faculty-Student Mentoring Relationships: Mentoring Culturally and Linguistically Diverse Graduate Women*. Paper presented at the Graduate Retention Enhancement at TAMIU (GREAT) Program, Texas A & M International University, Laredo, TX
- Castro-Olivo, S.** (2011, October). *Project F.U.E.R.S.A.S. (Facilitating Universal Emotional Resiliency for the Social and Academic Success)of Latino English Learners*. Paper presented at the annual UC/ACCORD convention, Lake Arrowhead, CA.
- Castro-Olivo, S.** (2011, March). The role of school psychologists in the implementation of culturally responsive SEL interventions. Keynote address presented at the annual conference of Psi Chi, CSUB Chapter, Bakersfield, CA.
- Castro-Olivo, S.** (2011, February). The diverse social-emotional and academic needs of middle school Latino ELLs. Paper presented at the LIFE society monthly meeting, UCR Extension, Riverside, CA
- Castro-Olivo, S.** (2010, October). The role of school psychologists in the implementation of culturally responsive SEL interventions. Paper presented at the UCR's developmental psychology brown bag presentation series. Riverside, CA.
- Castro-Olivo, S.** (2009, August) . "School-wide positive behavior supports and interventions: Getting PBIS started." Training conducted at the in-service meeting for administrators of the Perris Unified School district. Perris, California.
- Castro-Olivo, S.** (2009, March). "The impact of social-emotional learning on English LaLearners outcomes." Presented at the Moreno Valley School District's District English Learner Advisory Committee. Moreno Valley, CA.
- Castro-Olivo, S.** (2009, February). "The impact of social-emotional learning on English Language Learners outcomes." Presented at an in service training for teachers at Monterrey Elementary, San Bernardino, CA.
- Castro-Olivo, S.** (2009, January)."School-wide positive behavior supports and interventions: Getting PBIS started." Presented at the Riverside County SELPA PBIS Training Seminars. San Jacinto, CA.
- Castro-Olivo, S.** (2008, October)."Social-emotional learning and Latino youth mental health: Parents and community members as promoters of social-emotional resiliency." Two- day Training Workshop presented at the Dallas Catholic Diocese, Plano, TX.

**Selected Peer Reviewed Presentations** \* Indicates student or former student co-presenter

- Castro-Olivo, S. M.,** \*Lopez, V., \*Cramer, K., \*Almaguer, A., \*Mendez, L., \*Benitez, S., & \*Hernandez, B., (February, 2015). Training ELL parents to promote social-emotional resiliency from home. Paper to be presented at the annual convention of the National Association of School Psychology, Orlando, FL.

- Pham, A., **Castro-Olivo, S.**, Chun, H., & Gorforth, A., (February, 2015). Acculturation Research in School Psychology: Past Present and Future Directions. Poster to be presented at the annual convention of the National Association of School Psychology, Orlando, FL.
- Castro-Olivo, S. M.**, (October, 2014). F.U.E.R.S.A.S: Cultural-responsive social-emotional resiliency building for Latino immigrant families. Paper presented at the biennial conference of the National Latino/a Psychological Association, New Mexico, TX.
- Castro-Olivo, S. M., & Garcia, R.** (October, 2014). The effects of a culturally responsive parenting program on Latino students' social-emotional, physical, and academic outcomes. Paper presented at the biennial conference of the National Latino/a Psychological Association, New Mexico, TX.
- Castro-Olivo, S. M.**, Azad, G. T.\* (September, 2014). Ethnic differences in resiliency and violent/maladaptive behaviors: Implications for school-based interventions. Poster presented at the annual conference of the National Hispanic Science Network, El Paso, TX.
- Castro-Olivo, S. M.**, Cramer, K. \*, Lopez, V. \*, & Benitez, S. \* (February, 2014). Culturally responsive SEL interventions: From Screening to Targetting Interventions. Paper presented at the annual convention of the National Association of School Psychology, Washington, D.C.
- Castro-Olivo, S. M., & Williamson. A. A. \*** (February, 2014). Strength based assessment: Validation of the SEARS with Latino youth. Paper presented at the annual convention of the National Association of School Psychology, Washington, D.C.
- Castro-Olivo, S. M.** (August, 2013). FUERSAS: A Culturally Responsive Social-Emotional Learning Program. Poster presented at the annual convention of the American Psychological Association, Honolulu, HI.
- Garcia, R\*., **Castro-Olivo, S. M.**, & Garcia, N\*. (August, 2013). Social-Emotional Resiliency: A predictor of Mental and Physical Health. Poster presented at the annual convention of the American Psychological Association, Honolulu, HI.
- Castro-Olivo, S. M. & Preciado, J.** (February, 2013). Culturally Responsive Interventions for Latino ELs in Need of Behavioral and Academic Support: From theory to practice. Paper presented at the annual convention of the National Association of School Psychology, Seattle, WA.
- Cramer, K.,\* **Castro-Olivo, S.**, & Jimenez, G. \* (February, 2013). Social-emotional learning intervention outcomes of culturally diverse high school students. Poster presented at the annual convention of the National Association of School Psychology, Seattle, WA.
- Liao, C. \*, & **Castro-Olivo, S.** (February, 2013). The effects of a behavioral intervention on teacher-student interactions. Paper presented at the annual convention of the National Association of School Psychology, Seattle, WA.
- Jimenez, G. \*, **Castro-Olivo,S.**, & Cramer, K. \* (October, 2012). The impact of a SEL intervention on CLD students' internalizing symptoms and high school graduation preparedness. Poster presented at the annual convention of the California Association of School Psychology, Costa Mesa, CA.
- Castro-Olivo, S. M. & Preciado, J.** (October, 2012). Culturally Responsive Interventions for Latino ELs in Need of Behavioral and Academic Support: From theory to practice. Poster to be presented at the annual conference of the Center for Teaching and Learning, Portland Oregon.



- Le, L.,\* & **Castro-Olivo, S. M.**(February, 2012). Family factors that influence SEL outcomes for ELL Latino students. Paper presented at the annual convention of the National Association of School Psychology, Philadelphia, PA.
- Garcia, M., J. \*, Marciante, M. F. \*, Fukuda, C. M. \*, & **Castro-Olivo, S. M.** (February, 2012). Joint Effects of academic and behavioral interventions on academic outcomes. Poster presented at the annual convention of the National Association of School Psychology, Philadelphia, PA.
- Marciante, M. F. \*, Garcia, M., J.\*, Fukuda, C. M. \*, & **Castro-Olivo, S. M.** (February, 2012). Joint Effects of academic and behavioral interventions on behavioral outcomes. Poster presented at the annual convention of the National Association of School Psychology, Philadelphia, PA.
- Liao, C. \*, Marciante, M. F. \*, Garcia, M., J., & **Castro-Olivo, S. M.** (February, 2012).The effects of a combined intervention on teacher–student interaction. Poster presented at the annual convention of the National Association of School Psychology, Philadelphia, PA.
- Castro-Olivo, S.,** Albeg, L., Williamson, A. A., (August, 2011). Preliminary structure and validity of the CASAS coping scale. Poster presented at the annual convention of the American Psychological Association, Washington, DC.
- Castro-Olivo, S.,** Albeg, L. \*, Williamson, A. A\*., (August, 2011). CASAS: A multiple gating system for promoting culturally responsive services. Poster presented at the annual convention of the American Psychological Association, Washington, DC.
- Castro-Olivo, S.,** Albeg, L. \*, Begum, G. \*, & Garcia, N. \* (2011, April). Culturally responsive social-emotional interventions: From theory to practice. Panel presented at the annual convention of the California Association of School Psychology, Costa Mesa, CA.
- Castro-Olivo, S.** & Garcia, N. \* (2011, March). Social and emotional needs of English Language Learners: From theory to intervention. Presented at the annual convention of the California Association of Bilingual Education, Long Beach, CA.
- Castro-Olivo, S.,** Le, L. \*, Garcia, N. \*, (2011, February). The impact of a culturally adapted SEL intervention on ELLs' social emotional outcomes. Presented at the annual convention of the National Association of School Psychology, San Francisco, CA.
- Albeg, L. \*, **Castro-Olivo, S.,** Appelbaum, A. \*(2011, February). Assessing acculturative stress: Development and structure of the CASAS Scale. Presented at the annual convention of the National Association of School Psychology, San Francisco, CA.
- Perry, V. \* & **Castro-Olivo, S.** (2011, February). The effects of socio-emotional learning on academic outcomes. Presented at the annual convention of the National Association of School Psychology, San Francisco, CA.
- Castro-Olivo, S.,** & Albeg, L. \* (2010, August). The effects of a culturally-adapted SEL program on ELLs social-emotional outcomes. Presented at the annual convention of the American Psychological Association, San Diego, CA

- Castro-Olivo, S.** (2010, February). Social-emotional learning for English language learners: Implications for practice and research. Presented at the annual convention of the National Association of School Psychology, Chicago, IL.
- Albeg, L. \*, **Castro-Olivo, S.**, . & Perry, V\*. (2010, February). The relationship between students' mental health, acculturative stress and academic performance: A cross-cultural analysis. Presented at the annual convention of the National Association of School Psychology, Chicago, IL.
- Begum, G. \*, Arellano, E. \*, Tung, C. \*, Garcia, N. \* & **Castro-Olivo, S.** (2010) . California healthy kids survey: Implications for culturally sensitive interventions. Presented at the annual convention of the National Association of School Psychology, Chicago, IL.
- Sanford, A., Baker, D. L., & **Castro-Olivo, S.** (2008, March). IDEL Indicadores dinámicos del éxito en la lectura: Spanish-language literacy assessments to evaluate responsiveness to intervention. Presented at the annual convention of the National Association of School Psychology, New Orleans, LA.
- Castro-Olivo, S.** (2007, March). Facilitating universal emotional resiliency for the social adaptation (FUERSA) of Latino immigrant students. Presented at the annual convention of the National Association of School Psychology, New York, NY.
- Castro-Olivo, S.**, Sanford, A., Rogers, F., Bahnsen, P. (2006, April). Less-biases assessment: Working with English language learners?: Context matters. Presented at the annual convention of the National Association of School Psychology, Anaheim, CA.
- Castro-Olivo, S.** , & Blanco-Vega, C. (2005, April). Developing culturally sensitive social and emotional interventions. In K. W. Merrell (Chair), *Innovations in promoting children's mental health: The Oregon resiliency project*. Symposium conducted at the annual convention of the National Association of School Psychology, Atlanta, GA.
- Castro-Olivo, S.** & Blanco-Vega, C. (2005, April). Social-emotional needs of Latino immigrant students: A socio-cultural model for development and implementation of culturally-sensitive interventions. Presented at the annual convention of the NASP, Atlanta, GA.
- Castro-Olivo, S.**, & Sanford, A. (2004, April) *Understanding and applying the law to benefit English language learners*. Presented at the annual convention of the National Association of School Psychology, Dallas, TX.
- Chaparro, E. & **Castro-Olivo, S.** (2004, April) *Effective interventions for English language learners*. Presented at the annual convention of the National Association of School Psychology, Dallas, TX.
- Mercier, J. L., & **Castro Olivo, S. M.** (2004, April). Prevention of reading difficulties and English language learners: Using the IDEL as indicators of Spanish early literacy skills. In R. H Good (Chair), *Prevention of reading difficulties and English language learners*. Symposium conducted at the annual convention of the National Association of School Psychology, Dallas, TX.
- Rienzi, B., LeBlanc, G., & **Castro-Olivo, S.** (2001, May). Enriching the university experiences of students in psychology. In R.C. Noel (Chair), *Taking program assessment seriously: Reflections leading to innovation*. Symposium conducted at the Annual Convention of the Western Psychological Association, Maui, HI.

**Castro-Olivo, S.** (2001, April). *College students' perceptions towards low-income Mexican-American high school students*. Paper presented at the CSU Statewide Research Competition, San Jose, CA.

### SELECTED HONORS

2013-2014	UCR Academic Senate Regents' Fellow
2013	Early Career Scholar/Selected Participant for the School Psychology Research Collaborative Conference
2011-2012	University of California, All Campus Consortium on Research for Diversity (ACCORD) Faculty Fellow.
2009-2010	UCR Academic Senate Regents' Fellow
2005	Graduate Student Fellow of the National Hispanic Science Network (NHSN) Research Institute
2002-2006	Graduate Student Fellow; University of Oregon School Psychology Program
2002	Outstanding Graduating Senior in Psychology (CSU, Bakersfield)

### PROFESSIONAL SERVICE

#### Reviewer

Journal of School Psychology (Reviewer)  
Journal of Contemporary School Psychology (Editorial Board; Guest Editor for a special issue on culturally responsive school-based mental health interventions)  
Latina Researcher Annual Conference (proposal reviewer)

#### Ad-Hoc Reviewer

Journal of Equity and Excellence in Education  
Journal of Learning Disabilities  
Journal of Intellectual Disability Research  
Journal of Latino/a Psychology  
Journal of Educational and Psychological Consultation  
Journal of Immigrant and Minority Health  
Journal of Education for Students Placed at Risk

#### Professional Memberships/ National Committees

Since 2014	Invited Leadership subcommittee member for APA division 16 (School Psychology)'s Committee for Ethnic Minority Affairs (CEMA).
Since 2014	Invited faculty speaker at the Committee for Ethnic Minority Affairs (CEMA)'s First Annual School Psychology Leadership Institute.
Since 2009	Bilingual School Psychology NASP Committee
Since 2008	California Association of School Psychology
Since 2005	National Hispanic Science Network in drug use
Since 2002	National Association of School Psychology
Since 2002	American Psychology Association, Division 16; School Psychology
Since 1999	Psi Chi National Honor Society in Psychology –CSUB's Chapter president for 2001-2002.

### **Service to University**

- 2008 & 2012 Faculty panelist for the MALCS (Mujeres Activas en Letras y Cambion Social)'s UCR Chapter of "Las Profes" series.
- 2010- 2011 Search Committee for the Dean of the Graduate School of Education, UCR
- 2010-2011 Faculty member/collaborator of the Southern California Center of Academic Excellence on Youth Violence Prevention, UCR, Riverside, CA
- 2009-2011 Committee on Courses, UCR

### **Service to College/Department**

- 2014-2015 Department and College Committee on Tenure and Promotion, TAMIU
- 2014-2015 Chair of MACP faculty search committee, TAMIU
- 2013-2014 Teacher Education Faculty Search Committee, UCR
- 2013-2014 Teacher Education Admissions Officer Search Committee, UCR
- 2011- 2014 Master's in Education Advisory Committee, UCR
- 2011-2014 Teacher Education Advisory Committee, UCR
- 2010-2011 Graduate School of Education's 2020 Strategic Planning Committee, UCR
- 2010-2013 Search Committee for Faculty Position in School Psychology, UCR
- 2010-2011 GSOE Graduate Student Retention Task Force, UCR
- 2010-2011 Graduate Advisory Committee, UCR
- 2010-2014 Faculty consultant for the ALAS "Latino Parent Involvement Project" Advisory Committee, UCR, Riverside, CA
- 2009-2012 School Psychology Brown Bag Presentation Coordinator, UCR
- 2008-2014 School Psychology Program Advisory Committee, UCR

### **GRADUATE LEVEL COURSES TAUGHT**

- SPSY 607 Educating and Assessing Linguistically Diverse Students (University of Oregon) Co-taught with Scott Baker, PhD and Amanda Sanford
- EDLD 637 Diversity in Education-(University of Oregon) TA for Charles Martinez, PhD
- PSYC 6321 Psychological Measurement and Evaluation (OLLU)
- PSYC 6322 Psychological Testing (Social-Emotional and Behavioral Assessment; OLLU)
- PSYC 7351 Lifespan Development (OLLU)
- PSYC 6390 Problem Solving Techniques and Interventions (OLLU)
- EDU 253 Adv. Doc Research Seminar in School Psychology: Culturally Responsive Social-Emotional and Behavioral Interventions (UCR)
- EDU 254C Social-Emotional and Behavioral Assessment (UCR)
- EDU 255A Social-Emotional and Behavioral Interventions (UCR)
- EDU 255C Child Behavioral Therapy (UCR)
- EDU 259 Research Seminar: School Crisis Prevention and Intervention (UCR)
- EDU 259 Research Seminar: Counseling Culturally and Linguistically Diverse Populations (UCR)
- EDU 252B History and Foundations of Educational Psychology (UCR)
- EDU 265A School Psychology Practicum: 1<sup>st</sup> Year Experience (UCR)
- PSYC 5301 Introduction to Counseling and Psychotherapy (TAMIU)
- PSYC 5336 Multicultural Issues in Counseling (TAMIU)
- PSYC 5327 Child and Adolescence Psychotherapy (TAMIU)
- PSYC 4308 Theories and Principles of Psychological Testing (TAMIU)

### **LANGUAGES**

Fluent in English and Spanish (Native Speaker)

## **ADVISING, PROSPECTUS, THESIS, AND DISSERTATION COMMITTEES**

### **Dissertation Committees**

Chair, 2013 **Loren Albeg**, "The Relationship Between Mental Health and Acculturative Stress in Latino Adolescents' Academic Performance Analysis."

Member, **Yiwen Zhu**

Member, **Nicole Garcia**

Member, **Robert Crosby**

Member, **Kerri Knight**

Member, **Jeannie Nam**

Member, **Jason Checca**

Member, **Jennifer Sun**

Member, **Gabriel Gutierrez**

Member, **Tricia Cooper**

### **Propectus/Dissertation Proposal Committees**

Chair, **Loren Albeg**

Cho-Chair, **Nicole Garcia**

Member, **Danielle Stomell**

Member, **Dennis Sisco-Taylor**

Member, **Yiwen Zhu**

Member, **Abbigail Hatch**

Member, **Kerri Knight**

Member, **Jeannie Nam**

Member, **Jason Checca**

Member, **Jennifer Sun**

### **Masters' Thesis Committees**

Chair, **Kristine Cramer**, 2013- "Effects of a social-emotional learning intervention on social-emotional outcomes of culturally and linguistically diverse high school students."

Chair, **Mia Marciante**, 2013 - "Joint effects of academic and behavioral interventions on behavioral outcomes of Latino ELLs in First Grade."

Co- Chair, **Christy Liao**, 2012- Educational Psychology Masters' Thesis- The effects of a combined intervention on teacher–student interaction."

Chair, **Nicole Garcia**, 2011- School Psychology Masters' Thesis- "Examining Relationships between Social-Emotional, Cultural, and Academic Outcomes of Culturally Diverse Adolescents."

Chair, **Loan Le**, 2011 School Psychology Masters' Thesis - "Family and cultural factors that influence SEL outcomes for ELL Latino students."

Chair, **Loren Albeg**, 2010 School Psychology Masters' Thesis- "The Relationship Between Mental Health and Acculturative Stress and Students' Academic Performance: A Cross-Cultural Analysis."

Chair, **Valerie Perry**, 2010 School Psychology Masters' Thesis- "The Effects of Socio-Emotional Learning on Academic Outcomes of English Language Learners."

Co-Chair, **Gazi Begum**

Member, **Yiwen Zhu**

Member, **Leigh Ann Tipton**

Member, **Elizabeth Arellano**

Member, **Catherine Tung**

Member, **Jason Checca**  
Member, **Kerri Knight**  
Member, **Fernando Navarro** (TAMIU)

**Undergraduate Research Advising**

Iran Espinoza- Summer Mentoring Research Internship Program- UCR  
Mayte Castro-Undergraduate Research Assistant- UCR  
Kevin Kane- Research in the Community Program- UCR  
Teodor Moraliev- Research in the Community Program - UCR  
Magali Acosta- Honors Thesis Program- UCR