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EDUCATION

University of Oregon, Doctor of Philosophy, 2004
Eastern Illinois University, School Psychology, Specialist Program
Bachelor of Science in Psychology, *Summa Cum Laude*, 1997

CERTIFICATION

Nationally Certified School Psychologist (2007—present)
State of Washington, School Psychologist (2004-2006)

DISSERTATION

Feuerborn, L. L. (2004). Promoting emotional resiliency with instruction: The effects of a classroom-based prevention program. (Doctoral dissertation, University of Oregon). *Dissertation Abstracts International*, 65, 2086.

PROFESSIONAL EXPERIENCE

2019	<i>Professor</i> , School of Education, University of Washington Tacoma, Tacoma, WA
2013-2019	<i>Associate Professor</i> , School of Education, University of Washington, Tacoma, Tacoma, WA.
2006-2013	<i>Assistant Professor</i> , Education Program, University of Washington, Tacoma, Tacoma, WA.
2004-2006	<i>School Psychologist</i> , Bellevue School District, Bellevue, WA.
2005-2006	<i>Extended School Year Teacher</i> , Bellevue School District, Bellevue, WA.
2003-2004	<i>Doctoral School Psychologist Intern</i> , Springfield School District, Springfield, OR.
2002-2003	<i>Practicum Supervisor</i> , Middle, Secondary, and Transition Special Education Program, Positive Behavior Supports Practicum, University of Oregon, Eugene, OR.

- 2002-2003 *Grant Coordinator, Pre-Adolescent Screening Inventory*, College of Education, University of Oregon, Eugene, OR.
- 2001-2002 *Graduate Teaching Fellow*, Dr. Kenneth Merrell, Oregon Resiliency Project, University of Oregon, Eugene, OR.
- 2000-2001 *Practicum Supervisor*, Integrated Teaching Program, College of Education, University of Oregon, Eugene, OR.
- 1999-2000 *School Psychologist Intern*, Champaign School District, Champaign, IL.

PUBLICATIONS

Publications (Refereed National/International)

- Feuerborn, L.** & Gueldner, B. (2019). Integrating mindfulness into a social and emotional learning framework: A conceptual and empirical review. *Mindfulness*. <https://doi.org/10.1007/s12671-019-01101-1>
- Feuerborn, L.**, Tyre, A., & *Zečević, M. (2019). Factor validation of the Staff Perceptions of Behavior and Discipline (SPBD) survey. *Remedial & Special Education*, 40, 32-39.
- Feuerborn, L.**, Tyre, A., & Beaudoin, K. (2018). Classified staff perceptions of behavior and discipline: Implications for schoolwide positive behavior supports. *Journal of Positive Behavior Interventions*, 20(2), 101-112.
- Tyre, A., **Feuerborn, L.**, & *Woods, L. (2018). Staff concerns in schools planning for and implementing schoolwide positive behavior interventions and supports. *Contemporary School Psychology*, 22(1), 77-89.
- Tyre, A. & **Feuerborn, L.** (2017). The minority report: The concerns of staff in opposition to SWPBS efforts in their schools. *Journal of Educational and Psychological Consultation*. 27 (2), 145-172.
- Feuerborn, L.** & *Wallace, C., & Tyre, A. (2016). A qualitative analysis of middle and high school teacher perceptions of schoolwide positive behavior supports. *Journal of Positive Behavior Interventions*, 18, 219-229.
- Feuerborn, L.** & Tyre, A. (2016). How do staff perceive schoolwide positive behavior supports? Implications for teams in planning and implementing schools. *Preventing School Failure: Alternative Education for Children and Youth*, 60(1), 53-59.
- Feuerborn, L.**, Tyre, A., & *King, J. (2015). The Staff Perceptions of Behavior and Discipline (SPBD) Survey: A tool to help achieve systemic change through schoolwide positive behavior supports. *Journal of Positive Behavior Interventions*, 17, 116-126.

- Gueldner, B. & **Feuerborn**, L. (2015). Integrating mindfulness-based practices in social and emotional learning: A case application. *Mindfulness*, 1-14.
- Feuerborn**, L., *Wallace, C., & Tyre, A. (2013). Gaining staff support for schoolwide positive behavior supports: A guide for teams. *Beyond Behavior*, 22(2) 27-34.
- Feuerborn**, L. & Chinn, D. (2012). Teacher perceptions of student needs: Implications for positive behavior supports. *Behavior Disorders*, 37(4), 219-231.
- Feuerborn**, L. & Tyre, A. (2012). Establishing positive discipline policies in an urban elementary school. *Contemporary School Psychology*, 16(1), 47-58.
- Tyre, A., **Feuerborn**, L., Beisse, K., & *McCready, C. (2012). Creating systemic readiness for response to intervention (RTI). *Contemporary School Psychology*, 16(1), 103-114.
- Benner, G. J., Ralston, N. C., & **Feuerborn**, L. L. (2012). The effect of the Language for Thinking program on the cognitive processing and social adjustment of students with emotional and behavioral disorders. *Preventing School Failure*, 56, 47-54.
- Tyre, A., **Feuerborn**, L. & *Pierce, J. (2011). Schoolwide intervention to reduce chronic tardiness at the middle and high school levels. *Preventing School Failure*, 55, 132-139.
- Tyre, A., **Feuerborn**, L., & *Lilly, K. (2010). Challenges in establishing and maintaining sustainable behavior supports at the universal level: A follow-up case analysis. *ERS Spectrum: Journal of Research and Information*, 28(3), 25-34.
- Feuerborn**, L., Chinn, D., & *Morlan, G. (2009). Improving mathematics teachers' content knowledge via brief inservice: A United States case study. *Professional Development in Education*, 35, 531-545.
- Feuerborn**, L. & Tyre, A. (2009). Practical social-emotional learning tools for students with specific learning disabilities in the United States of America. *The Journal of the International Association of Special Education*, 10, 21-25.
- Beaudoin, K., & **Feuerborn**, L. (2008). Preparing beginning special educators to consult. *Academic Exchange Quarterly*, 12, 222-226.
- Manuscripts (refereed, under revision)*
- Feuerborn**, L., *Wallace, C., & *Zečević, M (accepted, under revision). Using the Strong Teens program to promote social and emotional learning in an alternative school.

Tyre, A., **Feuerborn, L.** & Beaudoin, K. (accepted, under final revisions). A qualitative exploration of middle school teachers' concerns for implementing the principles of SWPBIS.

Book

Gueldner, B., **Feuerborn, L.**, & Merrell, K. (final revision). *Social and emotional learning in the classroom (2nd Ed)*. *Practical Intervention in the Schools Series*. New York: Guilford Press.

Curricula

Carrizales, D., **Feuerborn, L.**, Gueldner, B., & Tran, O. (2016). *Merrell's Strong Kids Elementary, Second Edition*, Baltimore: Paul H. Brookes Publishing.

Carrizales, D., **Feuerborn, L.**, Gueldner, B., & Tran, O. (2016). *Merrell's Strong Kids Middle, Second Edition*, Baltimore: Paul H. Brookes Publishing.

Carrizales, D., **Feuerborn, L.**, Gueldner, B., & Tran, O. (2016). *Merrell's Strong Teens, Second Edition*, Baltimore: Paul H. Brookes Publishing.

Merrell, K., Carrizales, D., **Feuerborn, L.**, Gueldner, B., & Tran, O. (2007) *Strong Kids Elementary*, Baltimore: Paul H. Brookes Publishing.

Merrell, K., Carrizales, D., **Feuerborn, L.**, Gueldner, B., & Tran, O. (2007) *Strong Kids Middle*, Baltimore: Paul H. Brookes Publishing.

Merrell, K., Carrizales, D., **Feuerborn, L.**, Gueldner, B., & Tran, O. (2007) *Strong Teens*. Baltimore: Paul H. Brookes Publishing.

Book Chapters

Whitcomb, S. & **Feuerborn, L.** (final revision). Theories of social, emotional, and behavioral development. In *Theoretical Foundations of School Psychology Research and Practice. Foundations of School Psychology Research and Practice Series* (Eds. K. Kelly, C. Albers, and A. Garbacz). New York: Routledge, Taylor & Francis.

Stein, M., Kinder, D., Zapp, K., & **Feuerborn, L.** (2010). Promoting positive math outcomes. In M.R. Shinn and H.M. Walker (Eds.) *Interventions for Achievement and Behavior Problems in a Three-Tier Model including RtI*. Bethesda, MD: National Association of School Psychologists.

Publications (Editor Reviewed)

Feuerborn, L., *Sarin, K., & Tyre, A. (2011). RTI in secondary schools: Implications for professional development. *Principal Leadership, 11*, 50-56.

Benner, G., Ralston, N., Young, K., Nelson, R., & **Feuerborn, L.** (2009). The differential impact of remedial reading instruction on the basic reading skills of students with emotional disturbance and learning disabilities. *The Utah Special Educator, 32*(2), 11-13.

**Graduate student or school practitioner author*

GRANTS/RESEARCH PROJECTS

Student Perceptions of Behavior and Discipline in Middle and High Schools, Principal Investigator, Royalty Research Fund (RRF), University of Washington, \$39,730, (funded, 2019).

Student Perceptions of Behavior and Discipline in Middle and High Schools, Principal Investigator, The University of Washington Tacoma's Publicly Engaged Scholarship Internal Pilot Funding Program, University of Washington, Tacoma, \$5,300 (funded, 2018).

Improving Safety Conditions for All Special Education Personnel through Collaborative Safety Protocol Training, Co-Principal Investigator. Department of Labor and Industries Safety and Health Investment Projects (SHIP), \$150,000. Subcontract for services, \$50,449 to ESD 113 (funded, 2018).

Project SELF, 21st Century Department of Education (funded, 2018-22). Subcontract for evaluation services for Boys & Girls Club of South Puget Sound (BGCSPS), \$120,000 to University of Washington Tacoma School of Education (funded, 2018)

Creating Community Partnerships to Support Emotional Learning, Principal Investigator, School of Education, University of Washington Tacoma, \$5,250 (funded, 2018).

Social and Emotional Learning Curriculum Library, Co-Principal Investigator, School of Education, University of Washington Tacoma, \$4,697 (funded, 2018).

Predictors of Staff Perceptions and Beliefs about Behavior and Discipline in Schools Implementing or Planning to Implement SWPBIS. School of Education. University of Washington Tacoma, \$9,000 (funded, 2017).

Keeping Special Education Para-educators Safe & Working: Injury Prevention and Reduction Among Special Education Para-educators in 45 Western Washington School Districts, Co-Principal Investigator. Department of Labor and Industries Safety and Health Investment Projects (SHIP), \$170,000. Subcontract for services, \$47,142 to ESD 113 (funded, 2016).

Scaling up the SPBD. Principal Investigator. Education Program. University of Washington, Tacoma. \$9,000 (funded, 2015).

Strong Kids and Strong Teens Pilot Project. Principal Investigator. Education Program, University of Washington, Tacoma. \$9,300 (funded ,2014).

Supporting Secondary School Staff in Making the Shift Towards Effective Social, Emotional, and Behavior Support, Co-Principal Investigator, U. S. Department of Education, Institute of Education Sciences, Researcher-Practitioner Partnerships in Education Research (84.305H). \$184,049 (not funded, 2012).

Streamlining the Needs Assessment Process: Developing a Software System to Produce Data Reports to Schools. Principal Investigator. Education Program, University of Washington, Tacoma. \$9,000 (funded 2013).

An Examination of the Relationship Between Staff Perceptions of Behavior and Discipline and Implementation of Schoolwide Positive Behavior Supports. Principal Investigator. Education Program, University of Washington, Tacoma. \$9,850 (funded, 2012).

Understanding Staff Perceptions of Behavior and Discipline. Principal Investigator. Education Program, University of Washington, Tacoma. \$4,281 (funded, 2012).

The Effect of Staff Buy-In on the Systemic Implementation of Response to Intervention. Principal Investigator. Chancellor's Fund, University of Washington, Tacoma. \$4,980 (funded, 2010).

MATH: Getting It Project. Math and Science Partnership (MSP) and Office of Superintendent of Public Instruction (OSPI) Project. Evaluator. Subcontract from the University Place School District, University Place, Washington. Total awarded \$535,845.50. Awarded to the University of Washington \$55,693 (funded, 2009).

Establishing Positive Discipline Policies with Safe & Civil Schools Foundations. Principal Investigator. Washington State Association of School Psychologists Research Fund. \$1450 (funded, 2009).

Evaluating Foundations. Principal Investigator. Chancellor's Foundation, University of Washington, Tacoma. \$2,136 (funded, 2008).

Investigating Teacher Perceptions. Principal Investigator. Founder's Grant. University of Washington, Tacoma. \$4,926 (funded, 2008).

Project IMPACTS: Improving Mathematic Performance, Achievement, and Competence in Teachers and Students. Co-Principal Investigator. Washington Higher Education Coordinating Board. \$199,000 (funded, 2007).

PRESENTATIONS

Feuerborn, L. (2016, November). *Keynote: Present-day practice for the present*

moment. Mindfulness and school psychology. Keynote presentation for the Arizona Association of School Psychologists (AASP) conference. Tempe, AZ.

Refereed Conference Presentations (International/National/Regional)

- Gueldner, B. A., **Feuerborn, L. L.**, Whitcomb, S. A., Carrizales-Engelmann, D., *Gallegos, J., & Tran, O.K. (2019, February). *15 years of research and counting: Merrell's Strong Kids programs.* Paper presentation for the National Association of School Psychologists (NASP) Annual Convention, Atlanta, GA.
- Tyre, A. & **Feuerborn, L.** (2019, March). *Common "misses" in PBIS consultation and how to handle them.* Mini-skills workshop to be presented at the National Association of School Psychologists (NASP) Annual conference, Atlanta, GA.
- Feuerborn, L.** & Tyre, A. (2018, March). *Demystify staff resistance and build support for SWPBIS.* Paper presented at the International Association of Positive Behavior Supports (APBS) conference, San Diego, CA.
- Beaudoin, K. & **Feuerborn, L.** (2018, March). *Increasing Safe Environments for Special Education Paraprofessionals Through Positive and Preventive Practices.* Paper presented at the International Association of Positive Behavior Supports (APBS) conference, San Diego, CA
- Feuerborn, L.** & Tyre, A. (2018, February). Practical strategies and tools for building staff support for SWPBIS. Mini-skills workshop presented at the Northwest Positive Behavior Interventions and Supports (PBIS) conference. Tacoma, WA.
- Beaudoin, K. & **Feuerborn, L.** (2018, February). *Training Special Education Paraprofessionals in Positive and Preventive Practices: Lessons Learned.* Paper presented at the Northwest PBIS Network conference, Tacoma, WA.
- Chasco, P., Beaudoin, K., & **Feuerborn, L.** (2017, November). *Keeping Special Education Paraprofessionals Safe and Working: Injury Prevention in Special Education Classrooms.* Presentation at the annual conference for the Association of Educational Service Agencies (AESA), San Antonio, TX.
- Feuerborn, L.**, Filter, K., & Tyre, A. (2017, March). A data-informed process for rallying staff commitment. Paper presentation for the international Association of Positive Behavior Supports (APBS) conference, Denver, CO.
- *Wallace, C. & **Feuerborn, L.** (2017, February). Launching a STRONGer social-emotional learning program: Strong Kids and Strong Teens Revised. Paper for the National Association of School Psychologists (NASP) conference, San Antonio, TX.

- *Wallace, C., **Feuerborn, L.**, & Tyre, A. (2017, February). Rallying staff support for PBIS in middle and high schools. Workshop presentation for the National Association of School Psychologists (NASP) conference, San Antonio, TX.
- Tyre, A., **Feuerborn, L.**, & *Reymann, P. (2016, March). *New PBIS tool: Staff Perceptions of Behavior and Discipline Survey*. Paper presentation for the international Association of Positive Behavior Supports (APBS) conference, San Francisco, CA.
- Feuerborn, L.** (2016, February). *Staff resistance can be puzzling: Putting the pieces together*. Presentation provided for the Northwest Positive Behavior Interventions and Supports (NWPBIS) conference, Portland, OR.
- Feuerborn, L.** & Gueldner, B. (2016, February). *Alignment of mindfulness-based practices and social and emotional learning*. Paper presentation for the National Association of School Psychologists (NASP) conference, New Orleans, LA.
- Gueldner, B. **Feuerborn, L.**, Carrizales-Engelmann, D., & Tran, O. (2016, February). *Launching a stronger SEL program: Strong Kids, Strong Teens Revised*. Paper presentation for the National Association of School Psychologists (NASP) conference, New Orleans, LA.
- Tyre, A. & **Feuerborn, L.** (2016, February). *New PBIS tool: Staff Perceptions of Behavior and Discipline Survey*. Paper presentation for the National Association of School Psychologists (NASP) conference, New Orleans, LA.
- Feuerborn, L.** & Tyre, A. (2015, November). *Staff resistance can be puzzling: Putting the pieces together*. Presentation provided for the Northwest Positive Behavior Interventions and Supports (NWPBIS) conference, Seatac, WA.
- Tyre, A. & **Feuerborn, L.** (2015, October). *How to make change happen: Assessing staff needs to drive supports for SWPBS*. Presentation presented at the Washington State Association of School Psychologists Conference, Spokane, WA.
- Feuerborn, L.** (2015, April). *Integrating mindfulness-based practices into a framework of social and emotional learning (SEL)*. Presentation provided for the Mindful Families, Schools, and Communities: Research-to-Practice Promoting Child Well-Being Research Conference, Seattle, WA.
- Feuerborn, L.** & Tyre, A. (2015, March). *Supporting the frontline: Managing staff resistance and coping with opposing ideologies*. Workshop provided for the Northwest Positive Behavior Interventions and Supports (NWPBIS) conference, Eugene, OR.
- Feuerborn, L.** & Tyre, A. (2014, October). *Supporting the frontline: Managing staff resistance and coping with opposing ideologies*. Presentation provided for the

- Northwest Positive Behavior Interventions and Supports (NWPBIS) conference, Seatac, WA.
- Feuerborn, L.,** Gueldner, B., & Oanh, T. (2015, February). *Integrating mindfulness practices into a social and emotional learning framework*. Paper presentation for the National Association of School Psychologists (NASP) conference, Orlando, FL.
- Feuerborn, L. & *Wallace, C.** (2015, February). *What if they don't do it? Managing resistance to PBIS & SEL*. Mini-skills Workshop Presentation for the National Association of School Psychologists (NASP) conference, Orlando, FL.
- Feuerborn, L. & *Wallace, C.** (2013, February). SWPBS and Staff Perceptions: A functional approach for supporting buy-in. Mini-skills Workshop Presentation for the National Association of School Psychologists (NASP) conference, Seattle, WA.
- Tyre, A., **Feuerborn, L.,** *Cruz-Pacini, M., *Huppini, M., *Vargas, J., & *Woods, L. (2013, February). *Staff perceptions and concerns in schools planning and implementing SWPBS*. Paper presentation for the National Association of School Psychologists (NASP) conference, Seattle, WA.
- Harlacher, J. (facilitator), Buchanan, R., Cummings, K., **Feuerborn, L.,** Gueldner, B., Romer, N., & Tom, Kara. *Honoring Dr. Kenneth Merrell: His legacy to the field*. Participated in a panel symposium at the National Association of School Psychologists (NASP) conference, Seattle, WA.
- Feuerborn, L. & Tyre, A.** (2012, October). *Supporting staff in the change process: Staff concerns & needs related to implementing SWPBS*. Paper presentation for the Teacher Educators of Children with Behavior Disorders (TECBD) Conference. Tempe, AZ.
- Feuerborn, L.,** Tyre, A., & *Wallace, C. (2012, October). *Mired in ideology? Reaching across the aisle to create a shared vision*. Presentation for the Northwest Positive Behavior Support conference, Bellevue, WA.
- Feuerborn, L. & *Wallace, C.** (2012, March). *Encountering resistance? Don't fight it; use it!* Presentation for the Northwest Positive Behavior Support conference, Portland, OR.
- Feuerborn, L. & Beaudoin, K.** (2011, October). *Staff perceptions of discipline in schools in SWPBS planning and implementation phases*. Paper presentation for the Teacher Educators of Children with Behavior Disorders Conference, Tempe, AZ.
- Feuerborn, L.** (2011, May). *Building staff support for discipline reform*. Presentation for the Northwest Positive Behavior Support conference, Bellevue, WA.

- Feuerborn, L.** (2011, March). *Facilitating staff support for schoolwide positive behavior support*. Presentation for the Northwest Positive Behavior Support conference, Eugene, OR.
- Feuerborn, L., Tyre, A., & Cattarin, N.*** (2011, February). *Facilitating staff buy-in for schoolwide positive behavior support*. Presentation provided at that annual convention of the National Association of School Psychologists. San Francisco, CA.
- Feuerborn, L., Tyre, A., *Flint, H., & *Ellenswood, C.** (2010, May). *Creating readiness for a multi-tiered system of social, emotional, and behavioral supports*. Presentation for the Washington Positive Behavior Interventions and Supports Conference, Bellevue, WA.
- Feuerborn, L. & Tyre, A.** (2010, April). *An examination of readiness factors for systemic shift to response to intervention*. Presented for the Council for Exceptional Children conference in Nashville, TN.
- Ketterlin-Geller, L., Nelson, N., **Feuerborn, L.**, Jitendra, A., & Chard, D. (2010, April). *RTI in secondary mathematics: Supporting student success through systematic service delivery*. Panel presentation for the Council for Exceptional Children conference in Nashville, TN.
- Feuerborn, L., Tyre, A., & Heckert, A.*** (2010, March). *Staff readiness: The role of the stakeholder in systemic change*. Presentation provided at the annual convention of the National Association of School Psychologists. Chicago, IL
- Tyre, A., **Feuerborn, L.**, Riley, K.*, & Aleshire, K.* (2010, March). *Creating readiness for response to intervention: A review of resources and tools*. Presentation provided at the annual convention of the National Association of School Psychologists. Chicago, IL.
- Feuerborn, L. & Tyre, A.** (2009, April). *Establishing positive behavioral support schoolwide: A panel exploring perspectives from the field*. Panel presentation for the national Council of Exceptional Children, Seattle, WA.
- Beaudoin, K., **Feuerborn, L.**, & Benner, G. (2009, April). *Meeting student needs in EBD settings: An in-service training model*. Poster presentation for the national Council of Exceptional Children, Seattle, WA.
- Beisse, K., Tyre, A., *Riley, K. & **Feuerborn, L.** (2009, October). *Using systems change principles to create readiness for RTI*. Presentation for the Washington State Association of School Psychologists Conference, Spokane, WA.

- Feuerborn, L.** (2009, August). *Supporting the social, emotional, and behavioral needs of students in the "yellow zone."* Presentation presented at the Washington Administration of School Administrators (WASA) OSPI Special Education Conference, Seatac, WA.
- Tyre, A., *Beisse, K., *Bowman, K., & **Feuerborn, L.** (2009, February). *An examination of factors important in creating readiness for RtI.* Paper presentation for the National Association of School Psychologists, Boston, MA.
- Feuerborn, L.** (2007, November). *Strong Kids curricula: Social emotional learning tools.* Clinical skills workshop presented for the Washington State Association of School Psychologists Conference, Spokane, WA.
- Feuerborn, L.** (2007, October). *Teaching and promoting social-emotional learning: The Strong Kids Curricula.* Paper presentation for the national Council of Learning Disabilities, Myrtle Beach, SC.
- Feuerborn, L. & Tyre, A.** (2007, August). *Encouraging emotional and behavioral development within a three-tiered system.* Clinical session provided for the Office of the Superintendent of Public Instruction and the Washington Association of School Administrators Workshop, Seatac, Wa.
- Feuerborn., L.** (2006, November). *Promoting resiliency.* Paper presentation provided for the national Teacher Educators for Children with Behavior Disorders conference, Tempe, AZ.
- Feuerborn, L. & Tyre, A.** (2005, March). *Creating positive and proactive schools through schoolwide positive behavior intervention and supports.* Workshop provided for the National Association of School Psychologists conference, Atlanta, GA.
- Feuerborn, L. & Tyre, A.** (2003, April). *Creating meaningful and lasting change: The role of the school psychologist in schoolwide discipline and positive behavior supports.* Workshop provided for the National Association of School Psychologists conference, Toronto, Canada.
- Feuerborn, L. & Nutter, M.** (2002, March). *Positive behavior supports: Facilitating systems change.* Poster session presented at the University of Oregon College of Education conference, Eugene, OR.
- Tyre, A. & **Feuerborn, L.** (2002, February). *Schoolwide positive behavior support: A proactive approach to student discipline.* Workshop provided for the National Association of School Psychologists conference, Chicago, IL.

Feuerborn, L., Davis, C., & Merrell, K. (2001, February). *Promoting emotional resilience in children and adolescents*. Workshop provided for the Oregon Conference, Eugene, OR.

Selected International/National/Regional Presentations (Invited)

Feuerborn, L. (2019, April). *Creating a Strong Social and Emotional Framework*. Presentation for counselors, school psychologists, and administrators in the Lake Washington School District. Redmond, WA.

Feuerborn, L. (2018, October). *Introducing Stronger Social and Emotional Programming*. Workshop to be presented at the Washington State Association of School Psychologists (WSASP). Seatac, WA.

Tyre, A. & **Feuerborn, L.** (2018, October). *Understanding and countering common “misses: in behavioral consultation with teams*. Workshop to be presented at the Washington State Association of School Psychologists (WSASP). Seatac, WA.

Feuerborn, L. (2018, August). *Starting strong and staying strong: Leading social and emotional learning*. Presentation offered to school administrators in the Tacoma Public Schools.

Feuerborn, L. (2018, March). *10 steps to using the Staff Perceptions of Behavior and Discipline (SPBD) to guide effective social, emotional, and behavioral supports in your school*. (March, 2018). Presentation offered to the Washington PBIS Coaching and Leadership Forum

Feuerborn, L. (2016, November). *Not just another fad: The integration of mindfulness and social and emotional learning*. Workshop provided at the Arizona Association of School Psychologists (AASP) conference. Tempe, AZ.

Feuerborn, L. (2016, June). *Staff Perceptions of Behavior and Discipline (SPBD) data workshop*. Presentation for Franklin Pierce School District school and district administrators.

Feuerborn, L. & Tyre, A. (2016, May). *Using your SPBD data to make informed decisions*. Presentation provided for White River School District, Buckley, WA..

Feuerborn, L., & Tyre, A. (2015, November). *Using local data to understand staff needs for implementing SWPBIS at the school and district levels*. Presentation provided to the White River School District. Buckley, WA.

Tyre, A. & **Feuerborn, L.** (2014, October). *Understanding Staff Resistance and Facilitating Support for the Implementation of SWPBS*. Presentation provided for the Washington and Oregon Bi-State School Psychology Conference. Skamania, Washington.

- Feuerborn, L.** (2014, May). *The power of Social and Emotional Learning*. Presentation provided for primary educators of Guangdong Province, Shenzhen, China.
- Feuerborn, L.** (2014, April). *Promoting international change through an understanding of barriers and facilitators of SEL*. Presentation provided for EQ Friends leaders, trainers, and teachers in Guangdong Province, Shenzhen, China.
- Feuerborn, L. & *Wallace, C.** (2013, June). *Creating a function-based approach to staff resistance to change*. Workshop presentation for the Closing the Opportunity Gap Conference, Center for Strong Schools, Tacoma, WA.
- Feuerborn, L., Tyre, A.** (2013, May). *Understanding schoolwide positive behavior supports*. Staff presentation for the staff at Garfield High School, Seattle School District, Seattle, WA.
- Feuerborn, L. & Tyre, A.** (2012, October). *From resistance to buy-in: Facilitating staff support for systemic change in school discipline*. Workshop presentation for the Washington State ASCD, Washington Association of School Administrators (WASA), and Office of the Superintendent of Public Instruction (OSPI). Seatac, WA.
- Feuerborn, L. & Tyre, A.** (2011, November). *Understanding resistance and facilitating support for schoolwide positive behavior support*. Presentation for the Washington State Association of School Psychologists and Vancouver, BC Association for School Psychologists, Vancouver, BC.
- Feuerborn, L., & Tyre, A.** (2011, October). *Using local data to guide the development of staff supports for the implementation of schoolwide positive behavior support at the district level*. Training provided to the administration of the White River School District. Buckley, WA.
- Feuerborn, L. & Tyre, A.** (2011, August). *Building a raft in the middle of the river? Implementing PBIS in secondary schools*. Panel presentation for the Seattle University and Washington Association of School Psychologists Response to Intervention Summer Institute, Seattle, WA.
- Feuerborn, L., & Tyre, A.** (2010, January). *Getting started with positive behavior intervention and supports*. Presentation provided to the staff of Stanwood Public School District. Stanwood, WA.
- Feuerborn, L., Tyre, A., Ruby, S., & Beisse, K.** (2010, October). *Building consensus for change: Collaborative teaming within an RTI framework*. Presentation for the Washington State Association of School Psychologists and Oregon School Psychologists Association Bi-State conference, Vancouver, WA.

- Feuerborn, L. & Tyre, A.** (2009, October). *Creating a behavior intervention pathway in an RTI framework*. Presentation presented at the Washington State Association of School Psychologists Conference, Spokane, WA.
- Tyre, A. & Feuerborn, L.** (2009, August). *Behavioral supports within a Response to Intervention framework*. Panel participation presented at the Washington State Association of School Psychologists and the Seattle University Summer Institute on Response to Intervention in Seattle, WA.
- Feuerborn, L.** (2008, August). *An introduction to social and emotional learning*. Half-day workshop provided for Longview School District, Longview, WA.
- Feuerborn, L., & Tyre, A.** (2008, August). *Supporting positive student behavior with Safe and Civil Schools Foundations*. Workshop provided to the teaching and non-teaching staffs of Chief Leschi Middle and High Tribal Schools, Puyallup, WA.
- Feuerborn, L.** (2008, February). *Positive behavior support*. Presentation provided for Chief Leschi Tribal Schools, Tukwila Schools, and the Puget Sound Education Service District, Renton, WA.
- Feuerborn, L.** (2008, February). *School-wide positive behavior supports*. Invited presentation provided for Olympic View Elementary School, Federal Way, WA.
- Feuerborn, L.** (2008, January). *Assessment: Best practices within a three-tier model*. Invited professional development workshop provided for the administrators, curriculum developers, and coaches within Tukwila School District, Tukwila, WA.
- Feuerborn, L., & Tyre, A.** (2008, January). *Response to intervention: Promoting academic and behavioral competence within a three-tiered model*. Presentation provided to the School Psychology Staff at Lake Washington School District, Redmond, WA.
- Feuerborn, L.** (2007, March). *Response to Intervention: An alternative to traditional assessment*. Invited workshop provided for the Bellevue School District superintendent and district administrators, Bellevue, WA.
- Feuerborn, L., *Hirschmann, K., & *Burrus, J.** (2007, February) *Data collection to support instructional decisions*. Workshop provided for the Tacoma School District special educators, Tacoma, WA.
- Feuerborn, L.** (2006, August). *Teaching resilience with the Strong Kids and Strong Teens curricula*. Professional development workshop provided for Tacoma School District special educators and directors, Tacoma, WA.

Feuerborn, L. (2006, August). *Understanding and using the Response to Intervention (RtI) approach*. Professional development training series for the Bellevue School District special educators and school psychologists, Bellevue, WA.

Feuerborn, L., Sarin, K. & Sovde, D. (2006, February). *Using a three tier model for assessment and academic, behavioral, and social/emotional service provision*. Presentation provided for the Bellevue School District Steering Committee, Bellevue, WA.

Stein, M. & **Feuerborn, L.** (2006, February). *Evidence-based math instruction*. Presentation provided for the Bellevue School District special educators, Bellevue, WA.

Feuerborn, L. & Vincent, L. (2005-2006). *The Dynamic Indicators of Basic Early Literacy Skills (DIBELS): Concepts and applications*. Series of workshops provided for the Bellevue School District special educators and school psychologists, Bellevue, WA.

Vincent, L. & **Feuerborn, L.** (2005-2006). *Using reading, writing, and math curriculum-based measurements (CBM)*. Series of workshops provided for the Bellevue School District special educators and school psychologists, Bellevue, WA.

Feuerborn, L. (2005, May). *School psychology: The state of the field*. Presentation for the Bellevue School District school psychologists, Bellevue, WA.

Feuerborn, L. & Eiene, K. (2005, February). *Using Curriculum Based Assessment (CBA) for progress monitoring*. Invited presentation provided for the Western Washington University special education assessment course, Everett, WA.

Tyre, A. & **Feuerborn, L.** (2004, February). *School-wide positive behavior support and the problem-solving approach: An integrated approach to meeting the needs of all students*. Invited workshop provided for the Illinois School Psychologist Association conference, Springfield, IL.

Feuerborn, L. (2003, October). *Promoting healthy social and emotional development: The Strong Kids and Strong Teens curricula*. Curriculum training for the Peotone School District, Peotone, IL.

**Graduate student or school-based practitioner co-presenter*

WEBSITE AND MATERIAL DEVELOPMENT

Lead author of the Staff Perceptions of Behavior and Discipline (SPBD) and Student Perceptions of Behavior and Discipline (StPBD) companion website:

<https://spbdsupport.com>

Lead author of the Strong Kids and Strong Teens companion website:
<https://strongkidsresources.com>

Training and Professional Development Materials

Feuerborn, L. (2018). *10 steps to Using the Staff Perceptions of Behavior and Discipline (SPBD) to Guide Effective Social, Emotional, and Behavioral supports in your school.* Training materials provided during the Washington PBIS Coaching and Leadership Forum and the Northwest PBIS Network PBIS Learning Community Forum.

Beaudoin, K. & **Feuerborn, L.** (2018; 2019). *Improving Safety Conditions for All Special Education Personnel through Collaborative Safety Protocol Training.* Series of 5 training modules developed for Safety Health Investment Programs, Washington State Department of Labor and Industries.

Beaudoin, K. & **Feuerborn, L.** (2017). *Keeping Special Education Paraprofessionals Safe and Working.* Series of 5 training modules developed for Safety Health Investment Programs, Washington State Department of Labor and Industries.

PROFESSIONAL ACTIVITIES AND SERVICE

Institute of Educational Sciences (IES) Panel Reviewer (invited 2016, 2017, 2018, 2019), Institute of Education Sciences (IES), the statistics, research, and evaluation arm of the United States Department of Education.

Reviewer, Journal of Applied School Psychology (JASP), 2015 – present

Reviewer, Journal of Positive Behavior Interventions (JPBI), 2017 – present

Reviewer, Remedial and Special Education (RASE), 2017 – present

Reviewer, Preventing School Failure, 2001 – present

Reviewer, Beyond Behavior, 2011 – present

Reviewer, Journal of Urban Education, 2013 – 2017

Associate Guest Editor, Education & Treatment of Children, November, 2012

Associate Guest Editor, Psychology in the Schools, 2011–2013

Advisory Panel, member, IES grant application, *Developing Wise Interventions to Increase Teacher Use of Evidence-Based Classroom Management for Students with Disabilities*, invited and served, 2017—present.

Consultant, Social and Emotional Learning program development, training, and systemic application, *EQ Friends* Nonprofit Governmental Agency, Shenzhen, China, April, 2014 –2017

Consultant, Social and Emotional Learning program development and systemic application, Saigon Schools, Vietnam, May 2013-2014

Consultant and collaborator, Use of the SPBD in Cyprus, Croatia, and Spain. September 2016–2019

Consultant, English language program and lesson materials for faculty and students of Polytechnic University, Shenzhen, University, 2013-2015

Content validity – *PBIS By-In Measure (BIM)* December, 2014

Editor-in-Chief, SCOPE, Publication of the Washington Association of School Psychologists

Board Member, Washington Association of School Psychologists, 2011–2014.

Kenneth Merrell Legacy Scholarship Committee, 2012-2013

Conference Strand Leader, Northwest Positive Behavior Supports Network, 2011

Associate Editor of the SCOPE, Publication of the Washington State Association of School Psychologists, 2010 – 2011

Faculty Advisor, University of Washington, Tacoma Student Chapter of the Council for Exceptional Children, 2010 – 2012

Measure Reviewer, Content validation, Office of Superintendent of Public Instruction State Needs Project Evaluation Tool (SNiPET), 2010

Committee Member, Northwest Positive Behavior Interventions and Supports (NWPBIS) Network, 2008 – 2012

Invited Chapter Reviewer, *Interventions*, (Sprick, 2017), Internalizing Problems.

Text Reviewer, Brookes Publishing, 2009.

Workshop and Presentation Reviewer, National Association of School Psychologists, 2008 – 2011.

Instructional Consultant, WayOutKids, co-developed teaching tool and video, “It Takes Us All”, for the Seeds of Compassion event held at UW, 2008.

Program Evaluator, Head Start Program, Tacoma, WA, 2007.

Text Reviewer, Allyn & Bacon, 2007.

Selected Service to the Community (all service provided gratis)

Data facilitator and consultant: Facilitated the collection of school needs assessment data through the use of the SPBD. Also, through the SPBD report, provided strategies for the interpretation and utilization of data for schools in this region, across the US, and internationally.

Professional development and consultation, Using the SPBD Data to Inform Practice, South Whidbey School District, November 2017—present.

Professional development and consultation, Social and Emotional Learning, Tacoma Public Schools 2018—present.

Professional development and consultation, Social and Emotional Learning, Edmonds School District 2019—present.

Professional development and consultation, Social and Emotional Learning, Chief Leschi Tribal School, Puyallup, WA 2018—present.

Professional development, SPBD Learning Collaborative – developed and convened at the Northwest PBIS conference, 2018.

Professional development and consultation, Social and Emotional Learning, Shelton School District, 2019.

Professional development and consultation, Using the SPBD Data to Inform Practice, Franklin Pierce School District, 2011—2019.

Consultant, Social and Emotional Learning, district-wide strategic planning. Anacortes school district, 2017-2018.

Professional development, Using the SPBD Data to Inform Practice, White River School District, April 2016.

Consulting, Facilitating student-teacher relationships, Bellevue School District, February 2016.

Consulting, Facilitating positive school climate, Tacoma elementary school team, December, 2015.

Professional development and evaluator, positive behavior supports, Vancouver School District, Vancouver, WA 2010 – 2016.

Professional development and evaluator, schoolwide positive behavior supports, Federal Way School District, Federal Way, WA 2013 – 2016.

Professional development and evaluator, positive behavior supports, Garfield High School, Seattle School District, Seattle, WA 2013 – 2014.

Professional development and evaluator, Tacoma Whole Child Initiative, Tacoma School District, Tacoma, WA 2012 – 2013.

Professional development and evaluator, schoolwide positive behavior supports, White River School District, Buckley, WA 2009 – 2013.

Professional development, staff perceptions of behavior and supports (SPBD), James Monroe Elementary School, Everett, WA 2013

Professional development, staff perceptions of behavior and supports (SPBD), St. Mary Elementary School, Seattle, WA 2012

Professional development, staff perceptions of behavior and supports (SPBD), Parkrose Middle School, Portland, OR 2012

Evaluator, schoolwide positive behavior supports, Orting School District, Orting, WA 2012.

Evaluator, schoolwide positive behavior supports, Rochester School District, Rochester, WA 2012.

Consultant, schoolwide behavior supports, Birney Elementary School, Tacoma School District, Tacoma, WA 2012.

Evaluator, schoolwide positive behavior supports, Bellevue School District, Bellevue, WA 2009 – 2012.

Evaluator, schoolwide positive behavior supports, North Thurston School District, WA 2010

Consultant, schoolwide positive behavior supports, Stanwood School District, WA 2009 – 2010

Evaluator and team member, schoolwide positive behavior supports, Chief Leschi BIE Elementary, Middle, and High Schools, Puyallup, WA 2008

Trainer, Strong Kids Curriculum, Longview School District, WA 2008

Consultant, Response to Intervention, Lake Washington School District, Redmond, WA. 2008

Evaluator and Team Member, Federal Way School District, Federal Way, WA 2007 – 2010

Curriculum Evaluator, Auburn School District, WA 2007
Independent Evaluator, student academic assessment, Tacoma, WA 2007.

PROFESSIONAL AFFILIATIONS

National Association of School Psychologists
Association for Positive Behavior Support
Northwest Network for Positive Behavior Interventions and Supports
Washington State Association of School Psychologists
Arizona Association of School Psychologists
Council for Exceptional Children
Council for Children with Behavior Disorders
Teacher Educators of Children with Behavior Disorders

UNIVERSITY SERVICE

**Faculty Fellow in Social Emotional Learning, Office of Community Engagement,
2019—present**

UW Tacoma School of Education Committees

Faculty Council, School of Education member, 2018 –present
Chair, Promotion and Tenure Committee, Assistant Professor, April 2019—present
Co-Chair, School Psychology Search Committee, Sept 2018—April 2019
Master in Education (M.Ed.) Program Coordinator 2017—present
Education Doctorate (EdD) Leadership Program Faculty Council, 2015—present
Assessment Committee, member, spring 2018—present
School of Education, Working Agreements, Spring 2018—present
Race, Equity and Justice Committee, member, 2018
Chair, Professional Educator Advisory Board (PEAB) 2015—2017
Professional Educator Advisory Board (PEAB) report, Standard 1, November, 2016.
Search Committee, School of Education Dean, Fall 2016—2017
Retention and Recruitment Committee, September, 2016—2017
Master in Education Program Committee, September 2016—2018
Special Education Coordinating Committee, September 2016—2017
Undergraduate Education Program Committee, 2015-2016
Search Committee, Education Program Director, Winter 2015—Spring 2016
Chair, Undergraduate Education Program Committee, 2015-2016
Education Program Graduate Faculty Council ad-hoc member (2014-2015)
Scholarship Committee, ad-hoc member (2014)
Professional Educator Advisory Board (PEAB) member, September 2014—May 2015
Promotion & Tenure Committee, third year review of assistant professor, 2015
Chair, Scholarship Committee, 2011–2013
Graduate Faculty Council, Program Committee, 2009 – 2013
Ed.D. Coordinating Committee, 2012 –2013

Ed.D. Assessment and Alignment Committee, 2012 –2013
Dual Track, RtI, and SASS Committee, 2008 – 2013
Teachers of English Language Learners Committee, 2011 – 2012
Member, Scholarship Committee, 2010 – 2011
Committee for the Recruitment and Retention, Program Committee, 2010 – 2013
Faculty Search Committee, Administration Program, 2009
Education Program Strategic Planning Steering Committee, 2008

UW Tacoma Campus Committees

Graduate Program Coordinators (GPC), member, 2018—present
Executive Council, School of Education representative, 2017—2018
Chair, Undergraduate Education Academic Council (UEAC), 2015—2017
Distinguished Researcher Award Committee, 2016—2018
Undergraduate Education Academic Council (UEAC), 2014—2015
Distinguished Teaching Award Committee, 2012-2013
Distinguished Research Award Committee, 2011 – 2013
Distinguished Teaching Award Committee, 2010 – 2011
Founder’s and Chancellor’s Endowment Fund Committee, 2009 – 2011
Foundations of Excellence Committee, 2008 – 2009
Chair, Arts & Lectures Committee, 2007 – 2009
University Student Conduct Committee, 2006 – 2009
Arts & Lectures Committee, 2006 – 2007

UNIVERSITY TEACHING

Areas of Teaching Expertise

Social and Emotional Learning, Collaboration, Systems Change, Classroom Management, & Assessment

Courses Taught, University of Washington, Tacoma

TEDUC 503: Measurement in Education, 3 credits
TEDUC 504: Understanding Educational Research, 3 credits
TEDSP 520: Multicultural Issues in Special Education, 3 credits
TEDUC 538: Critical Issues in Assessment, 3 credits
TEDSP 539: Introduction to Exceptionalities, 3 credits
TEDUC 540: Students with Disabilities and Students At-Risk, 3 credits
TEDUC 540: Systems of Prevention and Supplemental Supports, 3 credits
TEDUC/TEDSP 541: Literacy Instruction for Diverse Students, 3 credits
TEDUC 542: Structuring the Classroom for Success, 3 credits
TEDSP 544: Special Education Assessment & Evaluation, 3 credits
TEDSP 545: Introduction to Emotional and Behavioral Disorders, 3 credits
TEDSP 546: Collaborative Consultation, 3 credits
TEDSP 548: Special Education Classroom Management
TEDUC 548: Classroom Management, 3 credits

TEDSP 556: Social and Emotional Learning, 3 credits
TEDUC 583: RTI Academic Seminar, 3 credits
TEDSP 594: Practicum Seminar II, 3 credits
TEDSP 594: “Summer Jump” Practicum experience, 3 credits
TEDUC 599: Culminating Seminar I, 3 credits
TEDUC 599: Culminating Seminar II, 3 credits

Selected Program and Course Development

Education Specialist (Ed.S.) Degree Program in School Psychology. Program Notice of Intent initially approved July, 2016.

Education Master’s (M.Ed.) Degree Study Option in Social and Emotional Learning (SEL), developed, initiated Fall 2016.

Course Developed: *TEDSP 556: Social and Emotional Learning*

Course Transformed: from *TEDUC 540: Students with Disabilities and Students At-Risk* to *TEDUC 540: Systems of Prevention and Supplemental Supports*

As member of the Undergraduate Education Program Committee, assisted the development of new Minor in Education.

Other Honors and Teaching Experiences

Distinguished Researcher Award nomination (double nomination), 2019.

Distinguished Teacher Award nomination (double-student nomination), 2017.

Faculty Speaker (by student vote) at the School of Education Hooding Ceremony, 2017.

Faculty speaker (by student vote) at the Education Program Hooding Ceremony, 2008.

Doctoral culminating project, chair, Education Doctorate (Ed.D.) Program. Angelo Mills. *Using Community Voice to Facilitate Social and Emotional Learning in a Tribal School,* March 2018—present.

Doctoral culminating project, chair, Education Doctorate (Ed.D.) Program. Cynthia Sherrod. *Using Student and Staff Perceptions to Guide Training and Practice,* completed summer 2016.

Doctoral culminating project committee, member, Education Doctorate (Ed.D.) Program. Thomas Edwards. *Supporting Teachers, Sustainable Systems: Data-driven Implementation of Multi-Tiered System of Supports for Behavior,* completed spring 2016.

2 Independent studies, M.Ed. student, SEL research coding project, Spring 2018—Spring 2019

Independent study, M.Ed. student, SEL literature review, Summer 2018

Independent Studies, 7 students, 2008 – 2017

Mentor, Part-time and full-time lecturers, 2014—present

Guest lecturer, Ed.D program, Educational Leadership program, Secondary Science, and Teacher Certification Program

Peer teaching evaluation, School of Education Assistant Professor, 2018

Peer teaching evaluation, School of Education Associate Professor, 2017

Peer teaching evaluation, School of Education Associate Professor, 2016

Peer teaching evaluation, Social Work, Associate Professor, 2014

Faculty Advisor, Doctoral Candidate UW (Seattle) Teaching Fellowship, 2013

Teacher Certification Program student portfolios, 2010-2011

Teacher Certification Program student portfolios, 2011-2012

Assessment in Education, University of Oregon (supervised college teaching), 2000

Cross-Cultural Psychology, Eastern Illinois University Study Abroad in the Netherlands (co-teaching), 1999.

Updated 5/19