

**Shantel D. Crosby, PhD, LMSW**

Raymond A. Kent School of Social Work  
 University of Louisville  
 107 Patterson Hall  
 2313 S. 3rd St.  
 Louisville, KY 40208  
 502.852.0153  
 shantel.crosby@louisville.edu

**EDUCATION**

- Wayne State University, Detroit, MI*  
**Ph.D. in Social Work** **2016**
- University of Michigan, Ann Arbor, MI*  
**M.S.W.** **2009**  
 Concentration: Interpersonal Practice/Mental Health  
 Minor: Community Organizing
- University of Michigan, Ann Arbor, MI*  
**B.A.** **2007**  
 Concentration: Psychology  
 Minor: Urban and Community Studies

**SPECIALIZATION**

- Childhood trauma, wellbeing, and socioemotional development among high risk and system-involved youth, with an emphasis on racial/ethnic minority youth
- Socioemotional interventions and trauma-informed practice in schools and other child-serving systems

**RESEARCH & GRANT EXPERIENCE**

*University of Louisville, Louisville, KY*  
**Key Personnel—Qualitative Researcher** **2019-2023**  
*Motivational Interviewing Skills for Coaches*  
 Terry Scott (PI)

Externally Funded by the Institute of Education Sciences: \$1,401,712

*University of Louisville, Louisville, KY*  
**Co-Principal Investigator/Evaluator** **2018-2023**  
*Resiliency in Communities After Stress and Trauma Program*  
 Rashaad Abdur-Rahman (PI); Jennifer Middleton (Co-PI)

Externally Funded by the Substance Abuse & Mental Health Services Administration:  
 \$5,000,000

\*West = previous surname

\*\* denotes publication/presentation with doctoral student(s)

*University of Louisville, Louisville, KY*

**Co-Investigator**

**2017-2020**

*Transforming Learning Communities: A Multiyear Project  
Supporting Teachers of Adolescents*

Shelley Thomas (PI); Penny Howell (Co-PI)

Internally Funded by University of Louisville Cooperative Consortium for Transdisciplinary  
Social Justice Research: \$18,161

*University of Louisville, Louisville, KY*

**Principal Investigator**

**2017-2018**

*Examination of a Trauma-Informed School Intervention through  
the Experiences and Well-Being of Trauma-Exposed Students*

Externally Funded by Robert Wood Johnson Foundation, New Connections: \$50,000

*University of Louisville, Louisville, KY*

**Co-Investigator**

**2016-2018**

*Efficacy of Enhanced First Step to Success Intervention for  
Tertiary-Level Students with Disruptive Behavior*

Andy Frey (PI); John R. Seeley (Co-PI); Hill Walker (Co-PI);  
Edward Feil (Co-PI)

Externally Funded by Institute of Education Sciences: \$3,499,700

*University of Louisville, Louisville, KY*

**Co-Investigator**

**2016-2018**

*Preschool First Step to Success: An Efficacy Replication Study*

Hill Walker (Co-PI); Edward Feil (Co-PI)

Externally Funded by Institute of Education Sciences: \$1,100,666

*Wayne State University, Detroit, MI*

**Graduate Research Assistantship**

**2015-2016**

*Fostering Healthy Futures*

Cheryl Somers; Angelique Day

Externally Funded by Doctoral Fellowship from the Council on Social Work Education,  
Minority Fellowship Program: \$22,920

*Wayne State University, Detroit, MI*

**Graduate Research Assistantship**

**2013-2014**

*Transition to Independence Program; Trauma-Informed Teaching;  
Identity Theft; & APA Study*

Angelique Day (PI)

\*West = previous surname

\*\* denotes publication/presentation with doctoral student(s)

Wayne State University, Detroit, MI

**Research Assistant**

**2012-2013**

*Assessing Practitioner Competence*

Tam Perry (PI)

University of Michigan, Ann Arbor, MI

**Research Assistant**

**2007-2009**

*UM Detroit Initiative Project*

Lorraine Gutierrez (PI)

TEACHING EXPERIENCE

University of Louisville, Louisville, KY

**Assistant Professor**

**2016-Present**

MSSW Advanced SW Practicum

MSSW SW Micro Practice Methods I (Face-to-Face & Online)

MSSW SW Macro Practice Methods II (Online)

Wayne State University, Detroit, MI

**Adjunct Faculty**

**2015-2016**

MSW HBSE I: Micro Theory (Face-to-Face)

MSW HBSE II: Diversity in a Multicultural Society (Online)

PROFESSIONAL EXPERIENCE

Lincoln Behavioral Services, Redford, MI

**Child & Family Clinical Therapist**

**2009-2012**

PEER-REVIEWED ARTICLES

\*\*Somers, C., Goutman, R., Day, A., Enright, O., **Crosby, S.**, Taussig, H. (in press). Achievement Among a Sample of Youth in Foster Care: The Role of School Connectedness. *Psychology in the Schools*.

**Crosby, S.D.**, Howell, P., Thomas, S. (2020). Teaching through Collective Trauma in the Era of COVID-19: Trauma-informed Practices for Middle Level Learners. *Middle Grades Review*.

**Crosby, S.D.**, Patton, D., Duncan, D.T., Smith Lee, J. (2019). Framing Neighborhood Safety and Academic Success: Perspectives from High-Achieving Black Youth in Chicago. *Children, Youth, and Environments*, 29 (1).

**Crosby, S.D.**, Somers, C., Day, A., Baroni, B. (2019). Examining Trauma-Informed Teaching and the Trauma Symptomatology of Court-Involved Girls. *The Urban Review*, 51, 582-598.

Frey, A., Small, J.W., Lee, J., **Crosby, S.**, Seeley, J.R., Forness, S., & Walker, H.M. (2019). homeBase: Participation, Engagement, Alliance, and Social Validity of a Motivational Parenting Intervention. *Children and Schools*.  
<https://doi.org/10.1093/cs/cdz016>

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\*\* denotes publication/presentation with doctoral student(s)

Patton, D.U., Leonard, P., Elsaesser, C., Eschmann, R.D., Patel, S., **Crosby, S.** (2019). What's a Threat on Social Media? How Black and Latino Young Men in Chicago Define and Navigate Threats Online. *Youth & Society*, 51 (6), 756-772.

Thomas, S., **Crosby, S.D.**, Vanderhaar, J. (2019). Trauma Informed Practices in Schools Across Two Decades: An Interdisciplinary Review of Research. *Review of Research in Education*, 43, 422-452.

Thomas, S.M., Howell, P.B., **Crosby, S.D.**, Brkic, E., Clemons, K., McKinley, L., Peter, S. (2019). Teacher Candidates' Emerging Perspectives on Trauma-Informed Teaching. *Kentucky Teacher Education Journal*, 6 (1), Article 2.

Adedoyin, C., Robinson, M., Clayton, D.M., Moore, S., Jones-Eversley, S., **Crosby, S.**, Boamah, D. (2018). A Synergy of Contemporary Activism to Address Police Maltreatment of Black Males: An Intersectional Analysis. *Journal of Human Behavior in the Social Environment*, 28 (8), 1078-1090.

**Crosby, S.D.**, Day, A., Somers, C., Baroni, B. (2018). Avoiding School Suspension: Assessment of a Trauma-Informed Intervention with Court-Involved, Female Students. *Preventing School Failure*, 62 (3), 229-237.

**Crosby, S.D.**, Howell, P, Thomas, S. (2018). Social Justice Education through Trauma-Informed Teaching. *Middle School Journal*, 49 (4), 15-23.

\*\***Crosby, S.D.**, Hsu, H., Jones, K., Rice, E. (2018). Factors that Contribute to Help-Seeking Among Homeless, Trauma-Exposed Youth: A Social-Ecological Perspective. *Children and Youth Services Review*.

Thomas, S.M., Howell, P.B., **Crosby, S.D.**, Echols, K.L., Newby, L.D., Hodgson, H., Daneshmand, S. (2018). Classroom management through teacher candidates' lenses: Transforming learning communities through a community of practice. *Kentucky Teacher Education Journal*, 5 (2), Article 4.

Walker, H., Feil, E.G., Frey, A., Small, J., Seeley, J., Golly A., **Crosby, S.**, Lee, J., Forness, S., Sprick, M., Coughlin, C., Stiller, B. (2018). First Step Next: An Updated Version of the First Step to Success Early Intervention Program. *Perspectives on Early Childhood Psychology and Education*.

**Crosby, S.D.**, Algood, C.L., Sayles, B., & Cabbage, J. (2017). An Ecological Examination of Factors That Impact Well-Being Among Developmentally-Disabled Youth in the Juvenile Justice System. *Juvenile and Family Court Journal*, 68 (2), 5-18.

**Crosby, S.D.**, Somers, C.L., Day, A.G., Zammit, M., Shier, J.M., Baroni, B.A. (2017). Examining School Attachment, Social Support, and Trauma Symptomology Among Court-Involved, Female Students. *Journal of Child and Family Studies*, 26 (9), 2539-2546.

Day, A.G., Baroni, B., Somers, C.L., Shier, J.M., Zammit, M., **Crosby, S.D.**, Yoon, J., Pennefather, M., Hong, J.S. (2017). Trauma and Triggers: Students' Perspectives on Enhancing the Classroom Experiences at a Residential Treatment Center School. *Children and Schools*, 39, 227-237.

\*West = previous surname

\*\* denotes publication/presentation with doctoral student(s)

Park, H., Liao, M., **Crosby, S.D.** (2017). The Impact of Big Brothers Big Sisters Programs on Youth Development: An Application of the Model of Homogeneity/Diversity Relationship. *Children and Youth Services Review*, 82, 60-68.

Baroni, B., Day, A., Somers, C., **Crosby, S.**, Pennefather, M. (2016). The adoption of the Monarch Room as an alternative to suspension and expulsion in addressing school discipline issues among court-involved youth. *Urban Education*, 1-21.

**Crosby, S.** (2016). Trauma-informed approaches to juvenile justice: A critical race perspective. *Juvenile and Family Court Journal*, 67 (1), 5-18.

**Crosby, S.**, Somers, C., Day, A., & Baroni, B. (2016). Working with traumatized students: A preliminary study of measures to assess school staff perceptions, awareness, and instructional responses. *Journal of Therapeutic Schools and Programs*, 8 (1), 59-70.

Day, A., Curtis, A., Paul, R., Allotey, P.A., & **Crosby, S.** (2016). Timely health service utilization of older foster youth by insurance type. *Journal of Adolescent Health*, 58 (1), 17-23.

Hong, J.S., Merrin, G.J., **Crosby, S.**, Hernandez-Jozefowicz, D., Lee, J., & Allen-Meares, P. (2016). Individual and contextual factors associated with immigrant youth's feeling unsafe in school: A social-ecological analysis. *Journal of Immigrant and Minority Health*, 18 (5), 996-1006.

Park, H., Yoon, J., & **Crosby, S.**, (2016). A pilot study of Big Brothers Big Sisters programs and youth development: An application of critical race theory. *Children and Youth Services Review*, 61 (2), 83-89.

Patton, D., Leonard, P., Cahill, L., MacBeth, J., **Crosby, S.**, Brunton, D. (2016). "Police took my homie I dedicate my life 2 his revenge": Twitter tensions between gang-involved youth and police in Chicago. *Journal of Human Behavior in the Social Environment*, 26 (3-4), 310-324.

Resko, S.M., Brown, S., Mendoza, N.S., **Crosby, S.D.**, & Gonzalez-Prendes, A. (2016). Perceived treatment needs among women with co-occurring substance use disorders and PTSD. *Journal of Dual Diagnosis*, 12 (3-4), 271-281.

**Crosby, S.** (2015). An ecological perspective on emerging trauma-informed teaching practices. *Children & Schools*, 37 (4), 223-230.

**Crosby, S.**, Day, A., Baroni, B., & Somers, C. (2015). School staff perspectives on the challenges and solutions to working with court-involved students. *Journal of School Health*, 85 (6), 347-354.

Day, A., Somers, C., Baroni, B., **\*West, S.**, Sanders, L. & Peterson, C. (2015). Evaluation of a trauma-informed school intervention with girls in a residential facility school: Student perceptions of school environment. *Journal of Aggression, Maltreatment & Trauma*, 24 (10). 1086-1105.

\*West = previous surname

\*\* denotes publication/presentation with doctoral student(s)

Hong J.S., Voisin, D.R., & **Crosby, S.** (2015). A review of STI/HIV interventions for delinquent and detained juveniles: An application of the social-ecological framework. *Journal of Child & Family Studies, 24* (9), 2769-2778.

\***West, S.**, Day, A., Somers, C., & Baroni, B. (2014). Student perspectives on how trauma manifests in the classroom: Engaging court-involved youth in the development of a trauma-informed teaching curriculum. *Children and Youth Services Review, 38*, 58-65.

#### BOOK CHAPTERS

##### PEER-REVIEWED

Hong, J.S., **Crosby, S.**, & Lee, J.M. (2017). The social ecology of crime. In C.J. Schreck, M.J. Lieber, K. Welch, & H.V. Miller (eds.), *Encyclopedia of Juvenile Delinquency and Justice*. Hoboken, NJ: Wiley-Blackwell.

##### INVITED

\*\***Crosby, S.D.**, Jones, K., & Day, A. (2020). Social and economic disparities within the educational system. In K. Benner, D. Loeffler, and N.D. Pope (Eds.). *Social, Economic and Environmental Justice: Building Social Work Practice Skills*. New York: Springer. (Invited).

\*\***Crosby, S.D.**, Frey, A.J., Zornes, G., & Jones, K. (2019). Chapter 13: Disruptive behavior disorders. In J. C. Raines (Ed.), *Evidence-based practice in school mental health: Addressing DSM-5 disorders in schools*. New York, NY: Oxford University Press. (Invited).

Hong, J.S., & \***West, S.** (2014). Juvenile detention centers. In L.H. Cousins & J.G. Golson (eds.), *Encyclopedia of Human Services and Diversity* (pp. 764-766). Thousand Oaks, CA: Sage Publications, Inc. (Invited).

#### PUBLICATIONS IN PROGRESS

Lee, J.S., Frey, A., Small, J., **Crosby, S.** (Revise and Resubmit). Promoting initial skill development in Motivational Interviewing with school-based personnel. *Prevention Science*.

Thomas, M.S., Howell, P.B., **Crosby, S.D.**, Scott K.L. (Revise and Resubmit). Transforming Learning Communities through a Transdisciplinary, Trauma-informed Approach to Classroom as Communities. *The New Educator*.

\*\***Crosby, S.D.**, Jones, K., Day, A.G., Somers, C.L. (under review). "They Don't Care About You": Exploring Socioemotional Barriers in School Settings for Black, Trauma-Exposed Boys. *The High School Journal*.

\*\***Crosby, S.D.**, Jones, K., Day, A., Somers, C., Baroni, B., Williams, A.F. (under review). Expect to be Taken out of Class': Comparing School Experiences of Trauma-Exposed, Black Girls and Boys. *Equity & Excellence in Education*.

\*\*Jones, K., **Crosby, S.D.**, Somers, C., Day, A., Baroni, B. (under review). Trauma Symptomatology and Self-Esteem among Court-Involved, Female Youth. *Journal of Education*.

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 POLICY BRIEFS & PROFESSIONAL REPORTS
 

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Hong, J.S., Day, A., Lee, J.M, **Crosby, S.** (2015). Adolescents' reporting of bullying and peer victimization in school: What do they report and how can we respond? Final report to the School Community Health Alliance of Michigan.

Hernandez, L., Day, A., & **Crosby, S.** (2014). *State tuition waiver programs and education training vouchers for youth in foster care*. U.S.D.H.H.S. Children's Bureau and Wayne State University Transition to Independence Program Policy Report. Retrieved from [http://www.tipwaynestate.org/uploads/1/3/8/9/13898085/state\\_tuition\\_waivers\\_and\\_e\\_tv-revised\\_2.27.15.pdf](http://www.tipwaynestate.org/uploads/1/3/8/9/13898085/state_tuition_waivers_and_e_tv-revised_2.27.15.pdf)

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 PEER-REVIEWED PRESENTATIONS
 

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**Crosby, S.** (2021, January). *Meet the Scientist*. Special session at the Society for Social Work and Research Annual Conference. Virtual Conference.

Frey, A., Lee, J., **Crosby, S.**, & Small, L. (2021, January). *Efficacy of the Revised First Step Next program in Preschool Settings: A Cluster-Randomized Trial*. Oral presentation presented at the Society for Social Work and Research Annual Conference. Virtual Conference.

Lee, J. & **Crosby, S.** (2021, January). *First Step Next for All: Piloting of a Tier-1 Universal Intervention to Improve Academic Engagement and Social-Emotional Competency*. Oral presentation presented at the Society for Social Work and Research Annual Conference. Virtual Conference.

\*\*Thomas, S., Howell, P., **Crosby, S.**, Kacmar, A., Clemons, K., McKinley, L., Peter, S., Manuel, S., Sudiwasa, J., Marples, W. (2020, May). *Teacher Candidates' Perspectives on Trauma-Informed Teaching*. Poster presented at the annual meeting of the Kentucky Excellence in Educator Preparation. (Conference Cancelled).

Howell, P., Thomas, S., **Crosby, S.**, Scott, K. (2020, April) *Candidates' Reflections on Critical Incident Reports: A Tool for Trauma Informed Practices*. To be presented at the Annual Meeting of the American Educational Research Association. San Francisco, CA. (Conference Cancelled).

\*\***Crosby, S.D.**, Hsu, H., Jones, K., Rice, E. (2020, January). *A Social-Ecological Analysis of Factors Contributing to Help-Seeking Among Trauma-Exposed Youth Experiencing Homelessness*. Oral presentation presented at the Society for Social Work and Research Annual Conference. Washington D.C.

\*\***Crosby, S.D.**, Jones, K., Day, A. (2020, January). "They Don't Care About You": *The School Experiences of Trauma-Exposed Black Boys*. Oral Presentation at the Society for Social Work and Research Annual Conference. Washington D.C.

**Crosby, S.D.**, Storer, H., Kniffley, S., Middleton, J. (2020, January). *Exploring Experiences of Trauma and Race-Based Trauma through a Community Needs and Resources Assessment*. Poster presented at the Society for Social Work and Research Annual Conference. Washington D.C.

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\*\* denotes publication/presentation with doctoral student(s)

\*\*Day, A., Vanderwill, L., Baroni, B., & **Crosby, S.** (2020, January). *The Impact of a Trauma Informed Teaching Intervention on Teachers and Other School Support Staff in Alternative Education Settings: A Teacher Retention Strategy*. Oral presentation at the Society for Social Work and Research Annual Conference. Washington D.C.

\*\*Jones, K., **Crosby, S.D.**, Day, A. (2019, October). "They Don't Care About You": *Supporting Trauma-Exposed Black Boys in Schools*. Oral presentation accepted for the Council on Social Work Education Annual Program Meeting. Denver, CO.

Howell, P., Thomas, S., **Crosby S.** (2019, November). *Reflecting on Critical Incidents: Teacher Candidates' Perceptions of Trauma Informed Practices during Student Teaching*. Roundtable to be presented at the annual conference for Middle Level Education. Nashville, TN.

Thomas, S., Howell, P., **Crosby S.**, Brkic, E., Clemons, K., McKinley, L., Peter, S., Phippen, M. (2019, May). *Teacher Candidates' Perspectives on Trauma-Informed Teaching*. Presented at the annual meeting of the Kentucky Excellence in Educator Preparation. Lexington, KY.

Thomas, M.S., **Crosby, S.D.**, Howell, P.B., Echols, K.L., Smith, J.M., Daneshmand, S.N., Newby, L.D., & Vincent, D.M. (2019, April). *Transforming Learning Communities: A Transdisciplinary, Trauma-informed Approach to Classroom as Communities*. Presented at the Annual Meeting of the American Educational Research Association. Toronto, ON.

Thomas, S., Howell, P., **Crosby, S.**, Echols, K., Swanson, A., Vanderhaar, J., Newby, L., Smith, J., Daneshmand, S., Vincent, D., & Phippen, M. (2019, February). *Transforming Learning Communities through Trauma Informed Teaching in Teacher Preparation*. Presented at the annual meeting of the American Association for Colleges of Teacher Education. Louisville, KY.

\*\*Jones, K., **Crosby, S.**, Day, A. (2019, February). 'They Don't Care About You': *Exploring the Socioemotional School Experiences of Black Trauma-Exposed Boys*. Presented at the National Association of African American Studies conference. Dallas, TX.

Frey, A., Lee, J., **Crosby, S.D.** (2019, January). *Motivational Interviewing Proficiency within the Context of a Home-Based Intervention for Parents of Children with Disruptive Behavior Disorders*. Oral Presentation for the Society for Social Work and Research Annual Conference. San Francisco, CA.

Frey, A. & **Crosby, S.D.** (2019, January). *Participation, Engagement, Alliance, and Social Validity of a Motivational Parenting Intervention*. Oral Presentation for the Society for Social Work and Research Annual Conference. San Francisco, CA.

Daneshmand, S., Hodgson, H., Stovall, C., Newby, L., Phippen, M., Maurer, K, Thomas, S., Howell, P., & **Crosby, S.** (2018, May). *Perspectives on Community: Undergraduate Candidate Voices on Transforming Learning Communities*. Workshop presented at the annual meeting of the Kentucky Excellence in Educator Preparation. Louisville, KY.

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Thomas, S., Howell, P., **Crosby, S.**, Echols, K., Swanson, A., Vanderhaar, J., Gnau, A., Maurer, K. (2018, May). *Transforming Learning Communities: Reimagining Educator Preparation for Classroom Management through a Transdisciplinary Lens*. Workshop presented at the annual meeting of the Kentucky Excellence in Educator Preparation. Louisville, KY.

**Crosby, S.D.**, Day, A., Somers, C., Baroni, B. (2018, January). *Avoiding School Suspension: Exploring of a Trauma-Informed School Intervention*. Poster Presentation for the Society for Social Work and Research Annual Conference. Washington D.C.

**Crosby, S.D.**, Day, A., Somers, C., Baroni, B. (2018, January). *Trauma and Triggers: Court-Involved Students' Experiences with Learning in Residential Settings*. Oral Paper for the Society for Social Work and Research Annual Conference. Washington D.C.

**Crosby, S.D.**, Day, A., Baroni, B. Somers, C. (2017, January). *Examining the Well-Being of Court-Involved, Female Youth Exposed to a Trauma-Informed Teaching Intervention*. Oral presentation for the Society for Social Work and Research Annual Conference. New Orleans, LA.

**Crosby, S.D.**, Day, A., Baroni, B. (2016, November). *Examining Trauma-Informed Teaching through the Experiences of Court-Involved, Female Students*. Oral presentation accepted for the Council on Social Work Education Annual Program Meeting. Atlanta, GA.

Day, A., Baroni, B., **Crosby, S.**, Somers, C. (2016, October). *Teaching and Retaining Traumatized, Court-Involved Students: Promising Practices from the Field*. Workshop presented at the National Dropout Prevention Conference. Detroit, MI.

Patton, D., Leonard, P., Cahill, L., MacBeth, J., **Crosby, S.**, Brunton, D. (2016, March-April). *"Police took my homie I dedicate my life 2 his revenge": Twitter Tensions Between Gang-Involved Youth and Police in Chicago*. Poster presented at the Society for Research on Adolescence Annual Meeting. Baltimore, MD.

Day, A.G., **Crosby, S.D.**, Baroni, B. (2016, January). *The Adoption of the Monarch Room As an Alternative to Suspension and Expulsion in Addressing School Discipline Issues Among Court-Involved Youth*. Poster presented at Society for Social Work and Research Annual Conference. Washington, DC.

Hong, J.S., Merrin, G.J., **Crosby, S.**, Hernandez Jozefowicz, D., Lee, J.M., & Allen-Meares, P. (2016, January). *Factors Associated with Immigrant Youths' Perceptions of School Safety: An Application of the Social-Ecological Framework*. Paper presented at Society for Social Work and Research Annual Conference. Washington, DC.

Resko, S.M., Brown, S., Mendoza, N.S., **\*West, S.D.**, Gonzalez-Prendes, A. (2015, January). *Perceived Treatment Needs Among Women with Co-Occurring Substance Use Disorders and PTSD*. Oral presentation accepted for the Society for Social Work and Research Annual Conference. New Orleans, LA.

**Crosby, S.** & Day, A. (2014, November). *Teaching Court-Involved Students: A Trauma-Informed Perspective*. Workshop presented at the Michigan Association of School Social Workers Annual Conference. Williamsburg, MI.

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\*\* denotes publication/presentation with doctoral student(s)

Peterson, C.D., **Crosby, S.D.**, Baroni, B.A. (2014, August). *Trauma-Informed Collaborations to Support the Education Well-Being of Youth Placed in Residential Care*. Workshop presented at the U.S. Children's Bureau's National Pathways to Adulthood Convening. Philadelphia, PA.

**\*West, S.**, Day, A., Somers, C., Baroni, B. (2014, April). *Evaluating a Trauma-Informed Teaching Intervention for Court-Involved Youth*. Poster presented at the University of Michigan Health System's Adolescent Initiative Conference on Adolescent Health. Ann Arbor, MI.

**\*West, S.**, Day, A., Somers, C., Baroni, B. (2014, March). *Evaluation of a Trauma-Informed Teaching Intervention*. Poster presented at the Society for Research on Adolescence Annual Meeting. Austin, TX.

Press, S., **\*West, S.**, Day, A. (2014, March). *Transition to Independence Program: A Model for Fostering the Academic Success of Foster Care Alumni*. Poster presented at the University of Michigan Depression Center Conference. Ann Arbor, MI.

Resko, S.M. and **\*West, S.** (2013, October). *Public Perception of Adolescent Marijuana Use: Results of a Statewide Survey*. Oral presentation accepted for the University of Michigan Health System's annual Social Work Research Symposium. Ann Arbor, MI.

Valeriani, J., **\*West, S.**, and Perry, T. (2013, October). *Assessment of Practitioner Competence: Supporting Older Adults and Their Housing Needs*. Poster presented at the University of Michigan Health System's annual Social Work Research Symposium. Ann Arbor, MI.

**\*West, S.**, Day, A., Baroni, B. (2013, October). *Trauma in the Classroom: Student Perspectives from Court-Involved Youth*. Poster presented at the University of Michigan Health System's annual Social Work Research Symposium. Ann Arbor, MI.

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#### INVITED PRESENTATIONS

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**Crosby, S.** (2019, October). *Trauma-Informed Methodologies*. Panelist for the UL Cooperative Consortium for Transdisciplinary Social Justice Research. Louisville, KY.

**Crosby, S.** (2019, February). *Engaging the Quiet Student*. Workshop presented at the UL Celebration of Teaching and Learning. Louisville, KY

\*\*Thomas, S., Howell, P., **Crosby, S.**, Echols, K. (2018, February). *Trauma-Informed Research Methods*. Panel presentation at UL Cooperative Consortium for Transdisciplinary Social Justice Research, Spring Research Methods Workshop. Louisville, KY.

**Crosby, S.**, Baroni, B., & Day, A. (2015, May). *Educationally Reclaiming Throw-Away Kids: Trauma-Informed Approaches to Supporting Students*. Workshop presented at the Fostering Success Michigan 4<sup>th</sup> Annual Statewide Summit. Lansing, MI.

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#### SERVICE, AWARDS, & AFFILIATIONS

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Kent School Service

**-Tenure-Track Faculty Search Committee**

**2020**

\*West = previous surname

\*\* denotes publication/presentation with doctoral student(s)

<b>-Reaffirmation Curriculum Design Subcommittee</b>	<b>2019-Present</b>
<b>-Academic Review Committee</b>	<b>2019-Present</b>
<b>-Doctoral Student Comp Exam/Dissertation Committee</b>	<b>2019-Present</b>
<b>-Doctoral Student Assistantship Supervisor/Mentor</b>	<b>2019-2020</b>
<b>-MSSW Admissions Committee</b>	<b>2017-Present</b>
<b>-Curriculum Committee</b>	<b>2016-Present</b>
<b>-Term Faculty Search Committee</b>	<b>2018</b>
<b>-Tenure-Track Faculty Search Committee</b>	<b>2017-2018</b>

UofL University Service

<b>-Electronic Research Administration System User Evaluation Committee</b>	<b>2020</b>
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<b>-Cooperative Consortium for Transdisciplinary Social Justice Research Steering Committee</b>	<b>2017-Present</b>
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Local/Community Service

<b>-Maryhurst Board of Directors</b>	<b>2019-2022</b>
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<b>-Jefferson County Public Schools (JCPS), Diversity, Equity, &amp; Poverty Programs (DEP)—Committee for Girls of Color School</b>	<b>2019-Present</b>
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<b>-Louisville Metro Police Department Training Advisory Board</b>	<b>2017-2018</b>
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**-Community Presentations for:**

Kentucky State University (KSU), Frankfort, KY	<b>2019</b>
KSU/Frankfort Independent Schools (3 presentations), Frankfort, KY	<b>2019</b>
JCPS, DEP Book Study (3 presentations), Louisville, KY	<b>2019</b>
JCPS Equity Institute (4 presentations), Louisville, KY	<b>2018</b>
JCPS, DEP Speaker Series (2 presentations), Louisville, KY	<b>2018</b>
Kent School German Exchange Program, Louisville, KY	<b>2018</b>
Westport Middle School (2 presentations), Louisville, KY	<b>2017</b>
Christian County Schools (4 presentations), Hopkinsville, KY	<b>2017</b>
Highland Middle School, Louisville, KY	<b>2017</b>
JCPS Equity Institute (3 presentations), Louisville, KY	<b>2016</b>
Fostering Success Michigan, Online Webinar	<b>2015</b>
Wayne State University CAPS, Detroit, MI	<b>2014</b>

National/Professional Service

<b>-University of Kentucky Doctoral Student Dissertation Committee</b>	<b>2020-Present</b>
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<b>-University of Illinois at Urbana-Champaign Doctoral Student Dissertation Committee</b>	<b>2019-Present</b>
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<b>-Children &amp; Schools Journal Consulting Editor</b>	<b>2018-2021</b>
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<b>-Council on Social Work Education, Council on the Role &amp; Status of Women in Social Work Education</b>	<b>2018-2021</b>
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**-Manuscript Reviewer for:**

American Journal of Orthopsychiatry

\*West = previous surname

\*\* denotes publication/presentation with doctoral student(s)

Children & Youth Services Review  
Children and Schools  
Current Psychology  
International Journal of School Social Work  
Journal of Adolescent Research  
Journal of Child and Family Studies  
Perspectives on Social Work  
Youth and Society

Awards

**Tom Erb Outstanding Article Award**

**2020**

Awarded by the Association for Middle Level Education

Affiliations

**-National Association of Social Workers**

**2018-Present**

**-Council on Social Work Education**

**2015-Present**

**-Society for Social Work & Research**

**2014-Present**

**-APA, Division 37, Section on Child Maltreatment**

**2016, 2018**

\*West = previous surname

\*\* denotes publication/presentation with doctoral student(s)