I lead the **Research on Assessment and Intervention to Support Equity (RAISE)** Lab.

**My Research Agenda**: In the age of high-stakes accountability, important educational decisions are increasingly based upon student test performance. However, the impact of these policies is largely unknown and may result in higher levels of teacher stress and student anxiety, without the provision of adequate supports necessary for the academic, socio-emotional, and behavioral success of every student. Research has indicated that nearly 20% of school-aged children will exhibit symptoms of severe mental and behavioral health problems, yet only 20% of those individuals are identified and subsequently receive intervention services. Moreover, students with internalizing problem behaviors (e.g., depression, anxiety, withdrawal), are significantly less likely to receive needed services. These problems may be exacerbated with a limited focus on only those behaviors (e.g., externalizing problems) that are perceived to impede academic achievement (i.e., high-stakes test performance). As such, it is important to (1) understand the influence of policies on socio-emotional wellbeing for students and teachers and (2) develop new mental and behavioral healthassessment to intervention models to help identify and serve *all* students in need. Within this high-stakes, accountability driven educational context, I utilize a social justice framework to examine the intersection of education policy and school mental health. My professional mission is a focus on a nuanced understanding of this intersection, development of responsive assessment tools to measure key constructs and inform preventative efforts, and creation of interventions to support student and teacher wellbeing. My research program consists of three distinct, yet conceptually related lines of inquiry including:

1. An examination of teacher stress and student test anxiety surrounding high-stakes exams;
2. The creation and validation of internalizing behavior and socio-emotional wellness screening assessments;
3. The training of teachers and schools in population-based assessment methods (e.g., universal mental health screening, Mental Health First Aid) to inform tiered and targeted intervention.

Students in the RAISE lab will have multiple opportunities for research experiences across lines, as well as mentorship, grant writing, and publication activities. Interested students are encouraged to review the RAISE lab manual that describes my mentorship style, areas of development, and yearly expectations. In addition, students will have opportunities to participate within my various service commitments including reviewing manuscripts for *Journal of School Psychology* and *School Psychology Review,* and advocacy and government relations for the NASP Government and Professional Relations committee.

**Ongoing Research Projects**:

* Development of universal screening tools in early childhood populations in collaboration with Pyramid Model Center at USF
* Development of cost-effectiveness and implementation simulation tools with colleagues in Public Health and Computer Science
* Goal 5 Measurement Grant from the Institute for Education Sciences entitled, “Development and Validation of Measures Supporting the Selection and Modification of Tier 2 Emotional and Behavioral Interventions”
* Substance Abuse and Mental Health Service Agency entitled, “Improving Access to Mental Health Services through Teacher Training and Universal Screening”
* Scattergood Foundation Grant entitled, “Evaluation of a population-based mental health assessment to intervention model.”
* National Institute for Justice Grant entitled, “Positive Behavioral Intervention and Supports in Challenging Contexts: Evaluating a Replicable Implementation Approach in Philadelphia.”
* Development of multi-informant assessment frameworks for universal screening and Tier II behavior intervention in collaboration with FastBridge Learning ([www.fastbridge.org)](http://www.fastbridge.org)).
* Creation and validation of a test anxiety assessment and intervention with international colleagues in England

**Recent Publications**

**\*=***student or post-doc co-author,* **\*\*=***invited commentary*

1. \*Sanchez, A., \*Latimer, J., \*Scarimbolo, K., **von der Embse, N. P.,** Suldo, S., & \*Salvatore, C., (in press). Youth Mental Health First Aid (Y-MHFA) trainings for Educators: A Systematic Review. *School Mental Health*.
2. Kilgus, S. P., Bonifay W., Eklund, K., **von der Embse, N. P.,** \*Meyer, L. N., \*Zahn, M., & \*Peet, C. (in press). Development and Validation of the Intervention Skills Profile-Skills: A Brief Measure of Student Social-Emotional and Academic Enabling Skills. *Journal of School Psychology*.
3. **von der Embse, N.P.,** & \*Mankin, A. (in press). Changes in teacher stress and wellbeing throughout the academic year. *Journal of Applied School Psychology*.
4. Putwain, D.W., & **von der Embse, N.P.** (in press). Cognitive-behavioural intervention for test anxiety in adolescent students: Do benefits extend to school-related wellbeing and clinical anxiety? *Anxiety, Stress, and Coping*.
5. Putwain, D.W., **von der Embse, N.P.,** \*Rainbird, E., & \*West, G. (in press). The development and validation of a new Multidimensional Test Anxiety Scale (MTAS). *European Journal of Psychological Assessment*.
6. \*Ake, E., **von der Embse, N. P.**, & Dawson, D. (2020). Does class size matter in the university setting? *Educational Researcher.* doi: 10.3102/0013189X20933836
7. Kilgus, S. P., Maggin, D. M., Eklund, K., **von der Embse, N. P.,** \*Meyer, L. N., \*Zahn, M., & \*Peet, C. (in press). Treatment utility of the Intervention Selection Profile–Function: A single-case design study. *Remedial and Special Education*; Registered Report.
8. **von der Embse, N.P.,** \*Jenkins, A., \*West, G., Eklund, K., Kilgus, S. P., & \*Morgan, M. (2020). Comparing teacher and student report of behavioral risk in predicting elementary student math outcomes. *Assessment for Effective Intervention*. doi: 10.1177/1534508419885016.
9. Oyen, K. A., Eklund, K. R., & **von der Embse, N. P.** (2020). The landscape of advocacy in public school settings: An examination of the role of school psychologists. *Psychological Services*. doi: 10.1037/ser0000373
10. Kilgus, S.P., Eklund, K., **von der Embse, N.,** \*Weist, M., \*Barber, A., \*Kaul, M., & \*Dodge, S.(2020). Structural validity and reliability of Social, Academic, and Emotional Behavior Risk Screener – Student Rating Scale (mySAEBRS) scores: A replication study. *Assessment for Effective Intervention*. doi: 10.1177/1534508420909527.
11. \*Moulton, S., **von der Embse, N.P.,** Kilgus, S., & \*Drymond, M. (2019). Building a better behavior progress monitoring tool with item response theory and change sensitivity analyses. *School Psychology*, *34* (6), 695-705. doi: 10.1037/spq0000334
12. Kilgus, S. P., **von der Embse, N.P.,** Eklund, K., \*Izumi, J., \*Peet, C., \*Meyer, L., & \*Taylor, C. (2019). Reliability, validity, and accuracy of the Intervention Selection Profile–Function: A brief functional assessment tool. *School Psychology*, *34* (5), 531-540. Doi: 10.1037/spq0000325
13. **von der Embse, N.P.,** Kim, E., Kilgus, S. P., Dedrick, R., & \*Sanchez, A. (2019). Multi-informant universal screening: Evaluation of rater, item, and construct variance with a trifactor model. *Journal of School Psychology*, *77,* 52-66. doi: 10.1016/j.jsp.2019.09.005
14. **von der Embse, N.P.,** \*Ryan, S., \*Gibbs, T., & \*Mankin, A. (2019). Teacher stress interventions: A 20-Year review. *Psychology in the Schools*, *56,* 1328-1343. doi:10.1002/pits.22279
15. \*Taylor, C., \*Allen, A., Kilgus, S., **von der Embse, N.P.,** & Garbacz, S. A. (2019). Development and validation of a parent version of the Social, Academic, and Emotional Behavior Risk Screener (SAEBRS). *Behavior Disorders*, *44*, 205-214. doi:10.1177/1534508416679410
16. Putwain, D.W. & **von der Embse, N.P.** (2019). Teacher self-efficacy moderates the relations between pressure from curriculum changes and teacher stress. *Educational Psychology*, *39*, 51-64. doi: 10.1080/01443410.2018.1500681
17. \*Iaccarino, S., **von der Embse, N. P.,** & Kilgus, S. P. (2019). Interpretation and use of the Social, Academic, and Emotional Behavior Risk Screener (SAEBRS): A latent transition approach. *Journal of Psychoeducational Assessment*, *37*, 486-503. doi: 10.1177/0734282918766650
18. Kilgus, S. P., \*Izumi, J., **von der Embse, N. P.,** \*Van Wie, M., Eklund, K. R., \*Taylor, C., & \*Iaccarino, S. (2019). Co-occurrence of academic and behavioral risk within elementary schools: Implications for universal screening practices. *School Psychology, 34*(3), 261-270. doi: 10.1037/spq0000314
19. **von der Embse, N.P.,** Rutherford, L., \*Mankin, A., & \*Jenkins, A. (2019). Implementation of a trauma-informed assessment to intervention model in a large urban school district. *School Mental Health, 11,* 276-279. doi: 10.1007/s12310-018-9294-z
20. Kilgus, S.P., Eklund, K., & **von der Embse, N.P.** (2019). Validity and diagnostic accuracy of the Intervention Selection Profile – Social Skills (ISP-SS) within a sample of at-risk students. *Psychology in the Schools*, 56, 526-538. doi: 10.1002/pits.22214