

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
- 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

Nationally Certified School Psychologist (NCSP) – # 36746
Licensed Specialist in School Psychology (LSSP-Texas)- # 71209

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

- 2016-present Associate Professor, School Psychology Program, Texas A&M University, College Station, TX
- 2014-2016 Associate Professor 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 and TAMU.
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

Graves, S. & **Castro-Olivo, S.** (2017). Introduction: Incorporating culture in school-based interventions. *Psychology in the Schools*.

Castro-Olivo, S., Preciado, J., Sprague, J., Le, L., Marciante, M.*, & Garcia, M.* (2017). The effects of a combined culturally responsive behavioral and academic intervention in Latino ELs enrolled in Kindergarten and First grade. *Psychology in the Schools*,

Castro-Olivo, S. M. (2017). Introduction to special issue: Culturally responsive school-based mental health interventions. *Journal of Contemporary School Psychology*, 21(3), 177-180.

Goforth, A. N., Pham, A. V., Chun, H., **Castro-Olivo, S.** (2017). Introduction to the Special Issue: Acculturation and Sociocultural Factors in Children's Mental Health Services: Applying Multicultural Consultation Frameworks. *Journal of Educational and Psychological Consultation*, (27) 3, 239-244.

Pham, A. V., Goforth, A. N., Chun, H., **Castro-Olivo, S.M.**, & Costa, A. (2017). Cultural variations in consultation participation process: A sociocultural framework for mental health services. *Journal of Educational and Psychological Consultation*, (27) 3, 277-281.

Goforth, A.N., Pham, A.V., Chun, H., **Castro-Olivo, S. M.**, & Yosai, E.R. (2016). The role of acculturative stress and religious practices on Arab American Adolescents' internalizing symptoms. *School Psychology Quarterly*, 31(2), 198-212. doi: <http://dx.doi.org/10.1037/spq0000135>

- Chung, H., Merranda, M., Schwartz, J., Pham, A., & **Castro-Olivo, S.** (2016). Psychosociocultural Structural Models of College Success among Latino Students in Hispanic-Serving Institutions. *Journal of Hispanic Higher Education, 9* (4). doi: <http://dx.doi.org/10.1037/a0039881>
- Kramer, C. * & **Castro-Olivo, S.** (2016). Social-Emotional Learning Intervention Outcomes of Culturally Diverse High School Students. *Contemporary School Psychology Journal, 20* (2), 118-129.
- 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](http://dx.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.** (In Press). School-based researcher responding to the death of a collaborating ELD teacher at a high school. In J. Roth and Fernandez (Eds). *Perspectives on School Crisis Response: Reflections from the Field*.
- Pham, A., **Castro-Olivo, S.**, Chun, H., Goforth, A. (2017). Cognitive abilities in bilinguals when tested in L1 and L2. In A. Ardilla, A. B., Cieslicka, R. R. Heredia, and M. Rosselli, (Eds). *Psychology of Bilingualism: The Cognitive World of Bilinguals*. Springer Publications.
- Castro-Olivo, S.**, Cramer, K.*, & Garcia, N. *(2016). Manualized school-based intervention curricula for ethnic minority populations. In S. L. Graves and J. Blake (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>

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.

Manuscripts under revision

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

Castro-Olivo, S. M., Mendez, L. *, Almaguer, A. * (under revision). Project F.U.E.R.S.A.S.: A Model for Promoting Social-Emotional Resiliency among Latino Immigrant Students

SELECTED AWARDS AND GRANT ACTIVITY

Funded Projects

- 2017 “Evaluating the Social-Emotional and Academic Realities of Migrant Mexican Children: From Assessment to Intervention.” Submitted to Texas A&M-CONACYT Collaboration Research Fund. Role: PI, with Elena Quiroz, Co-PI.
- 2016 “Technology-Delivered Emergent Literacy Assessment for Children with Autism Spectrum Disorder.” Submitted to TAMU’s PESCA competition. Role: Co-PI with, Julie Thompson (PI); Kay Wijekumar (Co-Pi); Grace Eun Hye Ko (Co-Pi). Funded.
- 2016 “Improving Quality of Life Through a Culturally Responsive Lens: Developing Social-Emotional and Behavioral Supports for Culturally and Linguistically Diverse Students At Risk for Emotional and Behavioral Disorders.” Submitted to CEHD’ Catapult Competition. Role: Co-PI, with Mack Burke, PI; Shanna Hagan-Burke, Co-PI; Lisa Bowman-Perrott, Co-PI; Julie Thompson, Co-PI; Anna Hitz, Co-PI; Michel Paal, Co-PI. Funded.
- 2015-2016 National Directory of Graduate Faculty Addressing Cultural and Diversity Issues in School Psychology. American Psychological Association CEMRATT grants for Ethnic Minority Recruitment, Retention, & Training. Total Awarded: \$4800. Role: *Principal Investigator*: Blake, J. J. (Texas A& M); Co-Principal Investigators: Castro-Olivo, S. (Texas A&M International) & Miranda, A. (Ohio State University).
- 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

- 2017 "Preparing Teachers for the Implementation of Culturally Responsive Social-Emotional Learning." PESCA-TAMU Research Competition. Role: PI.
- 2017 "Project InSPIRED: Increasing Scientist-Practitioners in preventive Interventions to Reduce Educational Disparities for Children with Disabilities." OSEP Leadership Training Grant. Role: Co-PI, with Jamilya Blake (PI). Not funded.
- 2017 "Building the Capacity of Culturally and Linguistically Diverse School Districts to Provide Multi-Tiered Systems of Support for English Learners with and without Disabilities (Project MTSS-ELs). OSEP. Role: Co-PI, with: Mack Burke (PI), Shana Hagan-Burke, (Co-Pi), Lisa Bowman-Perrot, (Co-Pi). Not funded.
- 2016 "More Satisfying Lives: More Public Scholarship: An Interdisciplinary Research|Teaching|Service Proposal." Submitted to CEHD' Catapult Competition. Role: Co-PI, with Cheryl J. Craig (PI), Radhika Viruru (Co-Pi), Tamika Gilreath, Rogert Howe, Idethia Harvey, Monica Neshyba, & Hector Rivera. Not funded.

- 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. Not funded
- 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. Not funded
- 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. Not funded.
- 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. Not funded.
- 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.M.** (2017, September). Social-emotional Learning for Latino English language learners. Presented at the Spanish Language Association of the Educators Writers Association Annual Convention. Anaheim, CA.
- Castro-Olivo, S. M.** (2015, November). Coping skills for children in Transition. Presented at the Voz de Ninos Annual Conference. Laredo, TX.
- Castro-Olivo, S. M.** (2015, March). Encourage the heart: Leading communities. TAMIU Leadership Summit. Laredo, TX.
- 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 TAMIU (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 Language Learners 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

- *Widales-Benitez, O., *d'Abreu, A., & **Castro-Olivo, S.** (August, 2017). The effects of acculturative stress on Latino ELL students' academic aspirations. Poster presented at the annual convention of the American Psychological Association, Washington, DC. Poster recognized by Division 16.
- Castro-Olivo, S.** (August, 2017). Culturally responsive SEL for parents of ELLs: A mixed method approach for development and validation. In Graves, S. (Chair). *Culture Counts*. Symposium presented at the annual convention of the American Psychological Association, Washington, DC.
- Castro-Olivo, S.** (February, 2017). Social-emotional learning for Latino students and Spanish-speaking families. Paper presented at the annual convention of the National Association of School Psychology, San Antonio, TX
- *d' Abreu, A., **Castro-Olivo, S.,** & *Widales-Benitez, O. (November, 2016). The relations between accultuative stress and academic and social-emotional outcomes of refugee children. Presented at the annual Pathways Conference. Praire View, Texas.
- *Widales-Benitez, O. Castro-Olivo, S. & *d'Abreu, A., (November, 2016). The impact of acculturative stress on the academic aspiratons of Latino ELLs. Presented at the annual Pathways Conference. Praire View, Texas.
- Castro-Olivo, S.** & Blake, J. (2016, September). Roles and functions of bilingual school psychologists. Presented at the biennial convention of the National Association of Latina/o Psychology, Orlando, FL.
- Terrazas-Carrillo, E. & **Castro-Olivo, S.** (2016, September). Taking Spanish-based counseling skills courses: Bilingual students' perspective. Presented at the biennial convention of the National Association of Latina/o Psychology, Orlando, FL.
- *Vaquera, D., **Castro-Olivo, S.,** & Salinas, G. (2016, September). The relationship between Hispanic cultural practices and attitudes toward drugs. Presented at the biennial convention of the National Association of Latina/o Psychology, Orlando, FL.
- *Mendez, L., **Castro-Olivo, S.,** & Salinas, G. (2016, September). The moderating effects of parentinvolmtment on the relationship between familismo and academic motivation in Hispanic college studnets. Presented at the biennial convention of the National Association of Latina/o Psychology, Orlando, FL.
- Castro-Olivo, S.** (2016, August). CEMA's Efforts for Increasing the Study of CLD Issues in School Psychology. In S. Graves (Chair), *Diversifying Faculty in School Psychology: Creating a Research-Based Pipeline*. Symposium conducted at the annual convention of the American Psychological Association, Denver, CO.
- Castro-Olivo, S.** & Harris, B. (2016, August). Developing Bilingual Programs: Securing Institutional Buy-in. In E. Terrazas-Carrillo and S. Castro-Olivo (Chairs), *Perspectives and Implications of Training Bilingual Practitioners*. Symposium conducted at the annual convention of the American Psychological Association, Denver, CO.
- 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 presented at the annual convention of the National Association of School Psychology, Orlando, FL. **Presentation selected as a Presidential Strand.**

- Pham, A., **Castro-Olivo, S.**, Chun, H., & Gorforth, A., (February, 2015). Acculturation Research in School Psychology: Past Present and Future Directions. Poster 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.

Invited Webinars/Podcast/ Media Appearances

Castro-Olivo, S. (December, 2017). Social-Emotional Learning for English Language Learners. In Social and Emotional Learning for Traditionally Underserved Populations chaired by L. Beyer for the American Youth Policy Forum.

Castro-Olivo, S. (May, 2017). Social-Emotional Learning for English Language Learners. Equity and Culturally Relevance in SEL. Presented for the Collaborative State Initiative (CSI) of the Collaborative for Academic and Social Emotional Learning (CASEL).

Castro-Olivo, S. (March, 2016). Social-Emotional Learning for English Language Learners: Promoting Resiliency from the Classroom. Webinar Presented to Region 10 Education Service Center, Dallas TX.

Castro-Olivo, S. (September, 2015). Social-Emotional Learning for English Language Learners: Promoting Resiliency from the Classroom. Webinar Presented to Region 10 Education Service Center, Dallas TX.

Castro-Olivo, S. (February, 2015). Training ELL Parents to Promote Resiliency from Home. Podcast Presented to the National Association of School Psychology. Retrieved from: <http://www.nasponline.org/resources/podcasts/podcast.aspx?id=196>

Castro-Olivo, S. (May, 2014). Excelling Against the Odds in the ESL System. Retrieved from: http://www.huffingtonpost.com/sara-castroolivo/excelling-against-the-odd_b_5249442.html

SELECTED HONORS/AWARDS

2014-2015	Nominated for Scholar of the Year- TAMIU's Psychology and Communications Department
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
2004	Graduate Student Travel Award- National Hispanic Science Network
2002-2006	Graduate Student Fellow; University of Oregon School Psychology Program
2002	Outstanding Graduating Senior in Psychology (CSU, Bakersfield)

PROFESSIONAL SERVICE

Editorship

2017-present: Associate Editor: Contemporary School Psychology Journal

Reviewer

2014-present: Journal of School Psychology (Editorial Board)

2013- 2017: Contemporary School Psychology Journal (Editorial Board)

Guest Editorial Work

2016- *Journal of Educational and Psychological Consultation* (Co-Guest Editor for a special issue on acculturation research on mental health consultation)

2017- *Journal of Contemporary School Psychology* (Editorial Board; Guest Editor for a special issue on culturally responsive school-based mental health interventions)

2017- *Psychology in the Schools Journal* (Co-Guest Editor for a special issue on culture and school-based interventions).

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

Emerging Adulthood

Youth and Society

Journal of Early Childhood Education

Professional Memberships/ National Committees

Since 2017 CYF Immigrant and Refugee Youth Workgroup

Since 2016 Advisory Committee Member for CASEL’s Collaborate State Initiative

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

2017-2018	EPSY Committee for Graduate Faculty Reappointments
2017-2018	EPSY Climate Committee
2017-2018	EPSY Pre-Tenure Faculty Representative
2016-present	School Psychology Faculty Search Committee, TAMU
2014-2016	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 st 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 5337	Community Mental Health for Diverse Populations (TAMIU)
PSYC 4308	Theories and Principles of Psychological Testing (TAMIU)
SPSY 642	Behavioral Assessment and Interventions (TAMU)
SPSY 643	Academic Assessment and Interventions (TAMU)
EPSY 605	Effects of Culture, Diversity, and Poverty (TAMU)

LANGUAGES

Fluent in English and Spanish (Native Speaker)

ADVISING, PROSPECTUS, THESIS, AND DISSERTATION COMMITTEES

Dissertation Committees

Chair, expected 2021, Carolina Davila
Chair, expected 2021, Kaylay Bull
Chair, expected 2020, Ahmarlay Myint
Chair, expected 2020, Alexandra Hardman
Chair, expected 2020, Ana d' Abrue
Co-Chair, expected 2020, Sarah Ura
Co-Chair, expected 2019, Oscar Widales-Benitez, TAMU
Member, 2017, Vicky Karahalios, Loyola University- Chicago
Member, 2018, Giselle Jimenez, Chapman University
Chair, 2013 **Loren Albeg**, "The Relationship Between Mental Health and Acculturative Stress in Latino Adolescents' Academic Performance Analysis."
Member, **Yiwen Zhu**, UCR
Member, **Robert Crosby**, UCR
Member, **Kerri Knight**, UCR
Member, **Jeannie Nam**, UCR
Member, **Jason Checca**, UCR
Member, **Jennifer Sun**, UCR
Member, **Gabriel Gutierrez**, UCR
Member, **Tricia Cooper**, UCR

Propectus/Dissertation Proposal Committees

Chair, **Loren Albeg**, UCR
Cho-Chair, **Nicole Garcia**, UCR
Member, **Kristine Cramer**, UCR
Member, **Danielle Stomell**, UCR
Member, **Dennis Sisco-Taylor**, UCR
Member, **Yiwen Zhu**, UCR
Member, **Abbigail Hatch**, UCR
Member, **Kerri Knight**, UCR
Member, **Jeannie Nam**, UCR
Member, **Jason Checca**, UCR
Member, **Jennifer Sun**, UCR

Masters' Thesis Committees

Chair, **Andrea Almaguer**, 2015 – “The Predictive Value of Cultural Factors and Spiritualism on Latino College Students’ Mental and Physical wellbeing.” (TAMIU).
Chair, **Diana Vaquera**, 2016- “The Predictive Value of Cultural Practices on Latino College Students’ Attitudes Towards Drugs.” (TAMIU).
Member, **Fernando Navarro**, 2014 (TAMIU)
Chair, **Kristine Cramer**, 2013- “Effects of a social-emotional learning intervention on social-emotional outcomes of culturally and linguistically diverse high school students.” (UCR).
Chair, **Mia Marciante**, 2013 - "Joint effects of academic and behavioral interventions on behavioral outcomes of Latino ELLs in First Grade." (UCR).
Co- Chair, **Christy Liao**, 2012- Educational Psychology Masters' Thesis- The effects of a combined

intervention on teacher–student interaction." (UCR).

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

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

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

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

Co-Chair, **Gazi Begum** (UCR)

Member, **Yiwen Zhu** (UCR)

Member, **Leigh Ann Tipton** (UCR)

Member, **Elizabeth Arellano** (UCR)

Member, **Catherine Tung** (UCR)

Member, **Jason Checca** (UCR)

Member, **Kerri Knight** (UCR)