

# TIA NAVELENE BARNES

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Newark, DE 19711

## EDUCATION

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<b>PhD</b>	University of Florida, Special Education Specialization: Emotional/Behavioral Disorders Minor: Research and Evaluation Methodology	2013
<b>MS</b>	University of Florida, Special Education Specialization: Reading Disabilities	2009
<b>BS</b>	University of Florida Psychology Family, Youth, and Community Sciences Graduated Cum Laude	2007

## HONORS AND AWARDS

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<b>College of Education and Human Development's Dean Research Award</b>	2022
A University of Delaware College of Education and Human Development assistant or associate professor who has developed a strong program of research, received external funding to support that research, published in top research journals and/or published a book with a leading academic press.	
<b>Joseph E. Zins Award for Social and Emotional Learning Action Research</b>	2021
Collaborative for Academic, Social, And Emotional Learning's award for early career researcher who has made significant contributions to the field of social and emotional learning.	
<b>University of Florida Presidential Scholarship</b>	2003-2007
<b>Psi Chi Psychology Honor Society</b>	2005
<b>Beta Eta Sigma Black Honor Society</b>	2005

## RESEARCH EXPERIENCE

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<b>Associate Professor</b>	University of Delaware Human Development and Family Sciences	2023-Present
<b>Assistant Professor</b>	University of Delaware Human Development and Family Sciences	2020-2023
<b>Assistant Professor</b>	University of Delaware Human Development and Family Sciences Center for Research in Education and Social Policy	2016-2020

<b>Postdoctoral Training</b>	Yale University Yale Center for Emotional Intelligence	2014-2016
<b>Postdoctoral Training</b>	University of Florida Anita Zucker Center for Excellence in Early Childhood	2013-2014

## **PUBLICATIONS (REFEREED)**

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### *Journal Publications (\* Manuscript co-authored with graduate students)*

1. Stoffers, M.\* , **Barnes, T. N.**, Strickland, L.\* , Jung, J., Branch, K., Perry, D., & Hatchimonji, D. (2024). Pilot study of an anti-racist professional development: effects on educators' multicultural attitudes and efficacy. *Journal for Multicultural Education, ahead-of-print*(ahead-of-print). <https://doi.org/10.1108/JME-06-2024-0064>
2. Stoffers, M.\* , Kelly, C.\* , Whitaker, A., & **Barnes, T. N.** (2024). Longitudinal Association Between Parental Warmth and Social-Emotional Well-Being for Children with Disabilities. *Merrill Palmer Quarterly: Journal of Developmental Psychology, 69*(4).
3. Pic, A., Han, M., Whitaker, A., & **Barnes, T. N.** (2023). Early Childhood Educators' Perspectives on the Impact of COVID-19 on Child Care. *Social Education Research, 19*4-208. <https://doi.org/10.37256/ser.4220232529>
4. Bergin, C., Cipriano, C., **Barnes, T. N.**, & Wanless, S. (2023). Taking SEL to schools: What to know and ask. *Phi Delta Kappan, 104*(7), 47–53. <https://doi.org/10.1177/00317217231168263>
5. Naples, L., Cipriano, C., Eveleigh, A., Stoffers, M.\* , & **Barnes, T.N.** (2022). Unpacking the social-emotional health of education support professionals during the COVID-19 pandemic. *Psychology in Schools*. <https://doi.org/10.1002/pits.22842>
6. Stoffers, M.\* , **Barnes, T. N.**, Xia, Y.\* , & Jackson, J. (2022). A scoping review of school-based sexuality education for children with disabilities. *The Journal of Special Education 0*(0). <https://doi.org/10.1177/002246692211345>
7. Hatchimonji, D. R., Branch, K., Perry, D., & **Barnes, T. N.** (2022). Actions against racism: Bringing together trauma-informed practices, social-emotional learning, and racial socialization to combat racism in schools. *Delaware Journal of Public Health, 8*(2), 40–45. <https://doi.org/10.32481/djph.2022.05.005>
8. Davis, T. & **Barnes, T. N.** (2021). Would you like to play?: using strategies from play therapy to support young children with aggression. *Alabama Counseling Association Journal, 43*(1), 65-88. [http://www.alamacounseling.org/uploads/1/2/3/9/123960750/alca\\_journal\\_vol\\_43\\_issue\\_1.pdf#page=65](http://www.alamacounseling.org/uploads/1/2/3/9/123960750/alca_journal_vol_43_issue_1.pdf#page=65)

9. **Barnes, T. N.**, Cipriano, C., & Xia, Y.\* (2021). Cultivating effective teacher-paraprofessional collaboration in the self-contained classroom. *Beyond Behavior*. doi:10.1177/10742956211021858
  
10. Cipriano, C. & **Barnes, T. N.** (2021). Investigating the reliability of special education classroom observations by school personnel. *Journal of Learning Environments Research*. 10.1007/s10984-021-09359-w.
  
11. Reisner, S. L., Sava, L., Menino, D. D., Perrotti, J., **Barnes, T. N.**, Humphrey, D. L., Nikitin, R. V., & Earnshaw, V. A. (2020). Addressing LGBTQ student bullying in Massachusetts schools: Perspectives of LGBTQ students and school health professionals. *Prevention Science*, 1-14. <https://doi.org/10.1007/s11121-019-01084-4>
  
12. **Barnes, T. N.** (2019). Changing the landscape of social emotional learning in urban schools: What are we currently focusing on and where do we go from here? *Urban Review*, 1-39. doi: 10.1007/s11256-019-00534-1 . Available at <https://link.springer.com/article/10.1007/s11256-019-00534-1>
  
13. Earnshaw, V. A., Menino, D. D., Sava, L., Perrotti, J., **Barnes, T. N.**, Humphrey, D. L., & Reisner, S. L. (2019). LGBTQ bullying: A qualitative investigation of student and school health professional perspectives. *Journal of LGBT Youth*, 1-18. doi: 10.1080/19361653.2019.1653808
  
14. **Barnes, T. N.** & McCallops, K.\* (2019). Perceptions of culturally responsive pedagogy in teaching SEL. *Journal of Multicultural Education*, 13(1), 70-81. doi: <https://doi.org/10.1108/JME-07-2017-0044>
  
15. McCallops, K.\* , **Barnes, T. N.**, Berte, I., Fenniman, J., Jones, I., Navon, R., & Nelson, M. (2019). Culturally responsive pedagogy within social emotional learning interventions in urban schools: An international review. *International Journal of Educational Research*, 94, 11-28. doi: 10.1016/j.ijer.2019.02.007. Article available at <https://doi.org/10.1108/JME-07-2017-0044>
  
16. Cipriano, C., **Barnes, T. N.**, Rivers, S. & Brackett, M. (2019). Exploring changes in student engagement through the RULER approach: An examination of students at-risk and not at-risk of academic failure. *Journal of Education for Students Placed at Risk*, 24, 1-19. doi: 10.1080/10824669.2018.1524767. Available at <https://doi.org/10.1080/10824669.2018.1524767>
  
17. Cipriano, C., **Barnes, T. N.**, Pieloch, K., Rivers, S. E., & Brackett, M. (2019). A multilevel analysis of student and teacher perceptions of classroom support during early adolescence. *Journal of Learning Environments Research*, 22(1), 1-12. doi: <https://doi.org/10.1007/s10984-018-9264-2>

18. **Barnes, T. N.**, Cipriano, C., Bertoli, M. C., Flynn, L., Rivers, S. E., & Xu, W. (2018). Validating the Recognizing Excellence in Learning and Teaching Tool for Special Education Classroom Observation. *Journal for Experimental Education*, 87(3), 415-429. doi: <https://doi.org/10.1080/00220973.2018.1465383>
19. Cipriano, C., **Barnes, T. N.**, Bertoli, M. C., & Rivers, S. E. (2018). Applying the classroom assessment scoring system in classrooms serving students with emotional and behavioural disorders. *Emotional and Behavioural Difficulties*. doi: <https://doi.org/10.1080/13632752.2018.1461454>
20. **Barnes, T. N.**, Cipriano, C., McCallops, K.\*, Cuccini-Harmon, C.\*, & Rivers, S. E. (2018). Examining the relationship between perceptions of teaching self-efficacy, school support, and teachers' and paraeducators' burnout in a residential school setting. *Emotional and Behavioral Difficulties*, 23(3), 284-295. doi: <https://doi.org/10.1080/13632752.2018.1461452>
21. **Barnes, T. N.**, Wang, F., & O'Brien, K. (2018). A meta-analytic review of the use of social problem solving interventions in preschool settings. *Infant and Child Development*, 1-22, doi: <https://doi.org/10.1002/icd.2095>
22. Cipriano, C., **Barnes, T. N.**, Kolev, L., Rivers, S. & Brackett, M. (2018). Validating the emotion-focused interactions scale for teacher-student interactions. *Learning Environments Research*, 1-12. <https://doi.org/10.1007/s10984-018-9264-2>
23. Earnshaw, V. A., Menino, D., Reisner, S. L., Poteat, V. P., Bogart, L. M., **Barnes, T. N.**, & Schuster, M. A. (2018). Systematic review of stigma-based bullying interventions. *Developmental Review*. <https://doi.org/10.1016/j.dr.2018.02.001>
24. Cipriano, C. C., **Barnes, T. N.**, Bertoli, M. C., Flynn, L., & Rivers, S. E. (2016). There is no "I" in team: Understanding teacher-paraeducator interactions in alternative special education classrooms. *Journal of Classroom Interaction*, 51, 4-19.
25. **Barnes, T. N.**, Smith, S. W., Daunic, A. P., & Leite, W. L. (2016). Do student characteristics influence the effectiveness of the tools for getting along curriculum?: An examination using a cognitive-behavioral intervention. *Education and Treatment of Children*, 39, 569-592.
26. **Barnes, T. N.**, Leite, W. L., & Smith, S. W. (2015). A quasi-experimental analysis of school wide violence prevention programs. *Journal of School Violence*, 16, 49-67. doi: <https://doi.org/10.1080/15388220.2015.1112806>
27. **Barnes, T. N.**, Smith, S. W., & Miller, M. D. (2014). School-based cognitive-behavioral interventions in the treatment of aggression in the United States: A meta-analysis. *Aggression and Violent Behavior*, 19, 311-321. doi: <https://doi.org/10.1016/j.avb.2014.04.013>
28. Daunic, A. P., Corbett, N. L., Smith, S. W., **Barnes, T. N.**, Santiago-Poventud, L., Chalfant, P., Pitts, D., Gleaton, J. (2013). Brief report: Integrating social-emotional learning with literacy instruction: An intervention for children at risk for emotional and behavioral

disorders. *Behavioral Disorders*, 39, 43-51. doi:  
<https://doi.org/10.1177%2F019874291303900106>

### ***Journal Papers Under Review***

1. Stoffers, M., **Barnes, T. N.**, Mykyta-Chomsky, R., Wood, M., Funaro, M., Cipriano, C., Jackson, J., & Xia, Y. Teacher-Paraeducator Classroom Relationships: A Scoping Review. Manuscript Under Review, Remedial and Special Education.

### ***Conference Papers (Peer-Reviewed)***

1. Chiou, Y., **Barnes, T. N.**, Jelenewicz, S. M., Mouza, C. & Shen, C. (2021). Teacher views on storytelling-based cybersecurity education with social robots. *Interaction Design and Children*, 508-512. <https://doi.org/10.1145/3459990.3465199>
2. Chiou, Y., **Barnes, T. N.**, Mouza, C. & Shen, C. (2020). Social robot teaches cybersecurity. *Interaction Design and Children*, 508-512. <https://doi.org/10.1145/3459990.3465199>
3. Trauth, A., Buckley, J., Rooney, S., Enszer, J. A., **Barnes, T.N.**, & Davidson, R. (2019). Adjusting the lens: Comparison of focus group and survey data in identifying and addressing issues of diversity and inclusion in undergraduate engineering programs. Available at <https://peer.asee.org/32041>
4. Trauth, A., **Barnes, T.N.**, Buckley, J. Enszer, J. A., Rooney, S. Davidson, R. Zhang, X. (2018). How granular is the problem? A discipline-specific focus group study of factors affecting underrepresentation in engineering undergraduate programs. Available at <https://peer.asee.org/30581>

### **BOOK CHAPTERS AND REVIEWS**

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1. **Barnes, T. N.**, Brown, J., Stoffers, M., Jackson, J., Xia, Y., Wells, A., & Bryant, A. (2023). Increasing Equity in Social Emotional Learning for students from Underserved Populations. In S.E. Rimm-Kaufman, M. J. Strambler, & K.A. Schonert-Reichl (Eds.), *Social and emotional learning in action: Creating systemic change in schools*. New York, NY: Guilford Press.
2. **Barnes, T. N.**, O'Brien, K., Cummings, M., Pitts, D., & Smith, S. W. (2017). Evidence-based practice and children and adolescents: What works? What works best? In P. Sturmey (Ed.), *The Wiley handbook of violence and aggression: Assessment, prevention and treatment of individuals*. Hoboken, NJ: John Wiley & Sons Publisher.
3. Smith, S. W., Taylor, G. G., **Barnes, T. N.**, & Daunic, A. P. (2012). Cognitive-behavioral interventions to prevent aggression of students with emotional and behavioral disorders. In B. G. Cook, M. Tankersley, & T. J. Landrum (Eds.), *Classroom behavior, contexts, and*

*interventions: Advances in learning and behavioral disabilities* (Vol. 25, pp. 47-70). Bingley, UK: Emerald Publishing Group.

4. **Barnes, T. N.** (2010). The beyond access model [Review of the book *The beyond access model: Promoting membership, participation, and learning for students with disabilities in the general education classroom*, by C.M. Jorgenson, M. McSheehan, & R.M. Sonnenmeier]. *Education Review*. Retrieved from <http://www.edrev.info/brief/july10.pdf>

#### **ARTICLES WRITTEN FOR NON-ACADEMIC AUDIENCES**

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1. Wanless, S. B. & **Barnes, T. N.** (2020). The missing link in social-emotional learning: Why social justice and equity is essential to SEL. Available at <https://ocd.pitt.edu/social-emotional-learning>
2. Cipriano, C. & **Barnes, T. N.** (2018). Relating in the Classroom: Evidence-Based Practice for Teacher-Paraeducator Interactions. *Behavior Today*, 34(2).
3. **Barnes, T. N.**, & McCallops, K. (2018). The importance of cultural competence in teaching social and emotional skills. *Robert Wood Johnson New Connections Blog*. Available at <http://rwjf-newconnections.org/blog/importance-of-cultural-competence-in-teaching-social-and-emotional-skills/>
4. Cipriano, C., & **Barnes, T. N.** (2018). Put you back on your to-do list: SEL informed self-care for educators. *Rethink ED Blog*. Available at <https://www.rethinkd.com/blog/index.php/2018/01/05/put-you-back-on-your-to-do-list-sel-informed-self-care-for-educators/>
5. Crowe, C. C., & **Barnes, T. N.** (2015). Class interrupted: Reactionary practices are not best practices in education. *Education Week*, Issue 14.

#### **TECHNICAL REPORTS/MANUALS**

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1. **Barnes, T. N.**, Giancola, S. P., May, H., Klein, J., Morrison, K., Mead, H., Humphrey, D. L., Xia, Y., Ayaad, F., Jelenwicz, S., & Meyer, H. (2019). *Delaware School Climate and Student Success (SCSS) Project: 2019 Case Study Report*. Newark, DE: University of Delaware, Center for Research in Education and Social Policy.
2. **Barnes, T. N.**, Humphrey, L., & Culane, M. (2018). Diversity in Engineering *Assessment of Graduate Student Climate and Culture in the University of Delaware's College of Engineering*. Newark, DE: University of Delaware, Center for Research in Education and Social Policy.
3. **Barnes, T. N.**, Humphrey, L., & Culane, M. (2018). *Diversity in Engineering Assessment of Staff Work Climate & Culture in the University of Delaware's College of Engineering*. Newark, DE: University of Delaware, Center for Research in Education and Social Policy.

4. **Barnes, T. N.**, Riser, D., Humphrey, L., & Giancola, S. P. (2018). *Evaluation of the Responsive Classroom Intervention in the State of Delaware*. Newark, DE: University of Delaware, Center for Research in Education and Social Policy.
5. **Barnes, T. N.**, & Zhang, X. (2017). *Examining Student Perceptions in the College of Engineering*. Newark, DE: University of Delaware, Delaware Education Research and Development Center.
6. **Barnes, T. N.**, Cipriano, C., Flynn, L., & Rivers, S. (2016). *The Recognizing Excellence in Learning and Teaching (RELATE) Tool for Special Education Classroom Observation*. New Haven, CT: Yale University, Yale Center for Emotional Intelligence

## **PRESENTATIONS AND INVITED LECTURES**

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### *Invited Talks*

1. **Barnes, T. N.** (2023). *Supporting the Social-Emotional Well-Being of Minoritized Populations*. Boston University, University of California-Santa Barbara, Project TEAMS.
2. **Barnes, T. N.** & Ginsburg-Block, M. (2020). *Educator and Parent Self Care in Times of Crisis*. Webinar for Partnership for Public Education.
3. **Barnes, T. N.**, Ginsburg-Block, M. & Palmer, R. (2020). *Strategies for Supporting Children's Emotional Well-being*. Webinar for Partnership for Public Education.
4. **Barnes, T. N.** (2018). *Relating in the Classroom: Educator Emotional Self-Care*. Brandywine School District. **(Presented 7 times with various educator groups from 2018-present)**
5. Cipriano, C., & **Barnes, T. N.** (2017). *Self-Awareness: Emotional Intelligence Part I*. Mount Pleasant Cottage Schools.
6. **Barnes, T. N.** (2017). *Emotional Self-Care for Caregivers*. University of Delaware, Center for Disability Studies, Lunchtime Learning.
7. **Barnes, T. N.** (2017). *How to Navigate Awkward Academic Conversations*. University of Delaware, Human Development and Family Sciences Graduate Student Brown Bag.
8. **Barnes, T. N.** (2017). *Navigating Life as an Assistant Professor*. Psychological and Brain Sciences Brown Bag
9. **Barnes, T. N.** & Cipriano, C. (2016). *Promoting positive classroom interactions: Evidence-based strategies from the RELATE project*. Mount Pleasant Cottage Schools.

10. **Barnes, T. N.** (2015). *Introduction to Academic Writing*. Yale University, Yale Center for Emotional Intelligence.
11. **Barnes, T. N.** (2015). *Cultural Adaptations to Social and Emotional Learning Interventions*. Yale University, Yale Center for Emotional Intelligence.
12. **Barnes, T. N.** (2015). *The Recognizing Excellence in Learning and Teaching Special Education Classroom Tool*. Yale University, Yale Center for Emotional Intelligence.
13. **Barnes, T. N.** (2014). *The Influence of Student Characteristics on Cognitive-Behavioral Intervention Effectiveness*. Yale University, Yale Center for Emotional Intelligence.
14. **Barnes, T. N.** (2013). *Cognitive-Behavioral Therapy*. University of Florida, Direct Interventions I: Applied Behavior Analysis.

***Paper and Panel Presentations (Refereed)***

1. Stoffers, M., & **Barnes, T. N.** (Paper Presentation) (April 2024). *Social inclusion through the eyes of teachers and students in inclusive classrooms*. Research presented at the Annual Meeting for the American Educational Research Association, Philadelphia, PA.
2. Stoffers, M., **Barnes, T. N.**, Mykyta-Chomsky, R., Strickland, L., Hatchimonji, D., & Branch, K. (Paper Presentation) (April 2024). *An anti-racist professional development's impact on educators' multicultural attitudes and efficacy*. Research presented at the Annual Meeting for the American Educational Research Association, Philadelphia, PA.
3. **Barnes, T. N.**, Brown, J., Stoffers, M., Jackson, J., Xia, Y., Wells, A., & Bryant, A. (Panel Presentation) (November 2023). *Increasing equity in SEL for students from marginalized populations*. Research presented at the Collaborative for Academic Social Emotional Learning Exchange Conference, Atlanta, GA.
4. **Barnes, T. N.**, Brown, J., Stoffers, M., Jackson, J., Xia, Y., Wells, A., & Bryant, A. (Symposium) (April 2023). *Increasing equity in SEL for students from marginalized populations*. Research presented at the Annual Meeting for the American Educational Research Association, Chicago, IL.
5. Hatchimonji, D. R., Branch, K., Perry, D., & **Barnes, T. N.** (Paper Presentation) (April 2023). *Bolstering social-emotional competencies toward promoting educator well-being*. Research presented at the Annual Meeting for the American Educational Research Association, Chicago, IL.
6. Pic, A., Han, M., Whitaker, A., & **Barnes, T. N.** (Paper Presentation) (April 2023). *No more sensory play: The COVID-19 pandemic and childcare curriculum changes*. Research presented at the Annual Meeting for the American Educational Research Association, Chicago, IL.



7. Kelly, C., Stoffers, M., Whitaker, A., **Barnes, T. N.**, & Rutherford, T. (Paper Presentation) (April 2023). *Examining classroom quality and academic and behavioral outcomes for children with and without disabilities*. Research presented at the Annual Meeting for the American Educational Research Association, Chicago, IL.
8. Kelly, C., Stoffers, M., Whitaker, A., **Barnes, T. N.**, & Rutherford, T. (Flash Talk) (March 2023). *Relationship between classroom quality and children with and without disabilities' academic and behavioral outcomes*. Research presented at the Biannual Meeting for the Society for Research on Child Development, Salt Lake City, UT.
9. Naples, L., Cipriano, C., Eveleigh, A., Stoffers, M., & **Barnes, T.N.** (Symposium) (April 2022). *The social emotional health of paraeducators early in the covid-19 pandemic*. Research presented at the Annual Meeting for the American Educational Research Association, San Diego, CA.
10. Kelly, C., Stoffers, M., Whitaker, A., & **Barnes, T.N.** (Paper Presentation) (April, 2022). *Understanding the relationship between parental warmth and social-emotional well-being for children with and without disabilities*. Research presented at the Annual Meeting for the American Educational Research Association, San Diego, CA.
11. Naples, L., Cipriano, C., Eveleigh, A., Stoffers, M. & **Barnes, T.N.** (Paper Presentation). (January 2022). *Unpacking the social emotional health of education support professionals during the covid-19 pandemic*. Research presented at the Annual Meeting for the Council for Exceptional Children, Virtual.
12. Corcoran, R. P., Weissberg, R. P., Brackett, M. A., Brown, J. L., Schonert-Reichl, K., Jennings, P., Osher, D., & **Barnes, T. N.** (Panel Presentation). (October, 2019). *Evaluation Research, Policy and Practice in Social and Emotional Learning: Chairs Past of the American Educational Research Association Social and Emotional Learning SIG Discuss Achievements and Future Priorities*. Research presented at the Social-Emotional Learning Exchange Conference, Chicago, IL.
13. **Barnes, T. N.**, McCallops, K., & Soriano, E. (Paper Presentation). (April, 2019). *Relationship between teachers' emotional and cultural competence, self-efficacy in social-emotional learning beliefs, and outcome expectancies*. Research presented at the Annual Meeting for the American Educational Research Association, Toronto, ON, Canada.
14. **Barnes, T. N.**, & Cipriano, C. (Presentation with Q & A). (January, 2019). *Investigating the reliability of special education classroom observation by school personnel*. Research presented at the Annual Meeting for the Council for Exceptional Children, Indianapolis, Indiana.
15. McCallops, K., **Barnes, T. N.**, Jones, I., Nelson, M., Fenniman, N., & Berte, I. (Paper Presentation). (November 2018). *Culturally responsive pedagogy within social emotional*

*learning interventions in urban schools: An international review.* Research presented at the International Conference on Urban Education, Nassau, Bahamas.

16. Cipriano, C., **Barnes, T. N.**, Panarese, C., & Scherr, J. (Paper Presentation). (April, 2017). *The reliability of special education classroom observations by school personnel.* Research presented at the Biannual Meeting of the Society for Research in Child Development, Austin, TX.
17. **Barnes, T. N.**, Cipriano, C., Flynn, L., Rivers, S. E. (Paper Presentation). (April, 2017). *Psychosocial health and well-being among educators serving students in residential self-contained special education school settings: A case study.* Annual Meeting of the American Educational Research Association, San Antonio, TX.
18. Cipriano, C., **Barnes, T. N.**, Flynn, L., Rivers, S. E. (Paper Presentation). (April, 2017). *Sources of (in)stability in classrooms serving students with emotional and behavioral disorders.* Annual Meeting of the American Educational Research Association, San Antonio, TX.
19. **Barnes, T. N.** (October, 2016). (Paper Presentation). *School-wide culturally responsive social emotional learning instruction: A case study.* 40th Annual Teacher Educators of Children with Behavior Disorders Conference, Tempe, AZ.
20. **Barnes, T. N.**, Cipriano, C., Flynn, L., Rivers, S. E., & Hafen, C. (October, 2016). (Paper Presentation). *The RELATE tool for special education classroom observation: results from a pilot validation study.* 40th Annual Teacher Educators of Children with Behavior Disorders Conference, Tempe, AZ.
21. Cipriano, C., **Barnes, T. N.**, & Flynn, L., Rivers, S. E. (October, 2016). (Paper Presentation). *Class Interrupted: The impact of everyday classroom transitions on classroom stability and student performance.* 40th Annual Teacher Educators of Children with Behavior Disorders Conference, Tempe, AZ.
22. **Barnes, T. N.**, Cipriano, C., Flynn, L., & Rivers, S. (April, 2016). (Paper Presentation). *Validating the RELATE tool for special education classrooms: A pilot study.* Annual Meeting of the American Educational Research Association, Washington, DC.
23. **Barnes, T. N.**, Crowe, C., Flynn, L., & Rivers, S. (October, 2015). (Paper Presentation). *Teacher-paraeducator interactions and classroom quality.* 39th Annual Teacher Educators of Children with Behavior Disorders Conference, Tempe, AZ.
24. **Barnes, T. N.**, Smith, S. W., & Daunic, A. (October, 2015). (Paper Presentation). *The influence of student characteristics on cognitive-behavioral intervention effectiveness.* 39th Annual Teacher Educators of Children with Behavior Disorders Conference, Tempe, AZ.

25. Crowe, C., **Barnes, T. N.**, Flynn, L., & Rivers, S (October, 2015). (Paper Presentation). *The impact on inter- and intra-classroom transitions on classroom stability and student performance in the EBD classroom*. 39th Annual Teacher Educators of Children with Behavior Disorders Conference, Tempe, AZ.
26. Crowe, C., Rivers, S., Bertoli, M., & **Barnes, T. N.** (April, 2015). (Paper Presentation). *There is no "I" in team: Understanding the role of educator collaboration in self-contained special educator classrooms*. Annual Meeting of the Council of Exceptional Children Convention, San Diego, CA.
27. **Barnes, T. N.**, Smith, S. W., & Daunic, A. (May, 2014). (Paper Presentation). *The influence of student characteristics on cognitive-behavioral intervention effectiveness*. Society for Prevention Research 22nd Annual Meeting, Comprehensive and Coordinated Prevention Systems: Building Partnerships and Transcending Boundaries, Washington, DC.
28. Conroy, M. A., Sutherland, K., Algina, J., **Barnes, T. N.**, Wang, F., & Ladwig, C. (May, 2014). (Paper Presentation). *The relationship between teacher-child interactions and young children's problem behavior: Preliminary results*. Society for Prevention Research 22nd Annual Meeting, Comprehensive and Coordinated Prevention Systems: Building Partnerships and Transcending Boundaries, Washington, DC.
29. **Barnes, T. N.**, Leite, W. L., & Smith, S. W. (April, 2012). (Paper Presentation). *A quasi-experimental analysis of school-wide violence prevention programs*. American Educational Research Association Annual Meeting, Vancouver, Canada.

### ***Posters (Refereed)***

1. Stoffers, M., **Barnes, T. N.**, Mykyta-Chomsky, R., Wood, M., Funaro, M., Cipriano, C., Jackson, J., & Xia, Y. (Poster Presentation) (April 2024). *Teacher-paraeducator classroom relationships: a scoping review*. Research presented at the Annual Meeting for the American Educational Research Association, Philadelphia, PA.
2. Pic, A., Han, M., Whitaker, A., & **Barnes, T. N.** (March 2023). (Poster Presentation). *Exploring curriculum level challenges encountered by early care and education providers during COVID-19*. Research presented at the Biannual Meeting for the Society for Research on Child Development, Salt Lake City, UT.
3. Stoffers, M., **Barnes, T. N.**, & Xia, Y. (January, 2022). (Poster Presentation). *Systematic Review Of School-Based Sex Education for Students with Disabilities Research*. Presented at the Annual Meeting for the Council for Exceptional Children, Orlando, FL.
4. **Barnes, T. N.** (October, 2018). (Poster Presentation). *Potential Moderators of Social Problem-Solving Intervention Effectiveness in International Preschool Settings*. Society for Research on Child Development: Promoting Character Development among Diverse

Children and Adolescents: The Roles of Families, Schools, and Out-Of-School-Time Youth Development Programs, Philadelphia, PA.

5. **Barnes, T. N.**, Cipriano, C., Flynn, L., & Rivers, S. (April, 2016). (Poster Presentation). *Applying the RELATE Tool for Special Education Classroom Observation*. Council for Exceptional Children Annual Convention, St. Louis, MI.
6. Conroy, M., Sutherland, K., Algina, J., Wang, F., **Barnes, T. N.**, Martinez, J., & Ladwig, C. (February, 2014). (Poster Presentation). *A preventative classroom-based intervention model for ameliorating problem behaviors in young children*. 9th Biennial Conference on Research Innovations in Early Intervention, San Diego, CA.
7. Daunic, A. P., Corbett, N. L., Smith, S. W., **Barnes, T. N.**, Chalfant, P., & Santiago-Poventud, L. (April, 2013). (Poster Presentation). *The social emotional learning foundations (SELF) curriculum: Results from the kindergarten pilot*. Council for Exceptional Children Annual Convention, San Antonio, TX.
8. Corbett, N. L., Daunic, A. P., Smith, S. W., Chalfant, P., Santiago-Poventud, L., **Barnes, T. N.**, & Pitts, D. (September, 2011). (Poster Presentation). *Social-emotional learning foundations (SELF): Curriculum description and preliminary findings*. 9th Biennial International Conference on Children and Youth with Behavioral Disorders, New Orleans, LA.
9. **Barnes, T. N.** (October, 2011). (Poster Presentation). *The use of school-based cognitive-behavioral interventions in the treatment of aggression for culturally and linguistically diverse students: Current findings from the research*. 64th Florida Council for Exceptional Children Annual Conference, Jacksonville, FL.
10. **Barnes T. N.**, & Smith, S. W. (April, 2011). (Poster Presentation). *School-based cognitive-behavioral interventions in the treatment of aggression: A meta-analysis*. Council for Exceptional Children Annual Convention, National Harbor, MD.
11. Corbett, N. L., Daunic, A. P., Smith, S. W., Chalfant, P., Santiago-Poventud, L., Pitts, D., **Barnes, T. N.** (April, 2011). (Poster Presentation). *Integrating social-emotional learning in early childhood settings*. Council for Exceptional Children Annual Convention, National Harbor, MD.

## GRANTS & FELLOWSHIPS

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### *Funded*

1. Delaware Clinical and Translational PILOT Grants Program 2024  
*Relating in the Classroom: Developing a Collaboration Intervention for Teachers and Assistant Teachers*. \$80,000. Role: Principal Investigator.

2. Nemours Foundation 2022  
*Optimizing Educator Engagement in Actions Against Racism*  
\$12,384.00. Role: Co-Principal Investigator.
3. Center for Responsive Schools 2021 -2022  
*Study of the Effectiveness of Fly Five: The Social and Emotional Learning Curriculum.*  
\$79,500. Role: Principal Investigator.
4. Foundation for Child Development's Promising Scholars Program 2020  
*Can You RELATE? Interaction-Based Professional Development for Preschool Inclusive and Special Education Classroom Teams.* \$15,000. Role: Principal Investigator.
5. National Science Foundation 2018  
*SaTC: EDU: Cybersecurity Education Using Interactive Storytelling with Social Robots.*  
\$299,998. Role: Co-Principal Investigator.
6. Center for Study of Diversity & Delaware Center for Teacher Education 2018  
*Examining the Relationship Between Emotional Intelligence, Cultural Intelligence, and Teacher Candidates' Self-Efficacy in Delivering Culturally Responsive Teaching Practices.* \$4,000. Role: Principal Investigator.
7. University of Delaware, General University Grants 2017  
*Examining the Relationship Between Emotional Intelligence, Cultural Intelligence, and Teacher's Self-Efficacy in Delivering Culturally Responsive Teaching Practices.* \$7, 926.  
Role: Principal Investigator.
8. William T. Grant Foundation 2016  
*Towards Improving Settings Serving Youth With Special Learning Needs: Measuring Social Processes in Special Education.* \$155, 241. Role: Co-Investigator. Sub award \$34, 063.
9. University of Florida Graduate School Fellowship 2009

***Not Funded***

1. Assessment for Good LEARNhybrid Program 2023  
*Refinement and Validation of the Emotion Mastery Inventory.* \$428, 416. Role: Principal Investigator.
2. Delaware Clinical and Translational PILOT Grants Program 2022  
*Optimizing Educator Engagement in Actions Against Racism.* \$80,000. Role: Co-Principal Investigator. Subaward: \$17, 668
3. Foundation for Child Development's Young Scholars Program 2019, 2021

*Can You RELATE? Interaction-Based Professional Development for Preschool Inclusive and Special Education Classroom Teams.* \$225,000. Role: Principal Investigator.

## EVALUATION EXPERIENCE

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1. **Barnes, T. N.,** Morrison, K., Jelenewicz, S., & Giancola, S. P. (2020). (Evaluator). *State of Our Union: Experiences of Black Girls in Delaware.* Newark, DE: University of Delaware, Center for Research in Education and Social Policy.
2. **Barnes, T. N.,** Giancola, S. P., May, H., Klein, J., Morrison, K., Mead, H., Humphrey, D. L., Xia, Y., Ayaad, F., Jelenwicz, S., & Meyer, H. (2019). (Evaluator). *Delaware School Climate and Student Success (SCSS) Project: 2019 Case Study Report.* Newark, DE: University of Delaware, Center for Research in Education and Social Policy.
3. **Barnes, T. N.,** Riser, D., Humphrey, L., & Giancola, S. P. (2018). (Evaluator). *Evaluation of the Responsive Classroom Intervention in the State of Delaware.* Newark, DE: University of Delaware, Center for Research in Education and Social Policy.
4. Giancola, S., Humphrey, L., & **Barnes, T. N.** (2017-2018). (Evaluator). *National Science Foundation. The University of Delaware ADVANCE Program.* Newark, DE: University of Delaware, Center for Research in Education and Social Policy.
5. **Barnes, T. N.,** Humphrey, L., & Culane, M. (2017-2018). (Evaluator). *Examining Staff Perceptions in the College of Engineering.* University of Delaware College of Engineering. Newark, DE: University of Delaware, Center for Research in Education and Social Policy.
6. **Barnes, T. N.,** Humphrey, L., & Culane, M. (2017-2018). (Evaluator). *Examining Graduate Student Experiences in the College of Engineering.* University of Delaware College of Engineering. Newark, DE: University of Delaware, Center for Research in Education and Social Policy.
7. **Barnes, T. N.** (2016-2017). (Evaluator). *Examining Student Perceptions in the College of Engineering.* University of Delaware College of Engineering. Newark, DE: University of Delaware, Delaware Education Research and Development Center.

## TEACHING EXPERIENCE

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Programs for Exceptional Children (HDFS 435)	2016-current
Guidance and Behavior Management (HDFS 414)	2017-current
Families and Developmental Disabilities (HDFS 270)	2020-current
Child Development (HDFS 660)	2021
Program Development and Evaluation (HDFS 347)	2021
Social-Emotional Well-Being in Children and Adolescents (HDFS 667)	2020
Undergraduate Research (HDFS 266, 366, 466)	2018
Graduate Research (HDFS 866)	2017, 2020

Classroom Management (EEX 3616; University of Florida)

2010, 2011

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## CURRICULUM DEVELOPMENT

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Delaware DOE Social-Emotional Learning Modules	2022
LGBTQ Student Bullying Intake Training	2018
ReThink Education Social Emotional Learning Content	2018

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## DISSERTATION AND THESIS COMMITTEES

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M.A. Committee Chair, M. Mazal	2020-current
Ph.D. Committee Chair, C. Woodson	2021-current
M.A. Committee Chair, R. Mykta-Chomsky	2022-current
Ph.D. Committee Chair, L. Strickland	2023-current
Ph.D. Committee Member, C. Polanco	2020-current
Ph.D. Committee Chair, M. Stoffers	2019-2024
Ph.D. Committee Member, A. Cahill	2022-2023
Ph.D. Committee Member, Y. Chiou	2019-2022
Ph.D. Committee Member, S. Zaman	2020-2021
Ph.D. Committee Member, Y. Xia	2020-2022
Ph.D. Committee Member, C. Gildeen	2017-2018
M.A. Committee Member, A. Linick	2016- 2017
M.A Committee Member, M. Miller	2022-2024

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## PROFESSIONAL SERVICE

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### *Institutional*

HDFS Graduate Student Committee	Fall 2022-current
HDFS Evaluation Faculty Search Committee	Fall 2022
Continuing Track ECE Faculty Search Committee	Spring 2022
School of Education Colloquium Committee	Fall 2020-Spring 2021
Early Childhood Education Committee	Fall 2016-current
University Council on Teacher Education	Fall 2019-2021
HDFS Promotion and Tenure Committee	Fall 2017
Stubbs Elementary-University of Delaware Partnership	Fall 2016-Spring 2018
Co-Chair: African Heritage Caucus Faculty Mentoring Committee	Fall 2017-Spring 2018
CEHD Diversity Equity and Inclusion Committee	Fall 2016-Summer 2017
Associate Director of CRESA Search Committee	Fall 2016-Spring 2017

### *State*

Delaware Positive Behavior Support State Advisory Board	Spring 2017-2018
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*National*

Study Section Panel Member National Institute of Mental Health	2023
Principal Member Institute of Education Sciences' Special Education Research Peer Review Panel	2023-2028
Advisory Board Member Goldie Hawn Foundation	2023-current
Editorial Board Member Educational Evaluation and Policy Archives	2023-2024
Reviewer Collaborative for Academic Social and Emotional Learning CASEL Exchange Conference	2023
Awards Committee Member Collaborative for Academic Social and Emotional Learning	2023
Editorial Board Member Social and Emotional Learning: Research, Practice, and Policy	2022- current
Panel Reviewer Institute of Education Sciences	2022, 2023
Member CASEL Research Advisory Council	2023
Awards Committee Chair Division of Emotional and Behavioral Health Council for Exceptional Children	2022
Advisory Board Member Social and Emotional Learning Observation Checklist for Elementary School	Fall 2019-current
Advisory Board Member Project Train Special Education and School Psychology Scholars to Advance Equity in the Study of Mental Health among Students	Fall 2021-current
Member Project Teachers Learning with Counselors Advisory Board	Fall 2021-current



Convener Lift Every Voice: The Global Forum on SEL & Antiracism	Fall 2020- Spring 2021
Chair Social Emotional Learning Special Interest Group American Educational Research Association	Spring 2018-2020
Reviewer American Educational Research Association Annual Meeting	2014-2019, 2023
Ad hoc Reviewer Evaluation and Program Planning Remedial and Special Education Education Sciences Teacher's College Record Psychology of Violence Exceptional Children Research in Developmental Disabilities Journal of School Violence Prevention Science	Spring 2018 Spring 2018 Spring 2023-current Summer 2017-current Summer 2017-current Spring 2017-current Spring 2014-current Fall 2015-current Spring 2016-current

## **MEDIA COVERAGE**

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Collaborative for Academic, Social and Emotional Learning  
<https://www.youtube.com/watch?v=iDTUEPvfwO4>

Council for Exceptional Children, Behavior Now! Podcast  
<https://anchor.fm/behaviornow/episodes/Behavior-Now--Epsiode-4---Social-Emotional-Learning-er9975>

ABC Action News  
<https://6abc.com/5954711/>

The Dash Podcast  
<https://www.teachbetter.com/the-dash-podcast/tiabarnes/>

University of Delaware, The Review  
<http://udreview.com/zenbo-the-social-robot-arrives-on-campus/>

University of Delaware UDaily  
<http://www.udel.edu/udaily/2018/march/bullying-stigma-based-research/>  
<https://www.udel.edu/udaily/2020/february/teaching-tools-cybersecurity-kids/>  
<https://www.udel.edu/udaily/2020/august/black-girls-survey-delaware-tia-barnes/>

University of Delaware Center for Disabilities Studies

<https://www.cds.udel.edu/item/self-care-tia-barnes/>

Child Care and Early Childhood Research Connections

<https://www.researchconnections.org/childcare/new-research#anchor35820>

Special Education Connection

<https://www.specialedconnection.com/LrpSecStoryTool/servlet/GetStory?docid=2272001>