

SARA CASTRO-OLIVO, Ph.D, NCSP, LSSP
Curriculum Vitae
Department of Educational Psychology
College of Education and Human Development
Texas A&M Univeristy

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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

ACADEMIC LANGUAGES

English and Spanish (Native Speaker)

ACADEMIC POSITIONS

- 2016-present Associate Professor, School Psychology Program, Texas A&M University, College Station, TX
- 2014-2016 Associate Professor (with tenure) 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, San Antonio, TX

OTHER PROFESSIONAL POSITIONS

2006-2007	Predocotrual Intern at Dallas Independent School District (DISD)- Dallas TX- APPIC approved internship site. Supervisor- Susan Munoz, PhD, LP
2005-2006	Part-time School Psychologist for Lane County Educational Services, Eugene, OR
2005-2006	Bilingual Consultant for Oregon Reading First, University of Oregon, Eugene, OR, Supervisor: Scott Baker, PhD
2004-2005	Social Skills Trainer for Girls in Foster Care -Oregon Social Learning Center, Eugene, OR. Supervisor: Lana Smith, PhD, LP
2003-2006	Bilingual Parent Trainer for LYFE Project at Oregon Social Learning Center, Eugene, OR. Supervisor: Charles Martinez, PhD, LP
2002- 2002	Bilingual Community Health Educator, American Lung Association, Bakersfield, CA

HONORS/AWARDS

2018	Outstanding New Faculty Award- TAMU College of Education and Human Development
2015	Nominated for Scholar of the Year- TAMIU's Psychology and Communications Department
2013-2014	UCR Academic Senate Regents' Fellow
2013	Early Career Scholar/ School Psychology Research Collaborative Conference Society of the Study of School Psychology
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)

PUBLICATIONS

Bold names denotes graduate student co-author;

◆ Denotes authors listed in alphabetical order indicating equal contributions

Articles in Peer Reviewed Journals

Ura, S., *Castro-Olivo, S* & **d’Abrue, A.** (In press). Outcome measurement of school-based SEL interventions: Current trends and future directions. *Journal of Assessment for Effective Intervention*. (Impact Factor= .73).

D’Abreu, A., & Castro-Olivo, S., & Ura, S. (2019). Understanding the role of acculturative stress on refugee youth mental health: An ecological approach to assessment and intervention. *School Psychology International* 40 (2), 107-127. (Impact Factor= N/A).

Castro-Olivo, S., Preciado, J., Sprague, J., Le, L., Marciante, M., & Garcia, M. (2018). The effects of a combined culturally responsive behavioral and academic intervention in Latino ELs enrolled in Kindergarten and First grade. *Psychology in the Schools*, 55(1), 36-49. (Impact Factor 1.413)

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. (Impact Factor= .636).

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. (Impact Factor= .636).

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>. (Impact Factor= 2.076).

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>. (Impact Factor= 1.185).

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. (Impact Factor= N/A).

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). (Impact Factor= 2.076).

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. (Impact Factor= N/A).

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. (Impact Factor= .73).

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. (Impact Factor= N/A).

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. (Impact Factor= N/A).

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. (Impact Factor= .969).

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. (Impact Factor= N/A).

Invited Manuscripts in Peer Reviewed-Journals

Graves, S. & Castro-Olivo, S. (2018). Introduction: Incorporating culture in school-based interventions. *Psychology in the Schools*, 55(1). (Impact Factor 1.413)

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. (Impact Factor= N/A).

Manuscripts in Progress

Widales- Benitez, O., Castro-Olivo, S. & d'Abrue, A. (in progress). The role of acculturative stress on Latino ELL students' educational aspirations.

Castro-Olivo, S. Ura, S., & d'Abrue, A. (submitted). The effects of a culturally adapted SEL program on Latino ELL students' SEL competencies. *School Psychology Quarterly*. (Impact Factor=2.076).

Invited Chapters

Castro-Olivo, S., (In progress). Motivating the SEL field forward through Equity. In N. Yoder & A. Skoog-Hoffman (Eds). *Advances in Motivation and Achievement*. Wagon Lane: UK, Emerald Publications.

Castro-Olivo, S., Widales-Benitez, O., D'Abreu, A. & Furrer, J. (In Press). One size does not fit all: Culturally responsive SEL. In B. A. Gueldner & L.A. Feuerborn. *Social and Emotional Learning in the Classroom: Promoting Mental Health and Academic Success*. New York, NY: Guildford Publications Inc.

Castro-Olivo, S. (2018). 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.

SELECTED AWARDS AND GRANT ACTIVITY

Funded Projects

Castro-Olivo, S. & Quiroz, E. (2017). Evaluating the Social-Emotional and Academic Realities
of Migrant Mexican Children: From Assessment to Intervention. Funded by: Texas
A&M-CONACYT Collaboration Research Fund. Role: PI. Amount awarded: \$24,000.

Thompson, J. Wijekumar, K., Castro-Olivo, S. Hye Ko, G. (2016). Technology-Delivered
Emergent Literacy Assessment for Children with Autism Spectrum Disorder. Funded by:
TAMU's PESCA competition. Role: Co-PI. Amount awarded: \$25,000.

Burke, M.D., Hagan-Burke, S., Bowman-Perrott, L., Thompson, J., Castro-Olivo, S., Hintz, A.,
& Paal, M. (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. Catapult Grant,

College of Education and Human Development, TAMU. Role: PI. Amount awarded \$30,000.

Blake, J.J., Castro-Olivo, S. & Miranda, A. (2015). National Directory of Graduate Faculty Addressing Cultural and Diversity Issues in School Psychology. American Psychological Association CEMRATT grants for Ethnic Minority Recruitment, Retention, & Training. Role: Co-Principal Investigator. Total Awarded: \$4800.

Castro-Olivo, S. (2013). The Impact of a Culturally-Responsive Social-Emotional Learning Parent Intervention on ELL Students' Social-Emotional and Academic Outcomes. University of California, Riverside, Academic Senate Research Fellowship Award. Role: PI. Total Awarded: \$10,000.

Castro-Olivo, S. (2012). Facilitating Universal Emotional Resiliency for the Social and Academic Success (FUERSAS) of Latino ELL students. University of California, All Campus Consortium on Research for Diversity (ACCORD) Faculty Seed Grant Fellowship. Role: PI. Total Awarded: \$10,000.

Castro-Olivo, S. & Preciado, J. (2011). First Steps to Success: An Evaluation of a Culturally Responsive Intervention on the Behavioral and Academic Outcomes of Latino Kindergarten Students. University of California Institute for Mexico and the United States (MEXUS) Faculty Small Grant Award. Role: PI. Total awarded: \$3,000.

Castro-Olivo, S. (2011). University of California, Riverside, Academic Senate Field Research Travel grant. Total awarded: \$1,680.

Castro-Olivo, S. (2011). University of California, Riverside, College of Education Travel grant. Total awarded: \$1,200.

Castro-Olivo, S. (2009). Facilitating Universal Emotional Resiliency for the Social-Cultural Adaptation (FUERSA) of Latino ELL Students. University of California, Riverside, Academic Senate Research Fellowship Award. Role: PI. Total Awarded: \$4750.

Castro-Olivo, S. (2005). Facilitating Universal Emotional Resiliency for the Social-Cultural Adaptation (FUERSA) of Latino ELL Students. University of Oregon Dissertation research award. Role: PI. Total Awarded: \$2000.

Castro-Olivo, S. (2000). College students' perceptions towards low-income Mexican-American high school students. California State University, Bakersfield. Student Research Scholar Award. Role: PI. Total Awarded: \$2000.

Proposals not funded

Castro-Olivo, S. (2017). Preparing Teachers for the Implementation of Culturally Responsive Social-Emotional Learning. PESCA-TAMU Research Competition. Role: PI.

Blake, J. J., & Castro-Olivo (2017). Project InSPIRED: Increasing Scientist-Practitioners in preventive Interventions to Reduce Educational Disparities for Children with Disabilities.” OSEP Leadership Training Grant. Role: Co-PI

Craig, C. J., Viruru, R., Gilreath, T., Howe, R., Harvey, I. Neshyba, M., Rivera, H. (2016). “More Satisfying Lives: More Public Scholarship: An Interdisciplinary Research|Teaching|Service Proposal.” Submitted to CEHD’ Catapult Competition.

Sprague, J., Castro-Olivo, S., Preciado, J., Vincent, C., (2013). Culturally Responsive First Steps to Success: A comprehensive behavioral and ready approach for Latino ELLs.” Submitted to IES. Requested \$1,500,000.00.

Guerra, N., Parker, R., Williams, K., Nieri, T., Castro-Olivo, S., Natsuaki, M., (2011). "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

Orillion, M., Zordan, V., & Castro-Olivo, S. (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.

Castro-Olivo, S., & Quiroz, E. (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.

Pending Proposals

Castro-Olivo, S., Rivera, H., Neshyba, M. (2019). Culturally responsive SEL teacher training for teachers of ELLs. Proposal.” Submitted to CEHD’ Catapult Competition.

PRESENTATIONS

Invited Presentations/Keynotes

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 University of California, All Campus Consortium of Research in Diversity (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 Latino 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.

Peer Reviewed Presentations * Indicates student or former student co-presenter

*Furrer, J., *Umana, I., **Castro-Olivo, S.**, *Guerrero, E. (July, 2019). Teacher and student perception of academic engagement and school belonging of students with interrupted formal education. Poster presented at the annual convention of the International Association of School Psychology, (Basel, Switzerland).

*Davila, C., *Umana, I., Furrer, J. & **Castro-Olivo, S.** (February, 2019). The social-emotional and academic needs of migrant students. Poster presented at the National Association of School Psychology, Atlanta, GA.

Castro-Olivo, S. & Harris, B. (October, 2018). Bilingual assessment practices in school settings: The need for Spanish CBMs. In D. Vega (Chair). School-based services for Spanish speaking populations. Symposium to be presented at the biennial convention of the National Association of Latino/a Psychology, San Diego, CA.

*Hardman, A., Ura, S. & **Castro-Olivo**, (August, 2018). The role of teachers' multicultural competence and SEL on student-teacher relationships. Poster to be presented at the annual convention of the American Psychological Association, San Francisco, CA. **Abstract recognized as among the top 30 student research abstracts submitted to Division 16.**

*d'Abreu, A., *Daboul, R., *Ura, S., & **Castro-Olivo** (August, 2018). A qualitative analysis of the resettlement experience of Syrian refugee children. Poster presented at the annual convention of the American Psychological Association, San Francisco, CA.

*Ura, S., *d'Abreu, A., & **Castro-Olivo, S.** (February, 2018). The effects of a culturally adapted SEL program on SEL Skills. Poster presented at the National Association of School Psychology, Chicago, IL.

Castro-Olivo, S., *Hardman, A., & *Widales-Benitez, O. (February, 2018). Culturally

responsive SEL teacher training: Models and implications for practice. Presentation presented at the National Association of School Psychology, Chicago, IL.

Widales- Benitez, & **Castro-Olivo, S.** (February, 2018). The role of acculturative stress on the academic aspirations of Latino ELs. In Castro-Olivo S. (Chair). *Social-cultural factors to address in culturally responsive Interventions*. Symposium presented at the annual convention of the National Association of School Psychology, Chicago, IL.

*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 as best student poster within session on CLD issues of 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 acculturative 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 aspirations 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 parent involvement on the relationship between familismo and academic motivation in Hispanic college students. 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 Targeting 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

Abrams, Z. (2018). Cultural Awareness: Psychologists are testing school-based social-emotional interventions targeted for children of different cultures and ethnicities and the work shows promise. A PA Monitor. Retrieved from <https://www.apa.org/monitor/2018/10/cultural-awareness>

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

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 2019 **Chair** for Children/Youth and Family (CYF) Division 16 committee
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 Cambio 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 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-present EPSY Committee for Graduate Faculty Reappointments
2017-present EPSY Climate Committee
2017-2018 EPSY Pre-Tenure Faculty Representative
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

Service to Program

2019-present SASP and NASP Faculty Advisor
2019-present School-Practicum and Recruitment Faculty Committee
2018- present Student Recruitment and Retention Committee
2016- present Admissions Committee
2016-2018 School Psychology Faculty Search Committee, TAMU
2014-2015 MACP Assistant Professor Search Committee Chair
2014-2016 Lead faculty member in self-study for MACP accreditation (Initiation accreditation) Began process. Program got accredited the year I left for TAMU
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 (TAMU)
PSYC 5336	Multicultural Issues in Counseling (TAMU)
PSYC 5327	Child and Adolescence Psychotherapy (TAMU)
PSYC 5337	Community Mental Health for Diverse Populations (TAMU)
PSYC 4308	Theories and Principles of Psychological Testing (TAMU)
SPSY 642	Behavioral Assessment and Interventions (TAMU)
SPSY 643	Academic Assessment and Interventions (TAMU)
EPSY 605	Effects of Culture, Diversity, and Poverty (TAMU)
SPSY 627	Cultural Adaptations to Interventions (TAMU)
SPSY 638	Prevention Science (TAMU)
SPSY 611	Professional and Ethical Issues in School Psychology (TAMU)

ADVISING, PROSPECTUS, THESIS, AND DISSERTATION COMMITTEES

Dissertation Committees

*Underline names indicate student graduated or dissertation defended

Chair, **Pamela Santiago**, TAMU

Chair, **Ashley Armenta**, TAMU

Chair, **Daira Rodriguez**, TAMU

Chair, **Jessica Furrer**, TAMU

Chair, **Evelina Guerrero**, TAMU

Chair, **Ileana Umana**, TAMU

Chair, **Carolina Davila**, TAMU

Chair, **Kayla Bull**, TAMU

Co-chair, **Claudia Dunn**, TAMU

Co-Chair, **Samantha Meeks**, TAMU

Chair, **Ana d' Abrue**, TAMU

Co-Chair, **Claudia Dunn**, TAMU

Co-Chair, **Sarah Ura**, TAMU

Co-Chair, **Doroty Pang**, TAMU

Co-chair, **Zhiqing, Zhou**, TAMU

Member, **Martin Mendoza**, TAMU

Co-Chair, expected 2020, Maria Castro, TAMU

Co-Chair, graduated 2019, Oscar Widales-Benitez, TAMU

Member, 2019, Lauren Williams, TAMU

Member, 2017, Vicky Karahalios, Loyola University- Chicago

Member, graduated 2018, Giselle Jimenez, Chapman University

Chair, graduated 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

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)