

Sebrina L. Doyle Fosco

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<https://sebrinadoyle.wixsite.com/mindful>

Research Interests

My interests focus on exploring novel and sustainable ways to support wellbeing in targeted, high-burnout services such as school, community mental health, and juvenile justice settings. My current research centers on the use of evidence-informed mindfulness-based programming and social and emotional learning (SEL) for youth and adults in educational settings. As a researcher-practitioner I am actively involved with facilitating programs in addition to researching outcomes and best practices for implementation.

Education

Ph.D. Educational Leadership	Penn State University, University Park: August 2022
<i>Dissertation Title: Fostering resilience and wellbeing in educational leadership</i>	
M.S. Psychology	University of Oregon, Eugene: September 2006
B.S. Psychology	Southern Oregon University, Ashland: June 2002

Selected Professional Experience

Human Development and Family Studies, Penn State University (2022-current)

- Assistant Research Professor

Education Policy Studies, Penn State University (2019-2022)

- University Graduate Fellow
 - Curriculum coder and researcher for *K-12 Mindfulness Based Interventions: An Extended Analysis of Curriculum, Context, and Facilitator Training to Assess Fidelity* PI:Schussler
 - Co-facilitator and researcher for *Mindfulness-Based Intervention Implementation and Sustainability in Diverse School Contexts*, PI:Schussler
 - Fidelity materials development and coder training for *Cultivating Awareness and Resilience in Education (CARE) for Special Educators: Supporting Educator Capacity and Well-Being to Promote Positive Student Outcomes* (PI: Frank \$3,966,426)

Bennett Pierce Prevention Research Center, Penn State University (2011 - 2019)

- Assistant Research Professor (2018-2019),
 - Development of fidelity materials development and cost-evaluation plan for *Efficacy of MindUP on Pre-Kindergarteners' Development of Social-Emotional Learning Competencies and Academic Skills*, Co-PIs: Mashburn & Roeser, IES: \$3,300,000
- Assistant Director for Communications & Outreach (2018-2019), *Consortium to Combat Substance Abuse*, Director: S. Lanza
- Project Manager (2012-2018), *Improving Classroom Learning Environments by Cultivating Awareness and Resilience in Education: A Cluster Randomized Controlled Efficacy Trial*, Co-PIs: Jennings & Greenberg, IES: \$3,435,882
- Research Coordinator (2011-2016) *Evidence-based Prevention & Intervention Support Center*, PI: Bumbarger
- Research Assistant (2011-2012) *Efficacy Trial of a Mindfulness-enhanced Strengthening Families Program*, PI: Coatsworth, NIDA: \$676,949

Child and Family Center, University of Oregon (2005 - 2011)

- Project Coordinator (2009-2011) *An Internet Infrastructure for the Quality Implementation of the Family Check-Up*, Co-PIs: Dishion & Stormshak, NIDA/ARRA: \$946,906. Videos produced can be found here: <https://reachinstitute.asu.edu/family-check-up/for-parents/videos>

- Assessment Support (2009-2010) *Ecological Approach to Family Intervention and Treatment Integrated with PBS: An Effectiveness Trial in Middle Schools*, PI: Seeley, IES: \$6,598,994
- Clinical Services Coordinator (2005-2010) Family Check-Up Intervention and Therapy Clinic
- Human Subjects Coordinator (2007-2011) Multiple projects

Consultant Experience

CREATE for Education (2018 - current)

- Certified Facilitator & Master Trainer - Cultivating Awareness and Resilience in Education (CARE) professional development program

Pennsylvania State Educational Association (2020)

- Co-developed nine wellbeing-focused professional development modules for asynchronous delivery

University of Virginia (2019-2021)

- Fidelity materials development and training for Project CATALYZE: The Impact of CARE + PATHS on Students' Success (PI: Jennings IES: \$4,400,000)

Compass Mark (2015-2018)

- Outcome survey and fidelity measurement development & evaluation-We Know BETter Program

Grants/Contracts

Year	Title	Funding Source	Role
2023	Cultivating Awareness and Resilience in Education: Exploring acceptability and daily-diary methods with educational leaders	Mind and Life Institute, PEACE Grant mechanism (Under Review)	PI
2023	Examining relationships between school-based mindfulness program components and youth social, emotional, and behavioral outcomes	Spencer Foundation (Under Review)	PI
2022	Cultivating RESilience and Wellbeing (CREW) in Engineering (\$9,699)	Healthy, Inclusive, & Productive Workplaces Initiative, Penn State University	PI
2022	Developing a Mindfulness and Compassion Microcredential Course to Promote Engineering Students' Resilience and Psychological Wellbeing (\$9,199)	The Leonhard Center, College of Engineering, Penn State University	Co-I
2021	Cultivating Mindfulness and Compassion Skills in 1 st Year Seminar Instructors to Support Anti-Racist and Equitable Practices in the Classroom (\$5,191)	College of Education Equity Fund Program, Penn State University	PI
2018	"Alexa, I'm in pain!" A Real-Time Mindfulness Intervention to Control Pain: Delivery Through a Conversational Agent (\$20,000)	Social Science Research Institute, Penn State University	Co-I
2018	Mindfulness-Based Self-Care in Human Services: Tools to Reduce Burnout and Improve Health (\$3,173)	Schultz Endowment Fund, Health & Human Development, Penn State University	PI
2017	Mindfulness-Based Self-Care for Youth Services Workers (\$99,908)	PA Bureau of Juvenile Justice Services, Dept of Human Services	PI
2016	Continuation of Enhanced Family Involvement in Juvenile Justice Services (\$53,357)	PA Bureau of Juvenile Justice Services, Commission on Crime & Delinquency	PI
2014	Technology Enhanced Family Involvement in Juvenile Justice Services (\$86,645)	PA Bureau of Juvenile Justice Services, Commission on Crime & Delinquency	PI

14. Doyle Fosco, S.L., Rutten, L. & Schussler, D.L. (In Press) Understanding the relationship between teacher leadership and teacher wellbeing: A narrative review of the theoretical and empirical literature. *International Journal of Teacher Leadership*.
13. Doyle Fosco, S.L., Brown, M.A., Schussler, D.L. (2023) Factors affecting educational leader wellbeing: Sources of stress and self-care. *Educational Management Administration & Leadership*.
<https://doi.org/10.1177/17411432231184601>
12. Schussler, D.L., Davis, J., Doyle Fosco, S.L., Kohler, K. (2023) Examining the ethics of school-based mindfulness programs. *The Journal of Moral Education*.
<https://doi.org/10.1080/03057240.2023.2232121>
11. Doyle Fosco, S.L., Schussler, D.L., Jennings, P.A. (2023) Acceptability of a mindfulness-based professional development program to support educational leader wellbeing. *Mindfulness*.
<https://doi.org/10.1007/s12671-023-02182-9>
10. Doyle Fosco, S. L. (2023) Cultivating awareness and resilience in education: Caring for yourself so you have the resources to care for others. In Carpenter, B, Mahfouz, J., & Robinson, K. (Eds.) *Supporting Leaders for School Improvement Through Self-Care and Wellbeing*. Information Age Publishing.
09. Doyle Fosco, S.L. (2022) Educational leader wellbeing: A systematic review, *Educational Research Review* (37), <https://doi.org/10.1016/j.edurev.2022.100487>
08. Rutten, L., Doyle, S.L., Wolkenhauer, R., Schussler, D.L. (2022) Teacher candidates' perceptions of emergent teacher leadership in a professional development school. *Action in Teacher Education* (44) 4, p. 308-329. <https://doi.org/10.1080/01626620.2022.2074912>
07. Schussler, D., DeWeese, A, Rasheed, D., DeMauro, A. A., Doyle, S. L., Brown, J.L., Greenberg, M. T., Jennings, P.A. (2019) The relationship between adopting mindfulness practice and re-perceiving: A qualitative investigation of the CARE for Teachers program. *Mindfulness* (10), p. 2567–2582.
[10.1007/s12671-019-01228-1](https://doi.org/10.1007/s12671-019-01228-1)
06. Jennings, P.A., Doyle, S.L., Oh, Y., Rasheed, D., Frank, J., Brown, J.L. (2019). Long-term impacts of the CARE program on teachers' social and emotional competence and well-being. *Journal of School Psychology* (76), p. 186-202. <https://doi.org/10.1016/j.jsp.2019.07.009>
05. Rasheed, D., Brown, J., Doyle, S.L., Jennings, P.A., (2019) The effect of teacher-child race/ethnicity matching and classroom diversity on children's socioemotional and academic skills. *Child Development* 91(3) pp. e597-e618. <https://doi.org/10.1111/cdev.13275>
04. Doyle, S.L., Jennings, P.A., Brown, J., Rasheed, D., DeWeese, A., Frank, J., Turksma, C., Greenberg, M. (2019). Exploring relationships between CARE program fidelity, quality, participant responsiveness, and uptake of mindful practices. *Mindfulness*. 10(5), 841-853. <https://doi.org/10.1007/s12671-018-1034-9>
03. Doyle, S.L., Rasheed, D., Brown, J., Jones, D. & Jennings, P.A. (2019). Cost analysis of ingredients for successful implementation of a mindfulness-based professional development program for teachers. *Mindfulness* 10(1), 122-130. <https://doi.org/10.1007/s12671-018-0958-4>
02. Jennings, P. A., Brown, J. L., Frank, J. L., Doyle, S.L., Oh, Y., Tanler, R., Rasheed, D., DeWeese, A., DeMauro, A. A., Cham, H., & Greenberg, M. T. (2017). Impacts of the CARE for Teachers program on teachers' social and emotional competence and classroom interactions. *Journal of Educational Psychology*, 109(7), 1010-1028. <http://dx.doi.org/10.1037/edu0000187>
01. DeWeese, A., Jennings, P. A., Brown, J. L., Doyle, S.L., Davis, R. T., Rasheed, D. S., Frank, J. L. & Greenberg, M. T. (2017). Coding semi-structured interviews: Examining coaching calls within the CARE for Teachers program. *SAGE Research Methods Cases, Part 2*.
<http://dx.doi.org/10.4135/9781473958319>

Under Review

- Mendu, S., Doyle Fosco, S.L., Lanza, S., Abdullah, S. (Revised and resubmitted, August, 2023) Designing voice interfaces to support mindfulness-based pain management. *Sage Digital Health*.
- Brown, J. L., Jennings, P.A., Rasheed, D., Cham, H., Doyle, S. L., Frank, J. L., Davis, R., & Greenberg, M.T., (revised and resubmitted, June 2023). Direct and mediated effects of the CARE mindfulness-

based professional development program for teachers on children's academic and social-emotional outcomes. Preprint available at: <https://psyarxiv.com/2afys/>

Schussler, D.L., Doyle Fosco, S.L., Kohler, K. (revise and resubmit) The core curricular content of school-based mindfulness programs.

Technical Reports and Other Writing

10. Doyle, S.L., Schussler, D.L., Mahfouz, J., Brown, M.A. (2022) *Supporting school-based mindfulness: Takeaways from the Spencer conference and virtual meetings.*
09. Doyle, S. L., Berrena, E., Agrusti, M., Huling George, L., George, L., Johnson, Z. (2019). *Mindful Awareness Program (MAP) for Wellness Project Evaluation Report.* Prepared for the Pennsylvania Bureau of Juvenile Justice Services.
08. Doyle, S. L., Berrena, E., Agrusti, M., Huling George, L., George, L., Johnson, Z. (2018). *The Mindful Awareness Program (MAP) for Wellness in Juvenile Justice Curriculum.*
07. Doyle, S. L. (2018). *We Know BETter Program student survey results.* Report prepared for Compass Mark and two Pennsylvania School Districts.
06. The Pennsylvania State University (2018). *Estimation of the societal costs to states due to the opioid epidemic.* Report prepared for the Pennsylvania Office of Attorney General. (supported research & writing)
05. Doyle, S. L., Yoder, G. (2016, June) Partnering for success: improving family involvement in Youth Development Centers. *Juvenile Court Judges Commission Newsletter 27 (6) 4.* Available at: <http://www.jcjc.pa.gov/Publications/Newsletters/2016/June.pdf>
04. Doyle, S. L., Bova, K., Bradley, S. (2014, September) *LifeSkills Training Program (LST) student survey results.* Evaluation reports prepared for thirty-four school-districts across Pennsylvania.
03. Doyle, S. L. (2012, August) *Technical Assistance and Support: what kind of help is needed? Results from the 2011 Annual Survey of Evidence-based Programs.* Research brief prepared for the Evidence-based Prevention and Intervention Support Center.
02. Doyle, S. L., Rhodes, B., Greenberg, M.T., (2012, Spring) *Pennsylvania State epidemiology profile on substance use & consequences.* Report prepared for the SPF-SIG Pennsylvania Statewide Epidemiological Outcomes Workgroup.
01. Doyle, S. L. (2012, January) *Results from the Office of Research Protections client satisfaction survey.* Evaluation report prepared for the Office of Research Protections.

Scholarly Peer-Reviewed Presentations

36. Doyle Fosco, S.L. (July, 2023) *Factors affecting educational leader wellbeing: Sources of stress and self-care.* Apply session presented at the 8th Annual International Positive Psychology Association Conference, Vancouver BC.
35. Doyle Fosco, S.L. (July, 2023) *Factors affecting educational leader wellbeing: Sources of stress and self-care.* Paper presented at the 8th Annual International Positive Psychology Association Conference, Vancouver BC.
34. Schussler, D.S. & Doyle Fosco, S.L. (February, 2023) *Mindfulness & ethics: An analysis of ethical frames, prosocial motivations, and pedagogies in school.* Paper presented at the International Society for Contemplative Research Annual Conference, San Diego, CA.
33. Doyle Fosco, S.L., Brown, M.A., Schussler, D.S. (February, 2023) *Challenges & supports impacting implementation of the school-based Peace of Mind program.* Poster presented at the International Society for Contemplative Research Annual Conference, San Diego, CA.
32. Schussler, D. S., Doyle, S. L., Mahfouz, J., Brown, M. (2022, Nov) *Leading with and for mindfulness: Implementing and sustaining schoolwide mindfulness for all students' well-being.* Critical conversation facilitated at the 36th University Council on Educational Administration Conference. Seattle, WA.
31. Brown, M., Doyle, S. L., Schussler, D.S. (2022, Nov) *Navigating barriers to whole school mindfulness implementation: What leaders should know for successful integration.* Paper presented at the 36th annual University Council on Educational Administration Conference. Seattle, WA.

30. Doyle, S. L. (2021, Nov) *Educational leader wellbeing: A systematic review*. Paper presented at the 35th annual University Council on Educational Administration Conference. Columbus, Ohio.
29. Schussler, D.S., Doyle, S. L., Kohler, K. (2021, Nov) *What educational leaders need to know about school-based mindfulness interventions to promote student well-being*. Paper presented at the 35th annual University Council on Educational Administration Conference. Columbus, Ohio.
28. Doyle, S. L., Schussler, D.S., Kohler, K., & Layton, A. (2021, April) *Mindfulness based interventions that promote SEL: An extended analysis of curriculum, context, training, and fidelity*. Presented online at the American Educational Research Annual Conference.
27. Doyle, S. L., Agrusti, M., Berrena, E., George-Huling, L, George, L., Johnson, Z. (2020, Nov) *Upaya-Kaushalya- Modifying mindfulness messaging to serve majority male staff in rural juvenile justice facilities*. Presented online at the Mind and Life Institute's Contemplative Research Bi-Annual Conference.
26. Doyle, S. L., Schussler, D., Rutten, L., Pham-Schouse, T. & Jaffa, J. (2020, Nov) *Understanding the Relationship Between Teacher Leadership and Teacher Wellbeing: Toward a New Conceptual Model*. Presented online at the University Council on Educational Administration Annual Conference.
25. Doyle, S. L., Schussler, D., Turksma, C. (2019, Nov) *Cultivating awareness and resilience in administrators: Examination of a tailored implementation of the CARE program*. In (J. Mahfouz, Chair) *Teacher and administrator professional development of social-emotional competencies*. Symposium presented at the University Council on Educational Administration annual conference, New Orleans, LA.
24. Doyle, S. L., Berrena, E., Agrusti, M., George Huling, L., George, L, Johnson, Z., (2019, May) *A community-university partnership to implement mindfulness-based strategies to prevent burnout in juvenile justice facilities*. Paper presented at the Society for Prevention Research 27th Annual Conference, San Francisco, CA.
23. Doyle, S. L., Rasheed, D., Brown, J., Jennings, P.A. (2018, February) *Cost Analysis of a mindfulness-based professional development program for teachers*. Society for Benefit-Cost Analysis 9th Annual Conference, Washington, D.C.
22. Doyle, S. L., Gayles, J., Nix, R. (2017, May) *A Partnership Formation in Juvenile Justice Services to Support Youth Well-Being through Increased Family Involvement*. Paper presentation at the 25th Annual Society for Prevention Research Conference, Washington, D.C.
21. Doyle, S. L., Scanlon, D., Hunter, D. (2017, May) *A Culture of Health: Creating a Model to Integrate Social Determinants of Health into Primary Care Settings*. Poster presentation at the 25th Annual Society for Prevention Research Conference, Washington, D.C.
20. Jennings, P. A., Brown, J. L., Frank, J. L., Doyle, S. L., Oh, Y., Davis, R., Rasheed, D., DeWeese, D. DeMauro, A. A. & Greenberg, M. T. (2017, April). *The long-term effects of the CARE for Teachers program on teachers' wellbeing and classroom quality: Results from a randomized controlled trial*. In (R. Roeser, Chair) *Teacher, classroom and student impacts of teacher mindfulness programs in elementary and middle school settings*. Symposium presented at the American Education Research Association Annual Conference, San Antonio, TX.
19. Brown, J. L., Jennings, P. A., Cham, H., Rasheed, D., Frank, J. L., Doyle, S. L., Oh, Y., DeWeese, A. and Greenberg, M. T. (2017, March) *CARE for Teachers: Direct and mediated effects of a mindfulness-based professional development program for teachers on teachers' and students' social and emotional competencies*. In (J. Downer, Chair) *Social and Emotional Learning in Educational Settings Invited Symposium Role of Teacher Well-Being & Stress in the Classroom*. Presented at the Society for Research on Educational Effectiveness (SREE) Annual Conference, Washington, D.C.
18. Doyle, S. L., Jennings, P.A., DeWeese, A., Frank, J., Brown, J., Davis, R., Rasheed, D. Greenberg, M. (2016, November) *Examining the effects of fidelity on participant outcomes: Measuring adherence to structure and facilitation skill in a mindfulness-based stress reduction program for teachers*. Paper presented at The International Symposium for Contemplative Studies Mind and Life Institute in San Diego, CA.
17. Jennings, P. A., Brown, J. L., Frank, J. L., Doyle, S. L., Oh, Y., Tanler, R., Rasheed, D., DeWeese, A., DeMauro, A. A. & Greenberg, M. T. (2016, November). *Examining the implementation, process, and outcomes of CARE for Teachers, a mindfulness-based intervention in teacher professional development*. Symposium presented at the International Symposium for Contemplative Studies, San Diego, CA.
16. Jennings, P. A., Brown, J. L., Zhai, F., Doyle, S. L. & Greenberg, M. T. (2016, November). *Do program fidelity and participant compliance matter? Evidence from a randomized mindfulness-based intervention for*

- teachers. Paper presented at the Association for Public Policy Analysis and Management Fall Research Conference, Washington D. C.
15. Doyle, S. L., Jennings, P.A., DeWeese, A., Frank, J., Brown, J., Davis, R., Rasheed, D. Greenberg, M. (2016, May) *Examining the effects of fidelity on participant outcomes: Measuring adherence to structure and facilitation skill in a mindfulness-based stress reduction program for teachers*. Paper presented at 2nd Annual International Conference on Mindfulness, Rome, Italy.
 14. Jennings, P. A., Brown, J. L., Frank, J. L., Doyle, S. L., Oh, Y., Tanler, R., Rasheed, D., DeWeese, A., DeMauro, A. A. & Greenberg, M. T. (2016, May). *The Effects of the CARE for Teachers Program on Teachers' Wellbeing and Classroom Quality*. In P. Jennings (Chair). CARE for Teachers: Examining Implementation, Process, and Outcomes of a Mindfulness-based Intervention in Teacher Professional Development. Symposium presented at the 2nd International Conference on Mindfulness, Rome, Italy.
 13. Doyle, S. L., Jennings, P.A., DeWeese, A., Frank, J., Brown, J., Davis, R., Rasheed, D. Greenberg, M. (2016, May) *Examining the effects of fidelity on participant outcomes: Measuring adherence to structure and facilitation skill in a mindfulness-based stress reduction program for teachers*. Paper presented at 2nd Annual International Conference on Mindfulness, Rome, Italy.
 12. Doyle, S. L., Jennings, P.A., DeWeese, A., Frank, J., Brown, J., Davis, R., Rasheed, D. Greenberg, M. (2016, April) *How facilitator skill and training fidelity affects participant outcomes in a mindfulness-based stress reduction program for teachers*. Paper presented at American Educational Research Association 2016 Annual Meeting. Washington, D.C.
 11. Brown, J.L., Jennings, P.A., Rasheed, D.S., Cham, H., Doyle, S. L., J.L., Frank, J.L., Tanler, R., DeWeese, A., & Greenberg, M. (2016, April). *Direct and Moderating Impacts of the Cultivating Awareness and Resilience in Education for Teachers Intervention on Student Outcomes*. Paper presented at the American Educational Research Association, Washington, DC.
 10. Jennings, P. A., Brown, J. L., Frank, J. L., Doyle, S. L., Oh, Y., Tanler, R., Rasheed, D., DeWeese, A., DeMauro, A. A. & Greenberg, M. T. (2016, April). *Enhancing teachers' wellbeing and classroom quality: Results from a randomized controlled trial of CARE*. In P. Jennings (Chair). Examining Implementation, Process, and Outcomes of CARE for Teachers, a Mindfulness-based Intervention. Symposium presented at the American Education Research Association Annual Conference, Washington D. C.
 09. Doyle, S. L., Paminski, N., Green, J. (2016, March) *Measuring effectiveness during a widescale implementation of Lifeskills Training: challenges and benefits*. Paper presented at the 2016 Blueprints Conference in Westminster, CO on March 13th, 2016.
 08. Doyle, S. L., Jennings, P.A., DeWeese, A., Frank, J., Brown, J., Davis, R., Rasheed, D. Greenberg, M. (2016, March) *How facilitator skill and training fidelity affects participant outcomes in a mindfulness-based stress reduction program for teachers*. Paper presented at American Educational Research Association 2016 Annual Meeting. Washington, D.C.
 07. Doyle, S. L., Bumbarger, B., Bradley, S. (2015, December) *Organizational capacity correlates for sustaining evidence-based practices and policies to achieve public health impact*. Poster presented at the 8th Annual Conference on the Science of Dissemination and Implementation in Washington D.C.
 06. Doyle, S. L., Bumbarger, B., Bradley, S. (2014, May) *How evidence-based programs are sustained in the "real world": qualitative interviews from the field*. Paper presentation at the 22nd Annual Society for Prevention Research Conference, Washington, D.C.
 05. Doyle, S. L., Jennings, P.A., DeWeese, A., Frank, J. (2014, May) *Evaluating the fidelity of the Cultivating Awareness and Resilience in Education (CARE) Program*. Poster presentation at the 22nd Annual Society for Prevention Research Conference, Washington, D.C.
 04. Jennings, P.A., Brown, J.L., Frank, J., Tanler, R., Doyle, S. L., Rasheed, D., DeWeese, A., & Greenberg, M. (2014, March) *Promoting teachers' social and emotional competence: A replication study of the Cultivating Awareness and Resilience in Education (CARE) program*. Paper presented at the Society for Research on Educational Effectiveness, Washington, D.C..
 03. Doyle, S. L., Bradley, S., Rhodes, B., Bumbarger, B. (2012, March) *The Annual Survey of Evidence-Based Programs: Measuring core constructs from implementation to sustainability within a statewide scale-up*. Poster presented at the 5th Annual NIH Conference on the Science of Dissemination and Implementation, Bethesda, MD.

02. **Doyle, S. L.**, Stormshak, E, Fosco, G.F. (2011, April) *Coping in adolescence: What works best to prevent behavior problems?* Poster session presented at the biennial meeting for the Society for Research on Child Development, Montreal. Quebec.
01. **Doyle, S. L.**, Malle, B.F., Dishion, T.J., (2009, April) *Using language to understand deviance and substance use in adolescence: An exploration of peer dyadic interactions.* Poster session presented at the biennial meeting for the Society for Research on Child Development, Denver, CO.

Community-Focused Workshops

11. Blackburn, S., Waltman-Spreha, K., **Doyle, S.L.** (2016, December) *Learning from the research: family involvement in juvenile justice.* Invited workshop presented at the Juvenile and Domestic Relations Day of Training, Fairfax, VA.
10. **Doyle, S.L.**, Cecil, K. (2016, November) *Enhancing family involvement in residential treatment services.* Workshop presented at the James E. Anderson Pennsylvania Conference on Juvenile Justice, Harrisburg, PA.
09. **Doyle, S.L.** (2016, September) *The good, the bad, and the ugly: Customizing proposals to meet grant (funder) goals.* Invited workshop presented at the County Commissioners Association of Pennsylvania Grant Writing Conference, University Park, PA.
08. **Doyle, S.L.**, Law, P., Kolchin, G., Hinkle, S., (2014, October) *Pennsylvania Youth Survey (PAYS): Putting It All Together.* Workshop presented at the 22nd Annual Safe Schools Conference, Grantville, PA.
07. **Doyle, S. L.** (2014, June): *Growing Homegrown Programs.* Workshop presented at the 24rd Annual Commonwealth Prevention Alliance Conference, State College, PA.
06. **Doyle, S.L.**, Luciw, T. (2014, August) *Understanding Risk and Protective Factor Cut Points.* Pennsylvania Youth Survey Webinar Series presented through the Evidence-based Prevention and Intervention Support Center.
05. Demi, M.A., **Doyle, S.L.**, Law, P., Perry, H. (2014, January) *Creating and Understanding Logic Models for Juvenile Justice Programs.* Standardized Program Evaluation Protocol Webinar Series presented through the Evidence-based Prevention and Intervention Support Center.
04. **Doyle, S. L.** (2013, December) *Collecting data in the real world: What do you measure and how?* Presentation given at the Snyder County Coalition for Kids 2nd Annual Meeting at Susquehanna University. Selinsgrove, PA.
03. **Doyle, S.L.**, Kolchin, G., Hinkle, S., (2013, October) *Understanding the PA Youth Survey: Shifting the Focus of Youth Behavior Problems from a "School Problem" to a Community Problem.* Workshop presented at the Safe Schools Conference, Grantville, PA.
02. **Doyle, S. L.** (2013, June): *Moving Beyond 30-Day Outcomes: Collecting and Using Data in the Real World.* Workshop presented at the 23rd Annual Commonwealth Prevention Alliance Conference, University Park, PA.
01. **Doyle, S.L.**, Walters, K., Dishion, T.J., Stormshak, E., (2010, September) *Ecological Family Intervention and Treatment (EcoFIT)- Evidence Based Practices for Intervening in Adolescent Substance Abuse.* Workshop given at the 1st Annual Oregon Prevention Conference. Eugene, OR.

Workplace Mindfulness & Stress Management Workshops

Cultivating Awareness and Resilience in Education Professional Development Program

- 6 two-hour webinars, Educators & Administrators, Victoria, Australia (Oct-Nov, 2023)
- 1-day in-person, School Administrators, Philadelphia, PA (Oct, 2023)
- 1-day in-person, Elementary School Teachers, Harrisburg, PA (Sept, 2023)
- 2-day in-person, School/District Administrators, Vancouver, WA (Aug, 2023)
- 2-day in-person, School/District Administrators, Johnstown, PA (Aug, 2023)
- 7 three-hour webinars, Facilitator Training for Administrators, Victoria, Australia (Oct-Nov, 2021)
- 2-day webinar, Elementary School Teachers, Chicago, IL (Aug, 2021)
- 2-day webinar, Elementary School Teachers, Chicago, IL (Aug, 2021)
- 2-hour webinar, School/District Administrators, Chicago, IL (Aug, 2021)

- 6 two-hour webinars, School/District Administrators, Victoria, Australia (April-May, 2021)
- 3-day webinar, School/District Administrators, Louisville, KY (Sept 2020-Jan 2021)
- 1-hour webinar, Elementary and Middle School Educators, Northfield, NJ (Nov, 2020)
- 3-day hybrid, Elementary School Teachers and Staff, Indiana, PA (Aug, 2020)
- 6 one-hour webinars, Pennsylvania State Education Association, Harrisburg, (April – Aug 2020)
- 3-day in-person, Pennsylvania State Education Association, Harrisburg, PA (Feb, 2020)
- 3-day in-person, Frostburg State University, Frostburg, MD (Aug,2019)
- 3-day in-person, Elementary/Secondary Teachers, Harrisburg, PA (Aug, 2019)
- 3-day in-person, School/District Administrators, Harrisburg, PA (June, 2019)
- 2-day in-person, Elementary School, Baltimore, MD (Sept, 2017: co-facilitation with Tish Jennings)
- 5-day residential, Garrison Institute, Garrison, NY (Aug, 2017: cofacilitation with Christa Turksma)
- 1-hour in-person, 22nd Annual Safe Schools Conference, Grantville, PA (Oct, 2014)

Mindful Awareness Program for Wellness

- 2-day webinar, Juvenile Probation Officers, Juvenile Court Judges' Commission (Aug, 2021)
- 1.5-hour in-person, Juvenile Detention Centers and Alternative Placements Conference (Oct, 2019)
- 2-day in-person, Loysville Youth Development Center, Loysville, PA (Oct,2017; Jan,2018; Feb,2018)
- 2-day in-person, North Central Secure Treatment Unit, Danville, PA (Oct,2017; Jan,2018; Feb,2018)
- 1-day in-person, Office of Children and Youth Services, Mechanicsburg, PA (May, 2018)

Other Stress-Management/Wellness Presentations

- 1-hour in-person, College of Education Faculty Retreat, Penn State University (May, 2022)
- 1-hour in-person, College of Education Student Symposium, Penn State University (Feb, 2020)
- 1-hour webinar, Gather DC, Washington, DC (April, 2020)
- 1-hour webinar, Center for Rural Opioid Prevention, Treatment & Recovery, WSU (Dec, 2020)

Selected Teaching Experience

Instructor

HDFS 108N, The Art and Science of Human Flourishing, Penn State, University Park, PA (Fall 2023)
HDFS 497, Mindful Stress Management Skills for Helping Professionals, Penn State, University Park, PA (Fall 2017, 2019) Fall '19 evals: Course quality- 6.67/7, Instructor quality- 6.75/7
HDFS 497, Finding Funding: Introduction to Grant Proposal Writing, Penn State, University Park, PA (Fall 2015, 2016 & Spring 2018, 2019) Spring '19 evals: Course quality- 6.29/7, Instructor quality- 6.5/7
PSY 203, Introductory Psychology, Lane Community College, Eugene, OR (Winter 2007)
PSY 101, Introduction to Psychology, Pioneer Pacific College, Springfield, OR (Summer & Winter 2004)
SOC 101, Introduction to Sociology, Pioneer Pacific College, Springfield, OR (Spring 2004)
CCS 101, College and Career Success, Pioneer Pacific College, Springfield, OR (Spring 2004)

Guest Lecturer

EDLDR 532 Educational Leadership Doctoral Pro-Seminar, *Topic: Leader Wellbeing*, Penn State, University Park, PA (Fall 2021, Fall 2022)
HDFS 503 Human Development Intervention: Analysis of Theories and Approaches, *Topic: Understanding and Using Logic Models*, Penn State, University Park, PA (Spring 2015, 2017)
HDFS 311 Human Development & Family Studies Interventions, *Topic: Ethics in Prevention*, Penn State, University Park, PA (Fall 2012)

Teaching Assistant

PSY 302, Research Methods (taught 2 lab sections), University of Oregon, Bend, OR (Fall 2005)
PSY 303 Research Methods, University of Oregon, Eugene, OR (Spring 2005)
PSY 465 Adult Development & Aging, Southern Oregon University, Ashland, OR (Spring 2001, 2002)
PSY 467, Death & Dying, Southern Oregon University, Ashland, OR (Fall 2000 & Winter 2001, 2002)
PSY 370, Lifespan Development, Southern Oregon University, Ashland, OR (Fall 2001)
Writing 121, Academic Composition, Umpqua Community College, Roseburg, OR (Fall 1998)
Writing 122, Multimodal Composition, Umpqua Community College, Roseburg, OR (Winter 1998, 1999)

Training/Certifications

Project Management (8 hours) *Penn State University, University Park 2015*
Motivational Interviewing (12 hours) *Juvenile Detention Centers Association of PA, State College 2012*
Family Check-Up (practicum) *Child and Family Center, University of Oregon, Eugene, Oregon 2010*
Alcohol & Drug Counselor Education (40 hours) *Addiction Counseling Education Svcs, Eugene, Oregon 2004*
Mediation & Conflict Resolution (40 hours) *Southern Oregon University, Ashland, Oregon 2001*

Mindfulness & Compassion-based Program Training/Certifications

Mindful Awareness Program (MAP) for Wellness in Juvenile Justice *Program Co-Developer & Facilitator*
Cultivating Awareness and Resilience in Education (CARE) *Certified Facilitator & Master Trainer*
Mindfulness-Based Stress Reduction *UC San Diego 6-day Teacher Training Intensive*
Learning to BREATHE Mindfulness Curriculum for Adolescents *16-hour Facilitator Training*
Mindfulness-Enhanced Strengthening Families 10-14 Program *24-hour Facilitator Training*

Professional Memberships

International Positive Psychology Association (2023-current)
International Society for Contemplative Research (2021-current)
University Council for Educational Administration (2019-current)
Society for Prevention Research (2014-current)
American Educational Research Association (2021)

Involvement in University & Community

Affiliate, *Bennett Pierce Prevention Research Center (2011-current)*
Affiliate, *Penn State Healthy, Inclusive & Productive Workplace Initiative (2021-current)*
Treasurer, *Educational Leadership Student Association (2021-2022)*
Conversation Partner, *Global Connections Conversation Partners Program (2019-2021)*
Member, *Penn State Holistic Education Circle Workgroup (2017)*
Member, *Pennsylvania Chief Council's Family Involvement in Juvenile Justice Committee (2015-2016)*
Member, *Pennsylvania Chief's Council Delinquency Prevention Committee (2015-2016)*
Member, *Pennsylvania Juvenile Justice System Enhancement Strategy Stage 4 workgroup (2014)*
Grant Proposal Reviewer, *Pennsylvania Commission on Crime and Delinquency (2013-2016)*

Service to the Field

Associate Editor - *Mindfulness*
Ad-Hoc Reviewer - *Mindfulness, Educational Research Review, Affective Science, Teaching and Teacher Education, Journal of Contemplative and Holistic Education, & Psychology in the Schools, American Journal of Education*
Conference Abstract Reviewer - *Society for Prevention Research*
Student Board Member - *American Journal of Education*