

Laura Wood, Ph.D.

Center for Leadership in Disability
School of Public Health | Georgia State University
lwood@gsu.edu

EDUCATION

2011 – 2019 **Ph.D. (2019), M.Ed. (2013) School Psychology**
Georgia State University; Atlanta, GA
Advisor: Andrew Roach, Ph.D.
Dissertation: Enhancing executive function skills in preschoolers through a mindfulness-based intervention

2003 – 2006 **B.S. (Honors) Psychology**
University of Exeter; Exeter, England

LICENSURE

Licensed Psychologist, State of Georgia, PSY004493

PROFESSIONAL/ACADEMIC WORK EXPERIENCE

March 2021–
Present **Research Assistant Professor: Center for Leadership in Disability**
School of Public Health, Georgia State University; Atlanta, GA

September 2019 –
August 2020 **Postdoctoral Fellowship: Cardiac Neurodevelopmental Program**
Boston Children's Hospital/Harvard Medical School; Boston, MA

July 2018 –
June 2019 **Predoctoral Internship: Behavioral Pediatrics and Integrated Care**
Munroe-Meyer Institute; Omaha, NE

June 2016 –
May 2018 **Advanced Practicum: Neurodevelopmental Disorders**
Emory Autism Center; Atlanta, GA

July 2015 –
May 2018 **Student Clinician: Early Detection of Developmental Delays**
Psychology Department, Georgia State University

February 2015 –
May 2018 **Research Assistant: Center for Leadership in Disabilities**
Center for Leadership in Disability, Georgia State University

August 2015 –
May 2016 **Instructor: CPS 7495/7515 Individual Assessment Lab I & II**
Counseling and Psychological Services; Georgia State University

August 2014 –
December 2014 **Instructor: CPS 2500 Career Development and Life Planning**
Counseling and Psychological Services, Georgia State University

August 2012 –
July 2013 **Lab Manager/Research Assistant: Center for School Safety**
Counseling and Psychological Services, Georgia State University

PUBLICATIONS: REFEREED JOURNAL ARTICLES

- Wood, L.,** Roach, A. T., Kearney, M.A., & Zabek, F. (2018). Enhancing executive function skills in preschoolers through a mindfulness-based intervention: A randomized, controlled pilot study. *Psychology in the Schools, 55*, 644-660. doi: 10.1002/pits.22136
- Wood, L.,** Smith, J., Varjas, K., & Meyers, J. (2017). School personnel social support and nonsupport for bystanders of bullying: Exploring student perspectives. *Journal of School Psychology, 61*, 1 – 17. doi: 10.1016/j.jsp.2016.12.003
- Wood, L.,** Kiperman, S., Esch, R., Leroux, A. J., & Truscott, S. D. (2017). Predicting dropout using student- and school-level factors: An ecological perspective. *School Psychology Quarterly, 32*, 35-49. doi: 10.1037/spq0000152
- Wood, L.,** Smith, J., Varjas, K., & Meyers, J. (2016). Engaging Upstanders: Class-wide approach to promoting positive bystander behavior. *School Psychology Forum, 10*, 66-77.
- Forsberg, C., **Wood, L.,** Smith, J., Varjas, K., Meyers, J., Jungert, T., & Thornberg, R. (2016). Student's views of factors affecting their bystander behaviors in response to school bullying: A cross-collaborative conceptual qualitative analysis. *Research Papers in Education*. doi: 10.1080/02671522.2016.1271001
- Den Hartog, J., **Rosenbaum, L.,** Wood, Z., Burt, D., & Petri, W. (2013). Diagnosis of multiple enteric Protozoan infections by enzyme-linked immunosorbent assay in the Guatemalan highlands. *American Journal of Tropical Medicine and Hygiene, 88*(1), 167-171.

PUBLICATIONS: BOOK CHAPTERS

- Ashby, J. S., **Wood, L.,** & Kiperman, S. (2017). Ethics in Play Therapy Consultation and Supervision. In Steen, R. L. (ed.) *Emerging research in play therapy, child counseling, and consultation*. (pp. 214-231). Hershey, PA: IGI Global. doi: 10.4018/978-1-5225-2224-9
- Perkins, C., **Wood, L.,** Varjas, K., & Vanegas, G. (2016). Psychological well-being of children and youth in Mexico. In B. K. Nastasi & A. P. Borja (eds.) *International handbook of psychological well-being in children and adolescents* (pp. 115-135). New York, NY: Springer Science+Business Media.

PUBLICATIONS: NON-REFEREED SCHOLARSHIP

- Crimmins, D., Wheeler, B., **Wood, L.,** Graybill, E., & Goode, T. (2019). *Equity, Diversity & Inclusion Action Plan for the UCEDD National Network*. Association of University Centers on Disabilities: Silver Spring, MD.

PUBLICATIONS: MANUSCRIPTS IN-PROGRESS

- Sadhvani, A., Ulman-Shade, C., **Wood, L.,** Roseman, A., & Butler, S. (In prep). Fostering development in children, birth to three, with congenital heart disease.

PRESENTATIONS

- Clark, C., Singer, J., **Wood, L.**, Rollins, C., & Ware, J. (2020, November). *Development of a behavioral health intervention for women expecting a child with congenital heart disease*. Poster Presentation for the Cardiac Neurodevelopmental Outcomes Collaborative (CNOC) Annual Conference 2020, Houston, TX
- Roberts, H., Needelman, H., **Wood, L.**, DeMare, C., Galas, M., Dickey, K., & Duncan, K. (2019, October). *Disparities in neurodevelopmental follow-up for children with congenital heart disease*. Poster Presentation for the CNOC Annual Conference 2019, Toronto, Canada
- Wood, L.**, Roberts, H., Needelman, H., Jackson, B., McMorris, C., Dinsmore, J., & Skoglund, R. (2019, May). *Disparities in the utilization of the MMI NICU follow-up clinic*. Poster Presentation for the Munroe-Meyer Institute Annual Poster Session 2019, Omaha, NE
- Wood, L.**, Burt, J., & Strong-Bak, W. (2019, April). *Family engagement in developmental monitoring and screening in primary care settings*. Invited presentation for family practice residents at University of Nebraska Medical Center
- Wood, L.** (2018, February). *Mindfulness and self-reflection*. Invited presentation for Georgia's Leadership Launchpad, Atlanta, GA.
- Wood, L.**, Zabek, F., Kearney, M., & Roach, A. (2017, February). *Improving children's executive functioning using mindfulness-based interventions*. Mini-Skills Presentation for National Association of School Psychologists (NASP) Conference, San Antonio, TX
- Roach, A., **Wood, L.**, & Ojo, J. (2016, November). *Using mindfulness to support young children and their families*. Presentation for the Georgia Association for Positive Behavior Support Annual Conference, Duluth, GA.
- Wood, L.**, Tano, M. C., Bailey, C. M., Zabek, F., Kearney, M., & Roach, A. (2016, February). *Mini-Mind: Mindfulness-based curriculum for preschool classrooms*. Presentation for National Association of School Psychologists Annual Conference, New Orleans, LA
- Roach, A., Meyers, B., Perkins, C., **Wood, L.**, Bialo, J., Stair, A., Kearney, M., & Zabek, F. (2016, February). *Using children's literature to introduce mindfulness in the classroom*. Mini-Skills Presentation for NASP Conference 2016, New Orleans, LA
- Roberts, D. J., **Wood, L.**, & Roach, A. (2016, February). *Health is wealth: Supporting health and wellness through transition plans*. Poster for NASP Conference 2016, New Orleans, LA
- Esch, R., **Wood, L.**, Kiperman, S., Leroux, A., & Truscott, S. (2016, February). *Collaborate to help our students graduate*. Poster for NASP Conference 2016, New Orleans, LA
- Wood, L.**, Smith, J. A., Quinn, A. G., Prevost, K., Perkins, C., Varjas, K., & Meyers, J. (2015, February). *Engaging Upstanders: Example of universal intervention design, implementation, and evaluation*. Mini-Skills for NASP Conference, Orlando, FL
- Bosco, C. L., **Wood, L.**, Varjas, K., & Meyers, J. (2015, February). *Investigating gender differences in bystander behaviors*. Poster for NASP Conference, Orlando, FL
- Wood, L.**, Smith, J., Varjas, K., & Meyers, J. (2014). *Student perspectives of school-personnel roles in bystander behaviors*. Paper Presentation for NASP Conference, Washington, DC
- Varjas, K., Meyers, J., Smith, J., **Rosenbaum, L.**, Forsberg, C., Thornberg, C., & Jungert, T. (2013, July). *Motivations of bystander behavior: A cross-cultural comparison*. Paper presented at International School Psychology Association (ISPA), Porto, Portugal.
- Varjas, K., Perkins, C., **Rosenbaum, L.**, Gonzaez, J., & Vanegas, G. (2013). *Youth in Xalapa, Mexico*. Paper presented at ISPA Conference, Porto, Portugal.

Cadenhead, C., Varjas, K., Vanegas, G., **Rosenbaum, L.**, & Marendt, A. (2012, July). *Ecomaps and Focus Groups from Youth in Xalapa, Mexico* Paper presented at ISPA Conference, Montreal, Canada.

PROFESSIONAL TRAINING & CERTIFICATIONS

January 2020	Touchpoints Individual Level Training <i>The Brazelton Institute/Boston Children's Hospital/Harvard Medical School; Boston, MA</i>
October 2019	Newborn Behavior Observations (NBO) System <i>The Brazelton Institute/Boston Children's Hospital/Harvard Medical School; Boston, MA</i>
August 2018 – May 2019/ August 2014 – May 2015	Leadership & Education in Neurodevelopmental Disabilities <i>NE-LEND: University of Nebraska Medical Center; Omaha, NE/ GA-LEND: Georgia State University; Atlanta, GA</i>
August 2018/ November 2016	Autism Diagnostic Observation Schedule (ADOS-2), Modules 1-4 and Toddler Module <i>University of Nebraska Medical Center; Omaha, NE/ Emory Autism Center; Atlanta, GA</i>
February 2018	Teaching Pyramid Observation Tool (TPOT) for Preschool Classrooms Reliability Training <i>Georgia State University; Atlanta, GA</i>
February 2017	Mindfulness without Borders: Facilitator Certification <i>Emmaus House; Atlanta, GA</i>
June 2016	Applied Suicide Intervention Skills Training <i>Georgia State University; Atlanta, GA</i>
June 2013	Advanced Training Institute on Research Methods with Diverse Racial and Ethnic Groups <i>American Psychological Association; Michigan State University</i>

AWARDS/HONORS

May 2019	LEND Research Project of the Year 2019 <i>Munroe-Meyer Institute; University of Nebraska Medical Center</i>
January 2019	Munroe-Meyer Guild Grant Co-Investigator <i>Munroe-Meyer Institute; University of Nebraska Medical Center</i>
April 2017	Departmental Dissertation of the Year 2016 <i>Counseling and Psychological Services; Georgia State University</i>
May 2014	Chet W. Harris Scholarship <i>Counseling and Psychological Services; Georgia State University</i>
August 2011	Kenneth and Mary Matheny Endowed Scholarship <i>Counseling and Psychological Services; Georgia State University</i>