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## EDUCATION

- Ph.D.            Psychology, School Psychology, Tulane University, New Orleans (2014)  
                 Predoctoral internship, Louisiana School Psychology Internship Consortium
- M.S.            Psychology, School Psychology, Tulane University, New Orleans (2011)
- B.S.            Psychology, University of Texas, Austin (2008)

## PROFESSIONAL POSITIONS

- 2022-present    Associate Professor, *Cleveland State University*
- 2016- 2022      Assistant Professor, *Cleveland State University*
- 2015- 2016      Visiting Assistant Professor, *Tulane University*
- 2014 –2015      Adjunct Professor, *Tulane University*
- 2014-2015      School Psychologist, *New Orleans College Prep*

## LISCENCES AND CERTIFICATIONS

Professional pupil service license- School Psychologist, OH (OH3266771)

## PUBLICATIONS (\*Indicates student co-author)

### Refereed Journal Articles

Benninger, E., **Naser, S.**, & O'Neill, S. M.\* (2024). Youth as coresearchers: Social justice means youth as knowledge makers too. *School Psychology International*, 0(0). <https://doi.org/10.1177/01430343231216978>

Clonan-Roy, K., **Naser, S.**, Fuller, K., & Goncy, E. (2023) Sexual and gender diverse youth's marginalization in school-based sex education and development of adaptive competencies. *Psychology in the Schools*.

**Naser, S.**, Fuller, K., Goncy, L.,Clonan-Roy, K, Williams, A.\* & DeBoard, A\* (2022). The silencing of LGBTQ+ identities in middle and high school health education textbooks. *Contemporary School Psychology*.

Brann, K., **Naser, S.**, & Clough, M. (2022). Organizational Consultation to Promote Equitable School Behavioral Data Practices Using the Participatory Culture-Specific Intervention Model. *Psychology in the Schools*.

Basting, E.\*, **Naser, S.**, & Goncy, L. (2021). Assessing the factor structure and measurement invariance of the BASC-3 Behavioral and Emotional Screening System (BESS) student form across race and gender. *Assessment for Effective Intervention*.

Farmer, R. L., Goforth, A. N., Kim, S. Y., **Naser, S. C.**, Lockwood, A. B., & Affrunti, N. W. (2021). Status of school psychology in 2020: Part 2, professional practices in the NASP membership survey. *NASP Research Reports*, 5(2), 1-17.

Goforth, A. N., Farmer, R. L., Kim, S. Y., **Naser, S. C.**, Lockwood, A. B., & Affrunti, N. W. (2021). Status of school psychology in 2020: Part 1, demographics of the NASP membership survey. *NASP Research Reports*, 5(2), 1-17.

Marraccini, M., Ingram, K., **Naser, S.**, Grapin, S., Toole, E., Neill, J., ... & Griffin, D. (2022). The roles of school in supporting LGBTQ+ youth: A systematic review and ecological framework for understanding risk for suicide-related thoughts and behaviors. *Journal of School Psychology*, 91, 27-49.

Brown, J., **Naser, S.**, Griffin, C., Grapin, S., & Proctor, S., (2022) A multicultural, gender and sexually diverse affirming school-based consultation framework. *Psychology in the Schools*. <https://doi.org/10.1002/pits.22593>

**Naser, S.**, Clonan-Roy, K., Fuller, K., Goncy, E. & Wolf, N.\* (2022). Exploring the experiences and responses of LGBTQ+ adolescents to school-based sexuality education. *Psychology in the Schools*. <https://doi.org/10.1002/pits.22471>

**Naser, S.** Brann, K., & Noltemeyer, A. (2021). Using system 2 cues for more equitable behavioral referrals in schools. *School Psychology*. <https://doi.org/10.1037/spq0000363>

Brann, K., **Naser, S.**, Brown, C., & Splett, J. (2021). A mixed method analysis of the implementation process of universal screening in a tiered mental health system. *Psychology in the Schools*. <https://doi.org/10.1002/pits.22579>

Fuller, K., Clonan-Roy, Goncy, E. & **Naser, S.** (2021). The dis-empowerment of youth sexual decision making in current U.S. sex education textbooks. *Sex Education*. <https://doi.org/10.1080/14681811.2021.1949974>

Clonnan-Roy, K., Goncy, E., **Naser, S.**, & Fuller, K. (2021). Preserving abstinence and preventing rape: How sex education textbooks contribute to rape culture. *Archives of Sexual Behavior*, 50, 231-245. <https://doi.org/10.1007/s10508-020-01816-6>

Marraccini, M. E., Griffin, D., O'Neill, J. C., Martinez, R. R., Chin, A. J., Toole, E. N., ... & **Naser, S. C.** (2020). School risk and protective factors of suicide: A cultural model of suicide risk and protective factors in schools. *School Psychology Review*, 1-24. <https://doi.org/10.1080/2372966X.2020.1871305>

Verlenden, J., **Naser, S.**, & Brown, J. (2020). Steps in the implementation of universal screening for behavioral and emotional risk to support multi-tiered systems of support: Two case studies. *Journal of Applied School Psychology* 37(1), 69-107. <https://doi.org/10.1080/15377903.2020.1780660>

**Naser, S.**, Verlenden, J., Arora, P. G., Nastasi, B., Braun, L.\*, & Smith, R\*. (2020). Using child rights education to infuse a social justice framework into universal programming. *School Psychology International*, 41(1), 13-36. <https://doi.org/10.1177/0143034319894363>

**Naser, S.**, & Dever, B. V. (2020). A preliminary investigation of the reliability and validity of the BESS-3 teacher and student forms. *Journal of Psychoeducational Assessment*, 38(2), 263-269. <https://doi.org/10.1177/0734282919837825>

**Naser, S.**, & Dever, B. V. (2019). Mapping trajectories of behavioral and emotional risk among predominately African American youth across the middle school transition. *School Psychology Review*, 48(4), 362-376. <https://doi.org/10.17105/SPR-2018-0054.V48-4>

Grapin, S. L., Griffin, C. B., **Naser, S.**, Brown, J. M., & Proctor, S. L. (2019). School-based interventions for reducing youths' racial and ethnic prejudice. *Policy Insights from the Behavioral and Brain Sciences*, 6(2), 154-161. <https://doi.org/10.1177/2372732219863820>

Najjar, K.\*, **Naser, S. C.**, & Clonan-Roy, K. (2019). Experiences of Arab heritage youth in US schools and impact on identity development. *School Psychology International*, 40(3), 251-274. <https://doi.org/10.1177/0143034319831057>

**Naser, S.**, Brown, J., & Verlenden, J. (2018). The utility of universal screening to guide school-based prevention initiatives: Comparison of office discipline referrals to standardized emotional and behavioral risk screening. *Contemporary School Psychology*, 22(4), 424-434. <https://doi.org/10.1007/s40688-018-0173-2>

**Naser, S.**, Hitti, A., & Overstreet, S. (2017). The behavioral and emotional screening system student form: Is there evidence of a global at-risk factor in a sample of predominantly African American youth?. *Journal of Psychoeducational Assessment*, 36(5), 446-463. <https://doi.org/10.1177/0734282916686015>

Sims, A. J., Boasso, A. M., Burch, B., **Naser, S.**, & Overstreet, S. (2015). School dissatisfaction in a post-disaster environment: The mediating role of posttraumatic stress symptoms. *Child & Youth Care Forum*, 44(4), 583-595. <https://doi.org/10.1007/s10566-015-9316-z>

Nastasi, B. K., & **Naser, S.** (2014). Child rights as a framework for advancing professional standards for practice, ethics, and professional development in school psychology. *School Psychology International*, 35(1), 36-49, <http://dx.doi.org/10.1177/0143034313512409>.

Burch, B., **Naser, S.**, & Overstreet, S. (2010). Children and disasters: Lessons from Hurricane Katrina. *Whittier Journal of Child. & Family Advocacy.*, 10, 3.

## Manuscripts Submitted for Publication

Aguilar, L., Sabnis, S., & Naser, S., (2025) *Decolonizing school psychology research and practice; Part I*. Journal of School Psychology.

Naser, S., Aguilar, L., Sabnis, S., & Sullivan, A., (2025) *Decolonizing school psychology research and practice, Part II*. Journal of School Psychology.

Clonan-Roy, K., Naser, S., Goncy, L., & Fuller, K. (2025) *Curriculum Violence*. Equity & Excellence in Education

Haynes, T.<sup>S</sup>, Clonan-Roy, K., Naser, S., Partington, W.<sup>S</sup>, Goncy, E., Fuller, K. A. (Under review). 'If you wanna make change, with the right resources you can': Youth participatory action research as an agent of queer joy. *International Journal of LGBTQ+ Youth Studies*.

Clonan-Roy, K., Naser, S., Armstrong, D.<sup>S</sup>, Bonilla-Gilgenbach, M.<sup>S</sup>, Goncy, E., Haynes, T.<sup>S</sup>, Fuller, K.A. (Under Review). Knowledge Making as Resistance for Queer Youth. *Journal of Queer and Trans Studies in Education*..

Goforth, A., Castro-Olivo, S. & Naser, S. (2025). *Cultural Humility as a Foundation for Meaningful Community-Engaged Research*. School Psychology International.

## Manuscripts in Preparation

Naser, S., Clonan-Roy, Ruby\*, Sendce\*, Rana.,\* Rawan.,\* Andreea\* (2024) *Orientalism in U.S. education and impact on Arab student sense of belonging*. [Manuscript in preparation] Department of Psychology, Cleveland State University.

Naser, S., & Brann, K. (2024). *Using an integrated behavioral referral system to reduce racial disproportionality in school discipline practices*. [Manuscript in preparation]. Department of Psychology, Cleveland State University.

Naser, S., Tabbah, R., Hitti, A. & Ishaq,J.\*(2024). *School facilitation of Arab student identity formation and impact on mental health*. [Manuscript in preparation]. Department of Psychology, Cleveland State University.

## BOOKS

Nastasi, B.K., Hart, S., & Naser, S. (Eds.).( 2020). *International handbook on child rights in school psychology*. Springer International Publishing. <https://doi.org/10.1007/978-3-030-37119-7>

## BOOK CHAPTERS

Naser, S., Brown, C., Grapin, S., Proctor, S., & Brown, J., (in press). Promoting equity in school based mental health universal programming by addressing color evasive practices in social emotional learning and trauma informed care. In Malone, C., & Paris, L., (Eds.), *The Oxford Handbook of Social Justice in School Psychology*.

- Naser, S.** (2023). Supporting refugee and forcibly displaced students and families in the school setting. In Harris, P., & Proctor, S., (Eds.), *NASP Best Practices Volume 2: Systems and Family*.
- Naser, S.,** Grapin, S., Griffin, C., & Brown, J. (2021). Using DisCrit to guide supervision practice for school-age youth with social, emotional and behavioral risk. In S. Proctor & D. Rivera (Eds.), *Critical theories for school-based practice: A foundation for equity and inclusion in practice and supervision*.
- Mulser R.M., **Naser S.** (2020) The roles and responsibilities of the school psychologist in promoting child rights. In Nastasi B., Hart S., Naser S. (eds) *International Handbook on Child Rights and School Psychology*. (pp. 65-80) Springer International Publishing. [https://doi.org/10.1007/978-3-030-37119-7\\_5](https://doi.org/10.1007/978-3-030-37119-7_5)
- Naser S.,** Nunn A.W., Alkalay S., Dolev A. (2020). Promoting child rights through use of technology in the classroom. In B. Nastasi, S. Hart, & S. Naser. (Eds), *International Handbook on Child Rights and School Psychology*. (pp., 557-575). Springer International Publishing. [https://doi.org/10.1007/978-3-030-37119-7\\_35](https://doi.org/10.1007/978-3-030-37119-7_35)
- Nastasi, B. K., & **Naser, S.** (2020). Conceptual foundations for school psychology and child rights advocacy. In Nastasi B., Hart S., Naser S. (eds) *International Handbook on Child Rights and School Psychology*. (pp. 25-35) Springer International Publishing. [https://doi.org/10.1007/978-3-030-37119-7\\_2](https://doi.org/10.1007/978-3-030-37119-7_2)
- Nastasi, B. K., & **Naser, S.** (2020). Professional development of school psychologists as child rights advocates. In Nastasi B., Hart S., Naser S. (eds) *International Handbook on Child Rights and School Psychology*. (pp. 145-153) Springer International Publishing. [https://doi.org/10.1007/978-3-030-37119-7\\_14](https://doi.org/10.1007/978-3-030-37119-7_14)
- Nastasi, B. K., Hart, S. N., & **Naser, S.** (2020). Child rights and school psychology: Concluding thoughts. In Nastasi B., Hart S., Naser S. (eds) *International Handbook on Child Rights and School Psychology*. (pp. 593-595) Springer International Publishing. [https://doi.org/10.1007/978-3-030-37119-7\\_2](https://doi.org/10.1007/978-3-030-37119-7_2)
- Verlenden J.V., Adelson E., **Naser S.,** & Carey E. (2020) Application of child rights to school-based consultation. In Nastasi B., Hart S., Naser S. (eds) *International Handbook on Child Rights and School Psychology*. (pp. 391-406). Springer International Publishing. [https://doi.org/10.1007/978-3-030-37119-7\\_25](https://doi.org/10.1007/978-3-030-37119-7_25)
- Nastasi, B. K., & **Naser, S.** (2020). UN Convention on the Rights of the Child and the sustainable development goals. In Rubin, N. & Flores, R. (eds). *The Cambridge Handbook of Psychology and Human Rights*. (pp. 379-403) Cambridge University Press. <https://doi.org/10.1017/9781108348607>

## **Other Publications**

- National Association of School Psychologists. (2012, 2019,2025). Child rights [Position statement]. Bethesda, MD: Contributing author

National Association of School Psychologists (2019) Students Who Are Displaced Persons, Refugees, or Asylum-Seekers. [Position statement]. Bethesda, MD: Contributing author

National Association of School Psychologists (2019) Students Who Are Displaced Persons, Refugees, or Asylum-Seekers. [Position statement policy addendum]. Bethesda, MD: Contributing author

National Association of School Psychologists (2019) Students Who Are Displaced Persons, Refugees, or Asylum-Seekers. [Position statement practice addendum]. Bethesda, MD: Contributing author

Naser, S. (2017). Supporting Refugee Youth and Families in the School Setting. *Communique*. Volume 45. Number 5.  
<https://www.nasponline.org/publications/periodicals/communique/issues/volume-45-issue-5/supporting-refugee-youth-and-families-in-the-school-setting>

Barrett, C., Naser, S., Kelly, S., & Reeves., M. (2016). Supporting Vulnerable Students in Stressful Times: Tips for Parents [handout]. National Association of School Psychologists. Bethesda, MD: Author.

Naser, S., Carey, E., Verlenden, J., Cianci, R., Nastasi, B., Summerville, M., & Burch, B. (2013). The UN Convention on the Rights of the Child online learning curriculum for school based mental health professionals. Available at;  
[https://www.myhaikuclass.com/CRCmodule/crcformentalhealthprofessionals/cms\\_page/view](https://www.myhaikuclass.com/CRCmodule/crcformentalhealthprofessionals/cms_page/view).

International School Psychological Association (ISPA) & Child Rights Education for Professionals (CRED-PRO)(2010). Child rights for school psychologists and other school-based mental health professionals curriculum. (Developed for ISPA&CRED-PRO by B.K. Nastasi, S. Hart, B. Burch, R.M. Mulser, S. Naser, & M. Summerville)  
Available: <http://www.cred-pro.org/group/internaionalschoolpsychologycurriculum>.

## **SCHOLARLY PRESENTATIONS** (\*Indicates student co-presenter)

### **Refereed National and International Presentations**

**Naser, S.** (2024, February) *Mixed Methodologies in Youth Centered Research* [presentation]. The National Association of School Psychologists Annual Conference. New Orleans, Louisiana.

**Naser, S.** (2024, February) *Higher education landscapes; Attacks on DEI* [presentation]. The National Association of School Psychologists Annual Conference. New Orleans, Louisiana.

**Naser, S. & Brann, K.** (2024, February) *Reflect and connect; A system for universal screening* [presentation]. The National Association of School Psychologists Annual Conference. New Orleans, Louisiana.

- Naser, S., Almalad, R.\*, Neamtu, A.\*, Attia, R.\*, & Kajawa, S\*.** (2023, October 1). *Arab American portrayals in U.S. history curricula* [Presentation]. The AMENA Psychology Association Conference, Ann Arbor ,Michigan.
- Ishaq, J.\*, Goncy, E. A., & **Naser, S.** (2022, October 17–19, submitted). *Evaluation of yoga intervention program and self-regulation measure in youth* [Poster session]. The International Association of Yoga Therapist’s annual Symposium of Yoga Research, Berkshires, MA. <https://conferences.iayt.org/syr2022>
- Ishaq, J.\*, Goncy, E. A., & **Naser, S.** (2022, October 17–19, submitted). *School-based yoga intervention for promoting adaptive skills in youth* [Poster session]. The International Association of Yoga Therapist’s annual Symposium of Yoga Research, Berkshires, MA. <https://conferences.iayt.org/syr2022>
- Naser, S., Grapin, S., Griffin, C., Brown, J. & Proctor, S.** (2021, February). School psychologists’ experiences of responding to discrimination in schools. [Paper presentation]. National Association of School Psychologists Annual Convention, Virtual.
- Goforth, A. N., Farmer, R. L., Kim, S. Y., Affrunti, N., **Naser, S. C., & Lockwood, A. B.** (2021, February). School psychology: A national perspective from the 2020 membership survey. [Paper presentation]. National Association of School Psychologists Annual Convention, Virtual.
- Ishaq, J.\*, Goncy, E. A., & **Naser, S.** (2020, November). Promoting positive skills in children and adolescents through school-based yoga intervention [Poster session]. Association for Behavioral and Cognitive Therapies annual convention, Philadelphia, PA.
- Naser, S., Grapin, S., Griffin, C., Brown, J. & Proctor, S.** (2020, February). School psychologists’ experiences of responding to discrimination in schools. [Paper presentation]. National Association of School Psychologists Annual Convention, Baltimore, MD, United States.
- Naser, S. & Brann, K.,** (2020, February). Using neutralizing routines in student behavioral referrals. [Paper presentation]. National Association of School Psychologists Annual Convention, Baltimore, MD, United States.
- Naser, N.\*, Smith, R.\* & **Naser, S.** (2020, February). Experiences implementing social emotional group sessions. [Poster presentation]. National Association of School Psychologists Annual Convention, Baltimore, MD, United States.
- Kauckcheck, M.\*, Smith, R.\*, **Naser, S.** (2020, February). Child rights in the classroom. [Poster presentation]. National Association of School Psychologists Annual Convention, Baltimore, MD, United States.
- Doleh, S.\* & **Naser, S.** (2020, February). School facilitation of Arab American student identity development. [Poster presentation]. National Association of School Psychologists Annual Convention, Baltimore, MD, United States.



- Brann, K. & **Naser, S.** (2020, February). Technical implementation techniques for universal screening. [Paper presentation]. National Association of School Psychologists Annual Convention, Baltimore, MD, United States.
- Scherr, T., von der Embse, **Naser, S.**, Hess, R., Diakow, D.\* & Cyril, K. (2020, February). Supporting students and families who have immigrated. [Symposium]. National Association of School Psychologists Annual Convention, Baltimore, MD, United States.
- Goncy, E. A., **Naser, S.**, Fuller, K., & Clonan-Roy, K., (2020, March). Inclusionary sexual health information for transgender and gender non-conforming youth. In C. Jensen (Chair), Identities chosen, innate, and conferred: Influences on multiple domains of social identity across adolescence. [Paper presentation] Biennial Convention of the Society for Research on Adolescence, San Diego, CA.
- Clonan-Roy, K., Fuller, K. A., Goncy, E. A., & **Naser, S.** (2019, November). Sexual health information for gender minority youth in Northeast Ohio. [Conference session] Ohio Sex Education Summit, Cleveland, OH.
- Clonan-Roy, K., Fuller, K., Goncy, E., & **Naser, S.** (2019, June). Access to Inclusionary and Accurate Sexual Health Information for Gender Minority Youth. [Conference session] American Association of Sexuality Educators, Counselors, and Therapists, Philadelphia, PA.
- Naser, S.** (2019, July) The application of child rights in school psychology consultation. Presented as part of a symposium presentation on child rights in school psychology [Paper presentation] International School Psychology Association annual conference, Basel, Switzerland.
- Naser, S.** (2019, July) Building a child rights education program to address social emotional learning in schools. [Paper presentation] International School Psychology Association annual conference, Basel, Switzerland.
- Naser, S.** (2019, July) The application of child rights in schools through technology. [Paper presentation] International School Psychology Association annual conference, Basel, Switzerland.
- Brann, K., & **Naser, S.** (2019, July). Universal screening for social and emotional risk in preschool. [Paper presentation] International School Psychology Association annual conference, Basel, Switzerland.
- Braun, L.\*, Smith, R.\* & **Naser, S.**, (2019, February). Using participatory culture specific intervention models for intervention development. [Poster presentation] National Association of School Psychologists annual conference, Atlanta, Georgia, United States.
- DiTomaso, M.\*, Naser, N.\*, & **Naser, S.**, (2019, February). Predictive validity of measured risk by BESS-3 and performance on standardized tests. [Poster presentation] National Association of School Psychologists annual conference, Atlanta, Georgia, United States.



- Smith, R.\*, Braun, L.\*, & **Naser, S.**, (2019, February). Using Child Rights as a framework for social emotional learning curriculums. [Poster presentation] National Association of School Psychologists annual conference, Atlanta, Georgia, United States.
- Qureshi, M.\*, Naser, N.\*, & **Naser, S.**, (2019, February). The impact of community yoga programming in schools; measuring student self-regulation pre and post yoga program participation. [Poster presentation] National Association of School Psychologists annual conference, Atlanta, Georgia, United States.
- Naser, S.**, Scherr, T., & Hess, R., (2019, February). Best practices for school based professionals working with refugee youth. [Conference session] National Association of School Psychologists annual conference, Atlanta, Georgia, United States.
- Naser, S.** & Brown, J. (2019, February). Universal screening as prevention data. [Symposium] National Association of School Psychologists annual conference, Atlanta, Georgia, United States.
- Naser, S** & Dever, B. (2018, February) Mapping trajectories of behavioral and emotional risk over the middle school transition. [Symposium] National Association of School Psychologists annual conference, Atlanta, GA, United States.
- Najjar, K.\*, & **Naser, S.** (2018, February) How discrimination in the school setting impacts acculturation in Arab American students. [Paper presentation] Great Lakes Regional Psychology Conference, Kalamazoo, MI, United States.
- Naser, S.**, & Goncy, E. (2018, February) Understanding the developing attitudes of adolescents around drugs. [Poster presentation] Society for Prevention Research annual conference, Washington, D.C., United States.
- Goncy, E., **Naser, S.** (2018, February) After school programming and reduction of juvenile delinquency. [Poster presentation] Society for Prevention Research annual conference, Washington, D.C., United States.
- Naser, S.**, Frato, P., & Hood, J.\*, (2018, February). From behavioral screening to effective intervention: A collaborative problem-solving approach. [Poster presentation] National Association of School Psychology annual conference, Chicago, IL, United States.
- Naser, S.**, Shriberg, D., Proctor, S., & Barrett, C., (2018, February) Using a social justice lens in research, training and practice. [Symposium] National Association of School Psychology annual conference, Chicago, IL, United States.
- Skebo, H.\*, Shockey, M.\*, Smith, R.\*, & **Naser, S.** (2018, February). Student and teacher agreement on behavioral and emotional screening. [Poster presentation] National Association of School Psychology annual conference, Chicago, IL, United States.
- Najjar, K.\*, & **Naser, S.** (2018, February) The school's role in facilitating acculturation for Arab American youth. [Poster presentation] National Association of School Psychology annual conference, Chicago, IL, United States.

- Naser, S.**, (2017, February). Contemporary issues in school psychology; Immigration. [Symposium] National Association of School Psychology's annual conference, San Antonio, TX, United States.
- Engstrom, E.\*, MacKellar, S.\*, Jarmusz, M.\*, & **Naser, S.** (2017, February) A comparison of Tier I behavioral screening methods. [Poster presentation] National Association of School Psychology's annual conference, San Antonio, TX, United States.
- Simon, K.\*, Petrovic, L.\*, **Naser, S.**, & Overstreet, S. (2016). Do office discipline referrals link early behavioral risk with later academic outcomes? A case for a mediation model. [Poster presentation] American Psychological Association annual conference, Denver, CO, United States.
- Petrovic, L.\*, Simon, K.\*, **Naser, S.**, & Overstreet, S. (2016). Agree to disagree? Examining agreement among teacher and student reports of risk. [Poster presentation] American Psychological Association annual conference, Denver, CO, United States.
- Naser, S.**, Sims, A., & Carter, P. (2014, August). *Predictive validity of the BESS student report form*. Presentation conducted as part of a symposium titled Social-emotional universal screening: Implications for practice in low resource, high risk contexts. [Symposium] American Psychological Association annual conference, Honolulu, HI, United States.
- Naser, S.** (2013, November). Navigating Implementation of Social Emotional Learning Curricula in the School Setting [Paper presentation] Louisiana School Psychological Association, Lafayette, LA, United States.
- Naser, S.** (2013, August). Predictive validity of the BESS student report form. Presentation conducted as part of a symposium titled Social-Emotional Universal Screening- Implications for Practice in Low-Resource High-Risk contexts [Poster presentation] American Psychological Association annual conference, Washington, DC, United States.
- Verlenden, J., Carey, E. J., **Naser, S.**, & Nastasi, B. K. (2012, November). Introduction to an online child rights curriculum for school-based mental health professionals. [Poster presentation] Louisiana School Psychological Association, Lafayette, LA, United States.
- Naser, S.**, Mendez, C., & Overstreet, S. (2012, August). Behavioral and Emotional Screening Systems and The Relationship to Student Behavioral Misconduct. [Poster presentation] American Psychological Association annual conference, Orlando, FL, United States.
- Naser, S.**, Burch, B., Nastasi, B.K., & Hart, S. (2012, July). School psychologists as advocates for child rights. [Symposium] International School Psychology Association Conference, Montreal, Canada.
- Naser, S.**, Summerville, M., Burch, B. & Bonnie, N. (2011, November). School Psychologists as Advocates of Child Rights. [Poster presentation] Louisiana School Psychological Association annual conference, Lafayette, LA, United States.

**Naser, S.** (2011, August). Research experiences within a trauma-focused school psychology training program. [Symposium] American Psychological Association annual conference, Washington, DC, United States.

**Naser, S., Mozier, K & Overstreet, S.** (2010, August). Adolescent use of socially interactive technology to communicate about stressful events. [Poster presentation] American Psychological Association, San Diego, CA, United States.

**Naser, S., Dempsey, M., & Overstreet, S.** (2010, February). Effects of substance use on PTS symptoms in a school-based sample of female adolescents exposed to hurricane Katrina. [Poster presentation] National Association of School Psychologists annual conference, Chicago, IL, United States.

### **Invited Workshops Presentations**

**Naser, S.,** (2024, October 26). Social Justice Think Tank Panelist. Case Western Reserve University.

**Naser, S.,** (2024, October 11). Lighting the Path Workshop on creating welcoming school environments for refugee youth [Workshop] Refugee Services Collaborative.

**Naser, S.,** (2024, July 23). *Healing School Communities in the Context of Faith-Based Bullying: Session 1 What Do We Know?* [Panelist] Menta Health Technology Transfer Center Network.

**Naser, S.,** (2024, April 26). *Meeting the Moment; Understanding Trauma and Resiliency Factors for Palestinian Youth.* [Workshop] Palestinian American Bar Association, Virtual.

**Naser, S.,** (2024, January 20). *Processing space for Palestinians in Diaspora.* [Workshop] Birzeit Society Young Generation Committee Event, Virtual.

**Naser, S.,** (2024, January 23). *Processing space for Palestinian Adolescents in Diaspora.* [Workshop] Community presentation, Cleveland, OH.

**Naser, S.,** (2023, November 15). *Processing space for Palestinians in Diaspora.* [Workshop] Community presentation, Cleveland, OH.

**Naser, S.** (2023, October 1). *Qualitative strategies in research with AMENA populations* [Presentation]. The AMENA Psychology Association Conference, Ann Arbor ,Michigan.

**Naser, S.** (2023, March). The potential of research to inform equitable psychological practice. [Keynote speaker]. Undergraduate research conference.

**Naser, S.** (2022, March). Lessons from the field webinar series; Supporting the social, emotional learning needs of Afghan and other newcomer students. [Panel speaker]. Safer Schools and Campuses Best Practices Clearing house, Virtual.

**Naser, S.,** (2021, March). Mental Health in the Arab Community. [Workshop] Birzeit Society Young Generation event, Virtual.

**Naser, S., & Scherr, T.,** (2021, February). Supporting Forcibly Displaced Youth in School Using a Strengths-Based Approach. [Featured presentation] National Association of School Psychologists Annual Convention, Virtual.

**Naser, S.** (2020, February). Supporting forcibly displaced youth. [Keynote panel presentation] Trainers of School Psychologists annual conference in Baltimore, MD, United States.

**Naser, S., Scherr, T., & Hess, R.,** (2019, February). Best practices for school-based professionals working with displaced youth. [Field-based skills session] National Association of School Psychologists annual conference, Atlanta, GA, United States.

**Naser, S.,** (2019, May). I Am Psyched! National Tour Exhibit Launch at the Psychology Museum in Akron. [Invited panelist] The exhibit was designed to celebrate the lives and work of women of color leaders, changemakers, psychologists and educators. Akron, OH, United States.

**Naser, S., Scherr, T., Hess, R., A’Vant, L., Willie, A.\*, & Baas, S.** (2017, February). Best practices for working with refugee youth and families in schools. [Documented session] National Association of School Psychology annual conference, San Antonio, TX, United States.

Scherr, T., & **Naser, S.,** (Fall 2019). Use your resources: Supporting forcibly displaced youth and families. [Workshop] Presented as part of APA’s Div. 16 webinar series, Virtual.

**Naser, S.** (May, 2017) How to support refugee’s with symptoms of trauma in a community and school setting. [ Workshop]. Training for health care workers in the Zaatari refugee camp. Amman, Jordan.

**Naser, S., Shriberg, D.** (March, 2017). #PFYChat, mental health of immigrant and refugee youth. Participated on behalf of the American Psychological Association.  
<https://storify.com/APAPublicInt/pfychat-how-can-we-protect-the-mental-health-of-im>

### **Community Invited Presentations and Workshops**

**Naser, S.** (2024, May). Palestinian Voices [Panel Speaker]. Cleveland City Club.

**Naser, S.,** (2024, May). Member of a panel where our YRSC youth presented their YPAR research at the LGBT Community Center.

**Naser, S. & Najjar, K** (2024, March). Palestinian Processing Space for Teens.

**Naser, S. & Najjar, K** (2024, February). Palestinian Processing Space

**Naser, S.,** (2022, March). Palestinian Feminist Voices. [Panel speaker]. Liberation Lab.

**Naser, S. & Najjar, K** (2023, November). Palestinian Processing Space.

**Naser, S.,** (2023, April). Ohio Guidestone Arab Heritage Month Event [Panel Speaker]. Ohio Guidestone Monthly Teach-in.

- Naser, S.**, (2023, April). Trailblazing Arab Women in Ohio. [Panel Speaker]. Ohio Arab American Bar Association.
- Naser, S.**, (2023, March). Equity in schools. [Presenter]. Many Cultures One Bison Summit, Beachwood City Schools.
- Naser, S.**, (2022, March). Praxis of struggle. [Panel speaker]. Liberation Lab, Virtual.
- Naser, S.**, (2022, February). Oberlin-Cleveland Environmental Justice Panel. [Panel speaker]. Students for Environmental Justice, Oberlin OH.
- Clonan-Roy, K., Fuller, K., Goncy, E., & **Naser, S.** (2019, November). Inclusionary sexual health information for transgender and gender non-conforming youth. [Workshop] Research presented to the community. Authors presented in alphabetical order.
- Naser, S.** (2018, May) Data data data. Presentation given to a community non-profit organization regarding using behavioral screening tools in program evaluation efforts.
- Naser, S.** (2017-2018) Facilitated podcasts as part of the #SP4SJ series for the National Association of School Psychologists. <https://www.nasponline.org/resources-and-publications/resources/diversity/social-justice/sp4sj-podcast-and-google-hangout-series/an-introduction-to-the-sp4sj-series-x40296>.
- Naser, S.** (2015, September) Social Emotional Learning as part of RtI. Presented during teacher training sessions for New Orleans College Prep.
- Naser, S.**, (2015, July) An Introduction to Trauma Informed Schools. Presented during teacher training sessions at Sylvanie Williams College Prep.
- Naser, S.** (2015, June). Trauma in the classroom: Tools for teachers. Presented at the New Orleans Special Education Collaborative meeting.
- Overstreet, S., Swift, A., Sims, A., Mars, D., **Naser, S.**, & Nastasi, B., (2014, January). NASP PREPaRE Workshop 1. Standardized workshop presented to 60 attendees from public schools and community agencies.
- Overstreet, S., Swift, A., Sims, A., Mars, D., **Naser, S.**, & Nastasi, B., (2013, June). NASP PREPaRE Workshop 2. Standardized workshop presented to over 40 school-based mental health professionals in New Orleans public schools.
- Overstreet, S., Swift, A., Sims, A., Mars, D., **Naser, S.**, & Nastasi, B., (2013, January). NASP PREPaRE Workshop 1. Standardized workshop presented to 104 attendees from 48 public schools and 8 community agencies.
- Naser, S.** (2011, May). Understanding youth and trauma. Professional development for ReThink New Orleans staff. New Orleans, LA.

## **Media Appearances and Publications**

Naser, S. (2024, June 15). Interview on Palestinian youth mental health. [Al Jazeera, English International News].

Naser, S. (2023, June 15). Interview on the lack of an AMENA census category on AMENA mental health. [News 5 Cleveland].

<https://www.ideastream.org/community/2024-04-30/northeast-ohio-high-school-students-to-present-findings-from-research-on-lgbtq-issues>

## HONORS AND AWARDS

2025	Psychology Department Teaching Award, Cleveland State University
2025	Social Impact Award, Northeast Ohio Coalition for the Homeless, Cleveland grassroots organization
2025	Social Impact Award, The Love Project, Cleveland grassroots organization
2024	Top Cited Article for Psychology in the Schools 2022-2023 <i>Exploring the experiences and responses of LGBTQ+ adolescents to school-based sexuality education</i>
2024	Social Impact Award, Young Latino Network
2024	Social Justice Award, Cleveland State University, Division of Student Belonging
2024	Distinguished Faculty Service Award, Cleveland State University
2023	Social Justice Award, Council on American Islamic Relations, Northeast Ohio chapter
2021	McNair Program Mentor of the Year, Cleveland State University
2020	Invited as a featured speaker to the National Association of School Psychologists (NASP) 2021 conference.
2019, 2020, 2023, 2024	Merit Recognition Award for Research, Cleveland State University.
2019	Department of Psychology Research Award, Cleveland State University.
2018	School Psychology Research Collaboration Conference Early Career Scholar for 2019

- 2017, 2019, 2020, 2021 Presentation invited to become a documented session for the National Association for School Psychology (NASP).
- 2015 American Psychological Association, Psychology Summer Institute Minority Research Fellow
- 2014 Tulane 34 recipient in recognition of exemplary leadership, service and academic excellence
- 2012 APA Div. 16 Outstanding Student Presentation Award
- 2012 W.L. Bergeron Memorial Scholarship recipient recognizing Louisiana School Psychology Associations Graduate Student of the Year

## GRANTS AND FELLOWSHIPS

### Funded Extramural Grants

Clonan-Roy, K. (PI), **Naser, S., (Co-PI)**, Fuller, K. (Co-PI), & Goncy, E. (Co-PI). The Possibility of Participatory Action Research to Create Inclusive and Affirming School Based Sex Education for Sexual and Gender Diverse Youth. Small Research Grant. *Spencer Foundation* (\$49,996).

Co-Principal Investigator (Co-PI, Griffin, C., and Co-I's, Brown, J., Grapin., S., & Proctor, S.). *The Role of School Psychologists in Supporting Students who have Experienced Discrimination*. Source: National Association of School Psychologists Strategic Goals Grant. Funding period: 2020-2021. Status: Funded (\$1,500).

Co-Principal Investigator (Co-PI, Brann, K.). *Using an integrated data-based referral framework to reduce disproportionality in school discipline referrals and increase access to mental health prevention and intervention services for marginalized youth*. Source: W.T. Grant Foundation. Funding period: 2019-2021. Status: Funded (\$49,652).

### Funded Internal Grants

Principal Investigator. *Understanding Arab youth experiences in schools*. Undergraduate Summer Research Award. Funding period: 2024. Status: Funded (\$4,000).

Principal Investigator. *Understanding Arab youth experiences in schools*. Undergraduate Summer Research Award. Funding period: 2023. Status: Funded (\$4,000).

Co-Principal Investigator (Co-PI's, Goncy, L., Clonan-Roy, K., & Fuller, K.). *LGBTQ+ Youth and school based sex education*. Source: Undergraduate Summer Research Award. Funding period: 2023. Status: Funded (\$4,000).

Co-Principal Investigator (Co-PI's, Goncy, L., Clonan-Roy, K., & Fuller, K.). *The contribution of the school setting to LGBTQ+ youth health outcomes and feelings of safety; Assessing*



*the impact of school closure due to COVID-19 on LGBTQ+ youth.* Source: CSU Rapid Response Grant. Funding period: 2020-2021. Status: Funded (\$3,000).

Co-Principal Investigator (Co-PI's, Goncy, L., Clonan-Roy, K., & Fuller, K.). *Sexual education experiences of transgender and gender nonconforming youth.* Source: Undergraduate Summer Research Award. Funding period: 2019. Status: Funded (\$4,000).

Co-Principal Investigator (Co-PI's, Goncy, L., Clonan-Roy, K., & Fuller, K.). *Research on the Health of Transgender and Gender Nonconforming Populations.* Source: Multicollge Interdisciplinary Research Program (MIRP). Funding period: 2018. Status: Funded (\$24,959).

Co-Principal Investigator (Co-PI, Goncy, L.). *Understanding gender differences in early adolescent decisions to use drugs and alcohol.* Source: Undergraduate Summer Research Award. Funding period: 2018. Status: Funded (\$3,945).

Co-Principal Investigator (Co-PI, Goncy, L., & Fuller, K.). *Determining mechanisms to explain gender differences in early adolescence substance use.* Source: Center for Behavioral Health Science and Office of Research. Funding period: 2018. Status: Funded (\$4,800).

Principal Investigator. *Using a child rights lens to develop social emotional learning programming.* Source: Department of Education Action Research Grant. Funding period: 2016 & 2018. Status: Funded (\$500).

Co-Principal Investigator (Co-PI, Goncy, L.). *Understanding gender differences in early adolescent decisions to use drugs and alcohol.* Source: Undergraduate Summer Research Award. Funding period: 2017. Status: Funded (\$7,772).

## **Fellowships**

Cleveland State University LIFT Fellowship, 2025

Cleveland State University's new Leadership & Innovation Fellows for Transformation (LIFT) program is a grant funded leadership development program for faculty and staff to hone their leadership skills and create conditions for positive change in a higher education context. Participants were chosen through a competitive application process.

## **TEACHING AND ADVISING EXPERIENCE**

### **Advising Experience**

2016- present

#### **University Honors Program**

Support students in development and implementation of independent research projects.

2015-2016

#### **University-Based School Psychology Student Supervisor**

Supervisor: Courtney Baker, Ph.D.

Responsibilities: Supervise 2<sup>nd</sup> year School Psychology doctoral students with behavioral and cognitive behavioral assessments and interventions

2014-2015

**School-Based School Psychology Student Supervisor**

Responsibilities: Supervise 2<sup>nd</sup> year graduate student in the school setting, through implementation of behavioral and cognitive behavioral interventions.

2011-2012

**Internship in Psychology Course Assistant**

Responsibilities: Supervise and coordinate 10 undergraduate students in implementation of the Second Step Social Emotional Learning Curriculum.

**Teaching Experiences**

2019-present

**School Psychology Internship Supervisor**

Responsibilities: Year long course supervising full time school psychology internship students in the field. Requires regularly communication and problem solving with students, review of their portfolio before submission to the state, and regular review of their hourly logs. It also requires regular communication and problem solving with on-site supervisors.

2019-present

**Introduction to the Psychology Major at CSU**

Responsibilities: Co-develop class content and teach course as primary instructor in an online format.

2018

**Special Topics in Psychology; Abnormal Psychology in Fact, Fiction and Film**

Responsibilities: Develop class content and teach course as primary instructor

2017-present

**Independent Studies**

Responsibilities: Supervise independent study projects for individual students.

2017-present

**Internship Seminar**

Responsibilities: Develop class content and teach course as primary instructor

2017	<b>Introduction to University Life</b>  Responsibilities: Facilitate course as primary instructor
2017-present	<b>Diversity in School Psychology</b>  Responsibilities: Develop class content and teach course as primary instructor. In 2019 and in 2020 I bought out of this course, however I continued to develop course content and supported the adjunct professor teaching the course.
2017-present	<b>Behavioral MTSS</b>  Responsibilities: Develop class content and teach course as primary instructor
2015-2016	<b>Behavioral and Cognitive Behavioral Interventions</b>  Responsibilities: Develop class content and teach course as primary instructor
2012-2013, 2014-2015, 2015-2016	<b>Abnormal Psychology</b>  Responsibilities: Develop and teach course as primary instructor
2012 (Spring)	<b>Education: Access and Equity</b>  <i>Co-instructor</i>  Responsibilities: Develop and teach course content along with co-instructor, as part of a teaching practicum.
2008-2009	<b>Experimental Psychology Teaching Assistant</b>  Responsibilities: Teach and modify previously developed course content for the Experimental Psychology lab component.

#### **Other Relevant Professional Experiences**

May 2018- May 2019	<b>Zaatari Refugee Camp</b>  Traveled to the Zaarati refugee camp to consult on mental health support for youth and families for two weeks, then continued as international consultant with practitioners for the following year through weekly online meetings.
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July 2014-July 2015

**Sylvanie Williams College Prep**

*New Orleans, LA*

On-Site Supervisor: Susan Ratterree- Nationally Certified School Psychologist

School Psychologist and Response to Intervention coordinator for Sylvanie Williams College Prep. Created their academic and behavioral RtI system, managed the RtI team, and acted as evaluation coordinator.

July 2013-July 2014

**Louisiana School Psychology Internship Consortium**

*New Orleans, LA*

On-Site Supervisor: George Hebert, Ph.D. – Licensed Clinical Psychologist

School Psychologist and Response to Intervention coordinator for New Orleans College Prep Charter system.

Fall 2012

**Tulane University Anxiety Disorders Clinic**

*New Orleans, LA*

On-Site Supervisor: Enrique Varela, Ph.D. – Licensed Clinical Psychologist

Conducted evidence based, Cognitive Behavioral treatment with children and adolescents referred to the clinic due to symptoms of anxiety.

Fall 2011-Spring

**Children's Bureau New Orleans**

*New Orleans, LA*

Off-Site Supervisor: Enrique Varela, Ph.D.- Licensed Clinical Psychologist

On-Site Supervisor: Andrea Steinkamp, M.A.- Licensed Clinical Social Worker

Worked with a community mental health clinic providing trauma focused services to students in local schools including individual TF-CBT and Grief and Trauma group therapy to clients with minimal social and economic resources. Participated in school crises interventions.

Fall 2010-Spring 2011

**Project Fleur-de-lis**

*New Orleans, LA*

Off-Site Supervisor: Bonnie Nastasi, Ph.D. – Licensed School Psychologist

On-Site Supervisor: Douglas Walker, Ph.D. – Licensed Clinical psychologist

Worked with a National Children's Traumatic Stress Network funded community mental health clinic in providing trauma-focused services to students in local schools including individual therapy and CBITS group therapy to a wide variety of clients with minimal social and economic resources.

Fall 2009-Spring 2010

**Green Charter School**

*New Orleans, LA*

Off-Site Supervisor: Chris Wilson, Ph.D. – Licensed Clinical Psychologist

On-Site Supervisor: Laura Todaro, L.C.S.W. – Licensed Clinical Social Worker

Conducted behavioral assessments, saw individual therapy clients and conducted a trauma therapy group. Aided in conducting screening measures. This practicum also included a consultation component where I was asked to work with certain the teachers of my clients on class-wide interventions

Fall 2009-Spring 2010

**Assessment Practicum**

*Tulane University*

*New Orleans, LA*

Off-Site Supervisor: Stacy Overstreet, Ph.D. – Licensed School Psychologist

On-Site Supervisor: Adrian Petrosini, L.C.S.W.- Licensed Clinical Social Worker

Conducted psychoeducational assessments at Lusher High School, a local 9-12 charter school, as well at St. Peter Claver, a local private school. Students were referred by their school social workers primarily for academic failure.

Fall 2012

## **Tulane University Anxiety Disorders Clinic**

*New Orleans, LA*

On-Site Supervisor: Enrique Varela, Ph.D. – Licensed Clinical Psychologist

Conducted evidence based, cognitive behavioral therapy with children and adolescents referred to the clinic due to symptoms of anxiety, aided with administration of the Anxiety Disorders Interview Schedule for Children (ADIS) measure and conducted clinic intakes.

## **SERVICE**

### **Cleveland State University**

2025-2025	Distinguished Faculty Awards Committee
2024-present	College of Arts and Sciences Curriculum and Instruction Committee
2024-present	Psychology department PRC
2023-2024	Ad-hoc PRC Committee for Drawing Department
2016-present	School Psychology Program Committee, Department of Psychology
2020-present	Equity Gap Task Force (HHMI IE3 Grant Project)
2022-present	Faculty Senate Diversity and Inclusion Committee
2020-2022	Ad hoc committee for addressing academic disparities, College of Sciences and Health Profession
2018-2021	College Diversity Council, College of Sciences and Health Professions
2020-present	Co faculty advisor for two undergraduate organizations, Psi Chi and Psychology Club, Department of Psychology
2016-2021	Department Scholarships and Awards Committee, Department of Psychology
2016-2018	Facilitator of CSU's University-wide School Health Community of Practice

### **Editorial Boards**

2023- present	Editor, <i>NASP Research Reports</i>
2020-present	Associate Editor, <i>School Psychology International</i>
2020-present	Editorial Advisory Board, <i>School Psychology Review</i>
2019- present	Associate Editor, <i>Contemporary School Psychology</i>

### **Ad hoc Reviewer**

2016-present	<i>Psychology in the Schools</i>
2015- 2016	<i>School Psychology Forum</i>
2018-2019	<i>Contemporary School Psychology</i>
2010-2015	National Association of School Psychology paper and presentation proposal reviewer for the national convention.

### **Professional Organization Service**

2024-2026	Chair of the NASP Research Committee
2023- present	Member of APA's Div. 16 Taskforce on Higher Education
2021-2024	APA's Div. 16 representative to the Coalition for Psychological Science in Education
2020-2024	APA's Board of Education taskforce to update the research on racial disparities in K-12 education.
2018- present	Member of NASP's Research Committee
2017-2019	Co-chair of ISPA's Membership Committee
2016- 2019	Member of NASP's Social Justice Task Force
2016- 2022	Co facilitator of NASP's refugee and immigrant work group
2010-2015	School crises responder with Children's Bureau New Orleans
2010-2015	Member of the American Psychological Associations Div. 16 working group on Social Justice
2010-2014	Provide leadership for the Tulane University Child Rights Team
2013-2014	Founder and organizer of School Psychologists of New Orleans
2012-2013	Consulted with Catholic Charities on development of a group coping skills program for Arabic speaking refugees
2011-2013	American Psychological Association Div. 56 Student membership Committee Co-Chair
2010-2013	Created and maintained the Tulane School Psychology web-site
2010-2012	American Psychological Association of Graduate Students Advocacy Committee, regional coordinator for Louisiana

### **Professional Memberships**

National Association of School Psychologists  
American Psychological Association  
Ohio School Psychology Inter-University Council  
Ohio School Psychological Association  
American Psychological Association, Div. 16  
Association of Middle Eastern and North African Psychology Professionals  
International School Psychology Association

### **Relevant Community Service**

Board member of Cleveland's The Love Project  
Board of Birzeit Society's National Organization, Chair of Publication Committee  
Board member for OPAWL- Building AAPI Feminist Leadership  
Cuyahoga County Board of Health Community Advisory Board  
Cleveland Public Library Parent Advisory Board