

AKIRA GUTIERREZ RENZULLI, M.S., M.A.

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EDUCATION

Doctor of Philosophy (Ph.D.), Psychology - Applied Social & Cultural Psychology (*expected 2025*)

- Candidacy Study: *FACTS About Belongingness According to Elementary School Students: Feelings, Agency, Connection, Trust, & Support*
- Dissertation Study: *Educators' Perspectives and Practices for Fostering Belonging in the Upper Elementary Classroom*
- Dissertation topics: student belonging; relational developmental systems; suicide prevention program implementation; multi-tiered systems of student support

Master of Science (M.S.), Psychology - Clinical Science in Child & Adolescent Psychology

Florida International University (FIU), Miami, FL

- Funded by Florida Education Fund's McKnight Doctoral Fellowship
- Advanced training in qualitative and quantitative research methods and design, including Ethnographic Methods, Structural Equation Modeling, and Longitudinal Data Analysis

Master of Arts (M.A.), Applied Child Development

Tufts University, Medford, MA

- Areas of focus: applied research, qualitative methods, program evaluation, cultural competence; home visiting
- Master's Thesis: *Making a Match: Exploring the association between 'ethnic match' and program utilization in a home visiting program*

Bachelor of Arts (B.A.), Child Development

Tufts University, Medford, MA

- Early Childhood Education (Pre-K To 2) Prelicensure Program Completion; Earned 2006 Eliot-Pearson Department of Child Development Prize

APPLIED PSYCHOLOGICAL SCIENCE EXPERIENCE

Project Director | Senior Research Associate

January 2023-present

EDUCATION DEVELOPMENT CENTER (EDC), Waltham, MA (remote)

- Qualitative applied research for evaluation of training and integration of equity practices in home visiting collaborative
- Project management & content development for EDC Solutions – equity-focused and trauma-informed approaches to promoting social, emotional, and mental wellbeing among students, staff, and early childhood leaders
- Technical Assistance (TA) for Suicide Prevention in Schools – supporting district leaders in strategic planning to develop and implement a multi-tiered system protocol for school-based suicide prevention
- Team Facilitator for First 10 Project: Collaborate with districts to use the First 10 model to improve teaching and learning, coordinate comprehensive services, partner with families to support children ages 0-10
- Subject Matter Expert & TA in Youth MH and Wellbeing, Equity, preK-12 Social-Emotional Learning and Educator Wellness (Massachusetts Social, Emotional, & Behavior Academy; Center for Early Learning Professionals)

Doctoral Candidate in Psychology/ McKnight Doctoral Fellow

2019-present

NAFASI LAB at FIU, Miami, FL

2023-present

- Conduct qualitative research about caregiver engagement and cultural adaptations of home visiting/ early intervention service provision
- Intervention design and observation tool development for NIH-funded study about teaching cognitive-behavioral strategies to youth support staff
- Consultation related to applications of implementation science in child and youth mental wellbeing services

Clinical Science in Child & Adolescent Psychology Trainee

SCHOOL R.E.A.D.Y. LAB at FIU, Miami, FL

2019-2023

- Conducted and supervise mixed-methods research activities for FIU Summery Academy, including creating protocols, developing mixed methods codebooks to understand exposure to adverse childhood experiences (ACEs) and trauma among young children with clinically elevated disruptive behavior concerns
- Conducted behavioral, cognitive, and social-emotional clinical assessments with preschoolers
- Adapted social emotional (SEL) curriculum for young children and their parents to include culturally responsive elements for predominantly Black and Latine children and accompanying SEL-at-home guide for caregivers
- Supervised and trained 20+ undergraduate lab research assistants

Child Mental Health Clinician, Assessment & Therapy

August 2019-December 2022

FIU CENTER FOR CHILDREN & FAMILIES, Miami, FL

- Provided individual therapeutic services to youth and caregivers, under the supervision of licensed psychologists
- Designed flexible, fluid individualized treatment plans for children and youth to address disruptive behavior concerns, mood disorders, and childhood anxiety
- Provided evidence-based treatments in English or Spanish for youth presenting with externalizing and internalizing problems, concerns, or related diagnoses, including ADHD, Oppositional Defiant Disorder, and Selective Mutism
- Conducted psychoeducational assessments and prepare diagnostic reports for children and youth with suspected attention, disruptive, emotional, and/or learning disorders for diagnostic clarification and to facilitate access to IEPs and 504 accommodations in schools or appropriate, specialized treatment at community centers.

Assistant Clinical Supervisor, Preschool Summer Treatment Program

June-August 2022

FIU SUMMER ACADEMY at THENA CROWDER EARLY CHILDHOOD CENTER, Liberty City, FL

- Supervised 15 full-time treatment staff (counselors and certified teachers) during implementation of 9-week early childhood behavioral treatment program, Summer Treatment Program for Preschoolers (STP-PreK)
- Coached counselors in their development of clinical, professional, and coregulation skills
- Led 2-week training for program staff focused on collaboration, teamwork and engaging a growth mindset throughout the program as well as learning manualized treatment protocols and adaptations
- Established responsive, data-driven clinical goals and intervention targets for young children, including improving adaptive behaviors, prosocial and communication skills, emotional development and management skills, and academic learning in the classroom

Senior Manager of Research-Practice Integration

2016 - 2019

TRANSFORMING EDUCATION, Boston, MA

- Managed and facilitated cross-team research-practice partnership between Harvard's Center for Education Policy Research, Massachusetts Institute of Technology, and 6 Charter Management Organizations
- Produced 5 white papers and developed 15+ research-based resources for educators (e.g., research briefs, professional development toolkits, webinars, informational sheets) with recommendations for practical applications and guidance in supporting students' SE development in the classroom
- Facilitated discussions and project-wide symposia to learn about student experiences with SEL and belonging from annual assessments with school partners and researchers, focused on using data to inform social-emotional program strategic planning

Other classroom experience

- Middle School Teaching Fellow, Breakthrough Collaborative, Miami, FL
- Early Childhood Student Teacher (PreK and K), Private/Public Schools, Cambridge, MA
- Early childhood education (PRE-K to 2) Prelicensure Program completed in Massachusetts

SELECTED SCIENTIFIC PUBLICATIONS & PRESENTATIONS

Goodman, A. C., Bryant, K., Schiavone, E., Ouellette, R. R., **Gutierrez, A. S.**, Millan, R., & Frazier, S. L. (in press). Knowledge access to action: **Care extender models to promote youth mental health in under-resourced schools**. *Administration and Policy in Mental Health and Mental Health Services Research*. Accepted for special issue, *Leveraging non-traditional mental health providers to address growing mental health need*.

Gutierrez, A.S., Zambrana, K., Poznanski, B., Valdez, J., & Hart, K.C. (2024). **Early life exposure to adversity and school readiness** among preschoolers with disruptive behaviors. *Journal of Child and Family Studies*. <https://doi.org/10.1007/s10826-024-02895-y>

Hart, K. C., Poznanski, B., Cheatham-Johnson, R., Gregg, D., Zambrana, K., **Gutierrez Renzulli, A.**, ... Villodas, M. (2024). Utilizing the **Summer Treatment Program Model to Promote School Readiness** in Young Children Living in Urban Poverty: An Initial Effectiveness Open Trial. *Evidence-Based Practice in Child and Adolescent Mental Health*, 1–16. <https://doi.org/10.1080/23794925.2024.2378398>

Gutierrez, A.S., Magariño, L., Fournier, R., & Frazier, S.L. (under review). FACTS About **Belongingness** According to Elementary School Students: Feelings, Agency, Connection, Trust, & Support. *Journal of Prevention & Intervention in the Community*. Invited for special issue, *Positive Psychology Concepts in Community Psychology*.

- Gutierrez, A.S.**, Todd, V., & EDC (2024, November). *Levers for Equitable Approaches to Promoting Belonging in the Classroom*. Conference session to be presented at CASEL's 2024 SEL Exchange. Chicago, IL.
- Gutierrez, A.S.**, Fournier, R., and Long, S. (2024, December). *Lessons Learned from the Preventing Youth Suicide Initiative in Indiana Schools*. Conference session to be presented at the Annual Conference on Advancing School Mental Health. Orlando, FL.
- Hilliard, L.J., **Gutierrez Renzulli, A. S.**, & Attaya, M. K. (2024; In prep) **Supporting educators in supporting students: Towards a socioecological approach to SEL**. *Frontiers in Developmental Psychology*. Accepted for special issue, *Insights in Social and Emotional Development*.
- Gutierrez, A.S.**, Zambrana, K., Poznanski, B., Valdes, J., & Hart, K.C. (2023, November 2.) *Early life exposure to Adverse Childhood Experiences and school readiness among preschoolers with disruptive behaviors*. [Poster presentation]. 2023 Annual Meeting of the International Society for Traumatic Stress Studies, Los Angeles, CA.
- Hilliard, L. J., **Gutierrez Renzulli, A. S.**, Ilten-Gee, R., & Attaya, M. K. (2023, March). **Fostering researcher-school collaborations, from light touch to mutualistic partnerships: Considerations for developmental scholars**. Professional development session presented at the Society for Research in Child Development (SRCD) Biennial Meeting, Salt Lake City, UT.
- Hart, K. C., Poznanski, B., Cheatham-Johnson, R., Gregg, D., Zambrana, K., **Gutierrez, A.S.**, Flores, H., Sotolongo, L., Chou, T., Moses, J., Villodas, F., & Villodas, M. (2020, November). *Utilizing the Summer Treatment Program model to promote school readiness in young children living in urban poverty*. In S. Tannenbaum (chair), *STPs in the real-world: Exploring adaptations to improve access and feasibility while maintaining high quality care*. Paper presented at the annual meeting of the Association for Behavioral and Cognitive Therapies (ABCT), Philadelphia, PA.
- Gutierrez, A.S.**, Krachman, S.B, Scherer, E., West, Martin R., Gabrieli, J.D.E. (2019). **Mindfulness in the classroom: Learning from a school-based mindfulness intervention through the Boston Charter Research Collaborative** (ED601227). ERIC. <https://eric.ed.gov/?id=ED601227>
- Buckley, K., **Gutierrez, A.S.**, & Subedi, S. (2018, October). *A developmental framework for measuring student agency*. Poster presented at the Society for Research in Child Development (SRCD) Special Topic Meeting, Philadelphia, PA.
- Buckley, K., **Gutierrez, A.S.**, Fournier, R., & Krachman, S.B. (2018). *Exploring a Data-Informed Approach to the Development of Students' Social-Emotional Competencies* [Professional development workshop]. American Educational Research Association (AERA), Division H Course, New York City, NY.
- Gutierrez, A.S.**, Hilliard, L.J., & Batanova, M. (2017, April). *Partners in learning: How researchers can support the needs of teachers as "Participant-Partners."* Poster presented at the Biennial Meeting of the Society for Research in Child Development, Austin, TX.
- Lerner, R. M., Wang, J., Chase, P. A., **Gutierrez, A. S.**, Harris, E. M., Rubin, R. O., & Yalin, C. (2014). *Using relational developmental systems theory to link program goals, activities, and outcomes: The sample case of the 4-H Study of Positive Youth Development*. *New directions for Youth Development*, 2014(144), 17-30.

CHILD & ADOLESCENT CLINICAL TRAINING

- Child-Adult Relationship Enhancement (CARE) Program - Trauma-informed, evidence-based interaction and relationship-building clinical skills with children and teens with a history of trauma in out-of-school settings
- Motivational Interviewing for children and caregivers engaged in mental and behavioral healthcare
- Parent-Child Interaction Therapy (PCIT) for children with emotional and behavior concerns
- Cognitive Behavioral Therapy (CBT) for children and adolescents
- Child Psychotherapy for Selective Mutism and other anxiety disorders
- Suicide risk assessment & safety planning with children, adolescents, and their caregivers

SELECTED PROFESSIONAL DEVELOPMENT RESOURCES

Gutierrez, A.S., Todd, T. & EDC (2024, May 15). *Centering **Belonging in Schools***. Presented at the MA Social, Emotional, & Behavioral Academy Spring Convening, Framingham, MA.

Gutierrez, A.S. (2021, June 17; 2020, August 11). *Meeting students where they are through **trauma-informed care**: A webinar for educators*. [Webinar]. Presented at the Inaugural Conference on **Emerging Hispanic-Serving School Districts**, Miami, FL. Available at <https://case.fiu.edu/sehd/ehssd-conference/coronavirus-resources/index.html>

Gutierrez, A.S., & Transforming Education (2020). ***Trauma-informed SEL: A toolkit for educators***. Transforming Education [website]: <https://www.transformingeducation.org/trauma-informed-sel-toolkit/>

Gutierrez, A.S. & Drummond-Forrester, K. (2019). ***Equity and SEL: Elevate, interrogate, and activate***. Presented at the Social-Emotional Learning: Lessons Learned & Opportunities for Massachusetts Conference, Devens, MA.

Gutierrez, A.S., Hurley, S. & Transforming Education (2019). *Transforming Education's **SEL Integration Approach** for Classroom Educators*. <https://www.transformingeducation.org/wp-content/uploads/2019/06/SEL-Integration-Approach-Quick-Reference-Guide.pdf>

Gutierrez, A.S. & Transforming Education (2017). ***Self-efficacy Toolkit for Educators: A professional development resource for educators***. Transforming Education [website]: <https://www.transformingeducation.org/self-efficacy-toolkit/>

MEDIA CONSULTATIONS

Arundel, K. (2024, September 11). 'Kindergarten readiness not impacted by high numbers of adverse childhood experiences. *K-12Dive.com*. <https://www.k12dive.com/news/preschool-kindergarten-readiness-disruptive-behaviors-depression-ACEs/726508/>

Tavel, J. (2023, February 14). 'Like an eyesore': Why the Parkland school building still stands, five years after shooting. *The Miami Herald*. <https://www.miamiherald.com/news/local/community/broward/article271684852.html>

Baird, L. L. (2022, November 15). Mindfulness in K-12 Schools. *U.S. News & World Report*. <https://www.usnews.com/education/k12/articles/mindfulness-in-k-12-schools>

Ordaz, Gloria. (2022, May 26). *Why do school shootings keep happening?* [Translated title] [Virtual series episode]. In *Encuentro Virtual*. Telemundo 51. <https://www.telemundo51.com/noticias/local/encuentro-virtual-por-que-siguen-ocurriendo-los-tragicos-tiroteos/2300985/>

ADDITIONAL SKILLS

SOFTWARE: Advanced Microsoft Office/365 Suite & Google Suite; IBM SPSS; R Statistical Environment; MPlus Statistical Software; Qualtrics Survey Tool; Research Education Data Capture (REDCap); HIPPA-compliant data collection tool); Valant Health Record Manager; NVivo; ATLAS.ti; Dedoose

LANGUAGES: Spanish-bilingual (native speaker/ reading & writing)