**Sarah Lindstrom Johnson, PhD**

**EDUCATION**

## 2009 Ph.D. Johns Hopkins Bloomberg School of Public Health

## Health, Behavior and Society

## **Dissertation title:** Using Concept Mapping to Structure Students’ Views of the School Environment’s Contribution to Violence: Providing Suggestions for School Environment Intervention

**Dissertation advisor:** Andrea C. Gielen

**Dissertation committee members**: Jessica Burke, Tina Cheng, Margaret Ensminger, Katherine Roche, Barry Solomon

**PROFESSIONAL EXPERIENCE**

2020-presentAssociate Professor, T. Denny Sanford School of Social and Family Dynamics, Arizona State University

Honors Faculty, Barrett, The Honors College at Arizona State University (2015-present)

Affiliated Faculty, ASU REACH Institute (2017-present)

Affiliated Faculty, Johns Hopkins Center for Injury Prevention Research (2018-present)

Affiliated Faculty, Southwest Interdisciplinary Research Center, ASU (2020-present)

2015-2020 Assistant Professor, T. Denny Sanford School of Social and Family Dynamics, Arizona State University

2012-2015 Assistant Professor, Department of Pediatrics, Johns Hopkins School of Medicine

Joint Appointment, Department of Health, Behavior and Society, Johns Hopkins Bloomberg School of Public Health

Affiliated Faculty, Johns Hopkins University Leadership in Adolescent Health Training Program (2013-2015)

Affiliated Faculty, Johns Hopkins Bloomberg School of Public Health Center for Adolescent Health (2013-2015)

2011-2012 Research Associate, Department of Pediatrics, Johns Hopkins School of Medicine

2009-2011 Post-doctoral Fellow, Department of Pediatrics, Johns Hopkins School of Medicine

2006-2008 Teacher, Baltimore City Public School System

2002-2004 Educational Programs Coordinator, Arizona Science Center

**Research Activities** (*italics* indicates individuals who were students at the time of work on the publication)

Note about discipline specific author order customs: First author listed has done the majority of the work on the paper; Last author has provided substantial oversight and direction to the project.

**Publications**

**Peer-reviewed Original Science Research (last 5 years)**

* 81 publications: 24 first-authored; 17 student first-authored/second authored; 13 senior-authored
* H-index: 32
* Citation Count: 3394

81. Bradshaw, C., Debnam, K., Player, D., Bowden, B., & **Lindstrom Johnson, S.** (in press). A mixed-methods approach for embedding cost-analysis within fidelity assessment in school- based programs. *Behavioral Disorders.* Doi:10.1177/0198742920944850

80. **Lindstrom Johnson, S.,** *Durham, C.,* Pas, E., Debnam, K., & Bradshaw, C. (in press). Effect of an MTSS-B Intervention on Student and Staff Perceptions of School Climate: Findings from Two Group Randomized Controlled Trials. *School Psychology Review.*

79. **Lindstrom Johnson, S.,** *Meléndez Guevara, A. M.,* Preves, A. (2023). Developing a Measure of Educator Self-Efficacy around Emotion Co-regulation. *Frontiers in Education*. Doi:10.3389/feduc.2023.1181004

78. McLean, L., *Espinoza, P, Janssen, J.,* Jimenez, M. & **Lindstrom Johnson, S**. (in press). Associations between Teacher and Student Mathematics, Science, and Literacy Anxiety in Fourth Grade. *Journal of Educational Psychology.*

77. *Nielson, M.,* Martin, C.L., Rogers, L.O., **Lindstrom Johnson, S.**, Miller, C.F., & Berendzen, H. (in press). Exploring young men’s experience of resistance to gender norms. *Emerging Adulthood.* Doi: 10.1177/21676968211072933

76. *Morris, K.,* **Lindstrom Johnson, S.**, Fein, J., & Cheng, T. (2023). Posttraumatic stress symptoms among assault-injured youth: Parallel process models addressing comorbidity. *Youth and Society, 55*, 3-28.Doi:10.1177/0044118X211032698

75. Bradshaw, C., Debnam, K., Kush, J., & **Lindstrom Johnson**, **S.** (2022). Planning for a crisis but preparing for the everyday: What predicts schools’ preparedness to respond to a school crisis. *Frontiers*, *7*. Doi:10.3389/fcomm.2022.765336

74. Elam, K., **Lindstrom Johnson, S.,** Rej, P., & Eisenberg, D. (2022). Examining the Influence of Adversity, Family Contexts, and a Family-Based Intervention on Parent and Child Telomere Length. *European Journal of Psychotraumatology. 13*.Doi:10.1080/20008198.2022.2088935

73. *Fraser, A.*, Gaias, L., *Melendez Guevara, A.M., &* **Lindstrom Johnson, S.**(2022). A Person-Centered Approach to Violence Exposure in Post-War Colombian Youth: Demographic Covariates and Positive Youth Development Outcomes. *Journal of Interpersonal Violence, 37*, 13553-13559. Doi:10.1177/08862605211005136

72. *Gaias, L. M.*,**Lindstrom Johnson, S.**, & Molano Fleches, A. E. (2022). Amplification or inoculation: Understanding the interacting effects of political and community violence on externalizing behaviors. *Psychology of Violence, 12*, 11-21. Doi: 10.1037/vio0000399

71. **Lindstrom Johnson, S.,** Jones, V., Ryan, L. M., Dubois, D., Fein, J., & Cheng, T. L. (2022). Investigating Effects of Mentoring for Youth with Assault Injuries: Results of a Randomized Controlled Trial. *Prevention Science*, *23*, 1414-1425. Doi:10.1007/s11121- 022-01406-z

70. *Melendez Guevara, A.M.,* Gaias, L.,Fraser, A., & **Lindstrom Johnson, S.** (2022). Violence Exposure, Aggressive Cognitions & Violence High-risk Behaviors Among Colombian Youth: The Moderating Role of Community Belongingness. *Youth and Society, 54*, 1023-1050. Doi:10.1177/0044118X211015446

69. Wu, S., **Lindstrom Johnson, S.**, Wolfersteig, W., Diaz, M., & Aguilar-Amaya, M. (2022) The Power of Local Research to Inform Adverse Childhood Experiences in Substance Use Prevention in Adolescents and Adults. *BMC Public Health*, *22*, 1-12. Doi:10.1186/s12889-022-13503-3

68. *Melendez Guevara, A.M.,* White, R.M.B., **Lindstrom Johnson, S.**, Nair, R.L., & Roche, K. (2022). School Racial-Ethnic Discrimination, Rule-Breaking Behaviors and the Mediating Role of Trauma Among Latinx Adolescents: Considerations for School Mental Health Practice. *Psychology in the Schools, 59,* 2005-2021*.* Doi:10.1002/pits.22562

67. Bottiani, J.**,** Camacho, D., **Lindstrom Johnson, S.**, & Bradshaw, P. (2021). Youth firearm disparities in the U.S. and implications for prevention. *Journal of Child Psychiatry and Psychology*, *62*, 563-579. Doi:10.1111/jcpp.13392

66. Bradshaw, C., **Lindstrom Johnson, S.,** Goodman, S. (2021). Leveraging findings on the cost of Positive Behavioral Interventions and Supports (PBIS) to inform decision-making by leaders in special education programming. *Journal of Special Education Leadership, 34,* 47-56.

65. Bradshaw, C. P., **Lindstrom Johnson, S.**, Zhu, Y., & Pas, E. (2021). Scaling-up behavioral health promotion efforts in Maryland: A benefit-cost analysis of Positive Behavioral Interventions and Supports. *School Psychology Review, 50*, 99-109.

Doi:10.1080/2372966X.2020.18233797

64. Bradshaw, C., Pas, E., Debnam, K., & **Lindstrom Johnson, S.** (2021). A randomized controlled trial of MTSS-B in high schools: Improving classroom management to prevent EBDs. *Remedial and Special Education, 42,* 44-59. Doi:10.1177/0741932520966727

63. *Kironji, A. G.,* Jones, V., Cheng, T. **Lindstrom Johnson, S.**, Fein, J., & Ryan, L. (2021). Factors associated with urban youth and parent perceptions of the preventability of assault injury: An emergency department sample. *Pediatric Emergency Care, 37,* 607- 614*.* Doi:10.1097/pec.0000000000001797

62. *Lennon T*., Cheng T., **Lindstrom Johnson S.,** Jones V., Fein J., & Ryan L. (2021). Factors Associated with Successful Mentor Matching in an Intervention Study of Youth Violence. *Journal of Community Psychology*, 49, 2194-2199.Doi:10.1002/jcop.22503

61. *Melendez Guevara, A .M*., **Lindstrom Johnson, S**., Elam, K., *Hilley, C.,* *Rivas, T.* & *Morris, K.* (2021). A multi-level framework to integrate culturally sensitive trauma informed care form a practioner perspective. *Community Mental Health Journal, 57*, 325-339.

60. *Melendez Guevara, A.M.*, **Lindstrom Johnson, S.**, Elam, K., *Rivas, T*., *Berendzen, H.*, & *Gal-Szabo, D.* (2021). What Does it Mean to be Trauma-Informed? A Multi-System Perspective from Practitioners Serving the Community. *Journal of Child and Family Studies, 30,* 2860-2876*.* Doi:10.1007/s10826-021-02094-z

59. Ryan, L., **Lindstrom Johnson, S**., Jones, V., Fein, J., & Cheng, T. (2021). Is household characteristics associated with repeat fight injuries for adolescents living in urban neighborhoods? *The Journal of Interpersonal Violence, 36,* 7637-7652 Doi:10.1177/0886260519829768

58. Barrett, C., Pas, E. P., & **Lindstrom Johnson, S.** (2020). A cost analysis of the innovation-decision process of an evidence-based practice in schools. *School Mental Health*, 12, 638-649 Doi:10.1007/s12310-020-09372-z

57. Bottiani, J., **Lindstrom Johnson, S.**, McDaniel, H.L., & Bradshaw, C. (2020). Triangulating school climate: Areas of convergence and divergence in multilevel perspective. *American Journal of Community Psychology,* 65, 423-436*.* Doi:10.1002/ajcp.12410

56. Larson, K., Nguyen, A., Solis, M. G. O., Humphreys, A., Bradshaw, C., & **Lindstrom Johnson, S.** (2020). Review of international discussion of school climate. *International Journal of Education Research*, 102 (101606) Doi:10.1016/j.ijer.2020.101606.

55. **Lindstrom Johnson, S.**, Alfonso, Y. N., Pas, E. T., Debnam, K. J., Bradshaw, C. P. (2020). Scaling-up Positive Behavioral Interventions and Supports: Costs and their Distribution across State, Districts, and Schools. *School Psychology Review,* 49, 399-415. Doi:10.1080.2372966X.2020.1777831

- Selected for School Psychology Review Scholar Spotlight Recognition

54. **Lindstrom Johnson, S.**, Ryan, L. M., Jones, V., Fein, J. A., & Cheng, T. (2020). Bullying: An unexamined cause of assault-related emergency department visits for urban adolescents. *Children and Adolescent Social Work Journal*, 37*,* 153-161. Doi: 10.1007/s10560-020-00653-9

53. *Morris, K.,* Seaton, E. K., Iida, M., & **Lindstrom Johnson, S**. (2020). Racial discrimination stress, school belonging, and school racial composition on academic attitudes and beliefs among black youth. *Social Sciences,* 9, 191.Doi:10.3390/socsci9110191

52. Pas, E., **Lindstrom Johnson, S**., Alfonso, N., & Bradshaw, C. (2020). Tracking time and resources associated with systems change and the adoption of evidence-based programs: The “hidden costs” of school-based coaching. *Administration and Policy in Mental Health and Mental Health Services Research*, 47: 720-734*.* Doi:10.1007/s10488-020- 01039-w

51. Waasdorp, T., **Lindstrom Johnson, S.,** *Shukla, K.*, & Bradshaw, C. (2020). School climate measurement: Invariance across middle and high school students. *Children in Schools, 40,* 53-62.Doi:10.1093/cs/cdz026

50. Alfonso, N., **Lindstrom Johnson, S.,** Jones, V., Ryan, L., Fein, J., Bishai, D., & Cheng, T. (2019). A marginal cost analysis of a Big Brothers Big Sisters of America youth mentoring program: New evidence using statistical analysis. *Children and Youth Services Review*, *101*, 23-32. Doi:10.1016/j.childyouth.2019.03.002

49. *Gaias, L. M*., **Lindstrom Johnson, S.**, Bottiani, J. H., Debnam, K. J., & Bradshaw, C. P. (2019). Examining teachers' classroom management profiles: Incorporating a focus on culturally responsive practice. *Journal of School Psychology, 76,*124-139. Doi: 10.1016/j.jsp.2019.07.017

48. *Gaias, L.,* **Lindstrom Johnson, S.**, Dumka, L., White, R., & Pettigrew, J.(2019). Positive school climate as a moderator of the negative effects of exposure to violence for Colombian adolescents. *American Journal of Community Psychology*, *63*(1-2), 17-31*.*

Doi:10.1002/ajcp.123000

47. *Hilley, C.*, **Lindstrom Johnson, S.**, Royce, S., & M’Cormack McGough, F. (2019). Predicting future non-smoking intention among collegiate non-smokers and occasional smokers. *Journal of American College Health*, *67*(6):323-330. Doi: 10.1080/07448481.2018.1498345

46. *Hilley, C.*, **Lindstrom Johnson, S.,** & Cheng, T. (2019). Profiles of future orientation for assault-injured adolescents: Correlates and concurrent outcomes. *Journal of Youth and Adolescence, 45*(8), 1555-1566. Doi:10.1007/s10964-019-01032-z

45. **Lindstrom Johnson, S.**, *Reichenberg, R.*, *Shukla, K.*, Waasdorp, T., & Bradshaw, C. (2019). Improving the measurement of school climate using item response theory. *Educational Measurement: Issues and Practice, 38*(4), 99-107. Doi:10.1111/emip.12296

44. **Lindstrom Johnson, S.**, Waasdorp, T., *Gaias, L.*, & Bradshaw, C. (2019). Parental responses to bullying: Understanding the role of school policies and practices. *Journal of Educational Psychology*, *111*(3), 475-487. Doi:10.1037/edu0000295

43. *Shukla, K. D.,* Waasdorp, T. E., **Lindstrom Johnson, S.,** *Solis, M. G. O., Nguyen, A. J.*, Roriguez, C. C., Bradshaw, C. (2019). Does school climate mean the same thing in the U.S. as in Mexico? A focus on measurement invariance. *Journal of Psychoeducational Assessment*, *37*(1), 55-68. Doi:10.1177/0734282917731459

42. Debnam, K., **Lindstrom Johnson, S.,** Colome, S., *Bran, J. V.,* & Upadhya, K. (2018). The impact of adolescent dating violence training for primary care providers. *Journal of Pediatric Health Care*, *32*(2), e19-e26. Doi:10.1016/j.pedhc.2017.09.004

41. *Gaias, L*., **Lindstrom Johnson, S.**, White, R., Pettigrew, J., & Dumka, L. (2108). Understanding school-neighborhood mesosystemic effects on adolescent development. *Adolescent Research Review*, *3*(3), 301-319. Doi:10.1007/s40894-017-0077-9

40. *Ismail, N. M.*, **Lindstrom Johnson, S.**, Weaver, S. J., Wu, A. W., Gielen, A. (2018). Factors influencing burnout among resident physicians and the solutions they recommend. *Postgraduate Medical Journal,* *94*, 540-542. Doi:10.1136/postgradmedj-2018-135777

39. **Lindstrom Johnson, S.**, Bottiani, J., Waasdorp, T., & Bradshaw, C. (2018). Surveillance or safekeeping? How school security officer and camera presence relate to students’ perceptions of safety, equity, and support. *Journal of Adolescent Health*, *16*(6), 732-738. Doi:10.1016/j.jadohealth.2018.06.008

38. Leadbeater, B., Dishion, T., Sandler, I., Bradshaw, C., Dodge, K., Freeman, L., Gottfredson, D., Graham, P., **Lindstrom Johnson, S.,** Maldonado-Molina, M., Smith, E.P. (2018). Ethical challenges in promoting the implementation of preventive interventions: Report of the SPR Task Force. *Prevention Science*, *19*(7), 853-865. Doi:10.1007/s11121-018- 0912-7

37. **Lindstrom Johnson, S.**, Elam, K., *Rogers, A.*, & *Hilley, C.* (2018). Trauma-informed parenting interventions: A meta-analysis of parenting practices and child psychosocial outcomes. *Prevention Science,* *19*(7), 927-938. Doi:10.1007/s11121-018-0943-0

36. *Mead, E*., **Lindstrom Johnson, S**., *Siddiqui, J.,* Butler, J., Kirchner, T., & Feldman, R. (2018). Beyond blunts: reasons for cigarette and cigar use among African American young adult dual users. *Addiction Research and Theory, 5*(26), 349-360. Doi:10.1080/16066359.2017.1366456

35. *Parasuraman, S*., **Lindstrom Johnson, S.**, *Magnussun, D*., King, T. (2018). Differences in key stakeholders' perspectives on strategies to meet quality measures for adolescent preventive care. *The Joint Commission Journal on Quality and Patient Safety,* *44*(3), 146-154. Doi:10.1016/j.jcjq.2017.07.008

34. *Stamato, L.,* **Lindstrom Johnson, S.**, Cheng, T. (2018). ‘I Used to Be Wild’: Adolescent perspectives on the influence of family, peers, school, and neighborhood on positive behavioral transition. *Youth and Society*, *50*(1), 49-74. Doi:10.1177/0044118X15586146

**Book Chapters**

**Lindstrom Johnson, S.,** Bowden, A.B., & Bradshaw, C. (In press). Estimating the cost of school mental health programming to increase adoption and scale-up of evidence-based programs and practices. In S. Evans, J. Owens, C.P. Bradshaw, & Weist, M.D. (Eds.). *Handbook of School Mental Health: Advancing Practice and Research (third edition).* New York: Springer.

**Lindstrom Johnson, S*.,*** Waasdorp, T., & Bradshaw, C. (In press). School climate. *Encyclopedia of Education.* New York: Routledge. (80%)

**Lindstrom Johnson, S.**, Low, S., & Bradshaw, C. (2018). Challenges and priorities for practitioners and policymakers. In T. Malti and K. Rubin (Eds.), *Handbook of Child and Adolescent Aggression: Emergence, Development, and Intervention* (pp 432-448). New York: Guilford. ISBN: 978-1-46252-620-8. (80%)

**Selected Externally Funded Grants/Contracts**

**Awarded**

*Evaluation Proposal for Arizona School Nurse Action Program (ASAP; 2022-2023)*

Principal Investigator (15%)

Arizona Department of Education

Total Direct Costs: $1,000,000

This project will evaluate the effectiveness of school nurses in improving educational outcomes.

*Evaluation Proposal for School Safety Program and Comprehensive School Health and Wellness Programs (2021-2025)*

Principal Investigator (22.2%)

Arizona Department of Education

Total Direct Costs: $898,218

This project will evaluate two programs at the Arizona Department of Education in the School Safety and Social Wellness branch providing information about process of change as well as impact.

***The SAfETy app (2020-2021)***

**Co-Principal Investigator (16.6%)**

**National Institutes of Health**

**Total Direct Costs: $177,011**

**ASU Subcontract $59,999**

**This project will develop a prototype of the SAfETy app, a tool for school administrators to use to assess their school social and physical environment. The tool will also be designed to support data-based decision-making.**

*Developing Positive Family Support for Students Exposed to Trauma (2020-2024)*

Principal Investigator (33%)

Institute for Educational Sciences

Total Direct Costs: $911,655

**This project adapts an evidence-based family engagement program, Positive Family Supports, to be trauma-informed. It utilizes a step-wedge design to understand the impact of the program on child, family, and school outcomes.**

***Culturally Sensitive Trauma-Informed Care: Learning from Latino Families (2019-2020)***

**Principal Investigator (in kind)**

**American Psychological Foundation**

**Total Direct Costs: $3,498**

**This project will conduct focus groups with Latino families to explore their perspective in engaging in trauma-informed services in order to identify barriers to accessing services and identify family-centered strategies to address them.**

*Comprehensive Assessment of School Climate to Improve Safety in Maryland Middle Schools (2015-2019)*

Co-Principal Investigator (25% effort); PI: Catherine Bradshaw

National Institutes of Justice (2014-CK-BX-0005)

Total Direct Costs: $3,316, 205

\*Transferred to ASU; total subcontract: $109,289

This is a group randomized controlled trial of the MDS3 project adapted for middle schools. It also includes the creation and evaluation of an administrative walk-through of the school environment as well as a cost-effectiveness analysis.

*Observing the Setting-Level Impact of a High School Behavioral Change Intervention:*

*A 60 School Randomized Trial (2011-2014)*

Co-Investigator (25% effort); PI: Catherine Bradshaw

William T. Grant Foundation

Total Direct Costs: $652,172

This project supplements a group randomized controlled trial of the integration of PBIS and related evidence-based prevention programs with the collection of multiple sources of setting-level observational data related to safety, student engagement, and the school environment.

*Maryland Safe and Supportive Schools (MDS3) Project (2010-2014)*

Co-Investigator (25% effort); PI: Catherine Bradshaw

US Department of Education

Total Direct Costs: $1,765,808

This study develops a statewide system for monitoring school climate and safety and evaluates a 4-year randomized controlled trial of a three-tiered prevention model in 60 urban high schools.

*Healthy Bodies, Healthy Futures: Integrating Primary Care, Education and Workforce Program (2007-2011)*

Co-Investigator (in kind); PI: Tina Cheng

Zanyly and Isabelle Krieger Foundation

Total Direct Costs: $205,000

This is a randomized trial of a clinic-based future orientation motivational interviewing intervention on education and health outcomes.

*Modifying the School Environment to Reduce Violence: Suggestions from Students (2008-2009)*

Principal Investigator (in kind)

Centers for Disease Control and Prevention

Total Direct Costs: $23,148

This study assesses the role of the school social and physical environment in the initiation, cessation, and severity of school violence.

**SERVICE TO THE PROFESSION**

**Selected Grant Review**

2022 External Reviewer, Icelandic Research Fund

Expert panel on Social Sciences, Law, and Educational Sciences

2021 Panel member, Institute for Educational Sciences

Outstanding Predoctoral Fellowship Award

2021 Ad-hoc panel member, Institute for Educational Sciences

Cost methodology expert

2020 Ad-hoc panel member, Institute for Educational Sciences

Social and Behavioral Education Research

2018, 2019 Ad-hoc panel member; National Institutes of Justice, STOP School Violence Threat Assessment and Technology Reporting Program

2017 Ad-hoc panel member; National Institutes of Justice, Comprehensive School Safety Initiative

**Journal Editorial**

2020-present Editorial Board Member, *School Psychology Review*

2017-present Editorial Board Member, *Journal of Youth and Adolescence*

2021-present Associate Editor, *Prevention Science*

**Selected Professional Roles**

2014-present Society for Research in Adolescence

* Chair of the Prevention, Intervention, and Policy Panel (2022)
* Member of the Interdisciplinary Committee (2020-2024)

2009-present Society for Prevention Research

* Board Member (2017-2019)
* Chair of the Sloboda and Bukowski SPR Cup (2018-2019)
* Member of conference program committee (2017-2019)
* Chair of thematic selection committee (2016-2017)

2018-2019 Association for Learning Environments: School Safety and Security- The Educational Side

* Rewriting Safe Schools: A Best Practices Guide

**Selected Service to the Community**

2021-present Member of the PBISAz Advisory Council

2020-present Member of the SB1523 Collaborative (Mental Health Parity Legislation)

2019-2021 Member of the Arizona Substance Abuse Epidemiology Workgroup for the Governor’s Office of Children, Faith, and Family

2019-2020 Member of the School Safety Taskforce for the Arizona Department of Education

* Selected as a member of the Final Product Subcommittee

2017-present Member AZ School Safety and Climate Ad Hoc Research Group

2017-present Member Creating Trauma Sensitive AZ Schools Work Group

#### 2017-present Advisor to the Arizona Department of Health Services Bullying Prevention Initiative

**SELECTED RECOGNITION**

2021; 2023 Invited participant of the School Mental Health Research Summit co- sponsored by the Center for School Mental Health and the Center of Intervention Research in Schools

2021 Society for Prevention Research Outstanding Reviewer Recognition

2020; 2022 National Association of School Psychologists Service Award

2018 Selected to participate in the Institute for Research on Poverty’s Teaching Poverty 101 Workshop

2015 Selected to participate in the Inaugural Training for Cost-Effectiveness and Cost-Benefit Studies of Education, Columbia University

2014 Society for Adolescent Health and Medicine Research Forum and Mentoring Program

* Connection to a senior scientist within the organization

2014 DC Baltimore Center for Health Disparities Research: Consultative Research Award