

LYNDSAY N. JENKINS, Ph.D., NCSP

Eastern Illinois University, Department of Psychology
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EDUCATION

Doctor of Philosophy, August 2012

Northern Illinois University, DeKalb, IL
Major: School Psychology (APA-Accredited & NASP-Approved)
Cognate: Developmental Psychology
Dissertation title: *Indirect effects in the peer victimization-academic achievement relation: The role of internalizing distress and self-concept.*

Master of Arts, December 2009

Northern Illinois University, DeKalb, IL
Major: School Psychology
Master's Thesis title: *Academic enablers, social support, and academic achievement related to externalizing behaviors in elementary school children.*

Bachelor of Arts, May 2006

Northern Illinois University, DeKalb, IL
Major: Psychology
Minor: Child and Family Studies
Summa Cum Laude
Department of Psychology Honors Program
Senior Thesis title: *The relation between academic enablers and academic achievement in children with and without Attention-Deficit/Hyperactivity Disorder.*

PROFESSIONAL EXPERIENCE

Assistant Professor, August 2013-present

Department of Psychology, Eastern Illinois University, Charleston, IL

Grant Evaluator, September 2013-June 2014

Safe Schools Healthy Students grant given by U.S. Department of Health and Human Services to Wabash CUSD, Mt. Carmel, IL

Instructor (Full-Time), August 2012-July 2013

Department of Psychology, Eastern Illinois University, Charleston, IL

Adjunct Faculty, August 2012-December 2012

Department of Communication Disorders, Counseling, School and Educational Psychology, Indiana State University, Terre Haute, IN

CERTIFICATION

Nationally Certified School Psychologist (42904)

HONORS & AWARDS

Recipient, Alberti Center Early Career Award for Distinguished Scholarly Contributions to Bullying Abuse Prevention (August 2016)

Recipient, NASP Early Career Spotlight recognition (April 2016)

Recipient, Eastern Illinois University Graduate Dean's Award for Excellence in Summer Research and Creative Activity (April 2016)

Nominee, Reviewer of the Year, *Journal of School Psychology* (February 2016)

Recipient, Eastern Illinois University Psychology Department Spencer-McGown-Wilson Outstanding Faculty Award (April 2015)

Recipient, Eastern Illinois University Office of Disability Services Distinguished Faculty Award (March 2013)

Recipient, Northern Illinois University Dissertation Fellowship (Summer 2010)

PUBLICATIONS

Listed alphabetically within publication year

**denotes student author*

PEER-REVIEWED JOURNAL PUBLICATIONS

- 1) **Jenkins, L. N.**, & Nickerson, A. B. (accepted pending revisions). Bullying participant roles and gender as predictors of bystander intervention. *Aggressive Behavior*.
- 2) Brown, C., Demaray, M. K., Tennant, J., & **Jenkins, L. N.** (accepted pending revisions). Cyber victimization in high school: Measurement, overlap with face-to-face victimization, and associations with social-emotional outcomes. *School Psychology Review*.
- 3) *Bounds, C., & **Jenkins, L. N.** (2016). Teacher-directed violence in relation to social support and work stress. *Contemporary School Psychology*. Advance online publication. doi: 10.1007/s40688-016-0091-0
- 4) **Jenkins, L. N.**, Demaray, M. K., & Tennant, J. (in press). Social, emotional, and cognitive predictors of bullying. *School Psychology Review*.
- 5) Secord, S. M., Demaray, M. K., & **Jenkins, L. N.** (2016). Multidimensional perfectionism and internalizing distress: Teacher and classmate social support as a buffer. *Journal of Early Adolescence*. Advance online publication. doi:10.1177/0272431616636231

- 6) **Jenkins, L. N.,** & Demaray, M. K. (2016). Teachers' judgments of the academic achievement of children with and without characteristics of inattention, impulsivity, and hyperactivity. *Contemporary School Psychology, 20*, 183-191. doi: 10.1007/s40688-015-0073-7
- 7) **Jenkins, L. N.,** & Demaray, M. K. (2015). Indirect effects in the peer victimization-academic achievement relation: The role of academic self-concept and gender. *Psychology in the Schools, 52*, 235-247. doi: 10.1002/pits.21824
- 8) **Jenkins, L. N.,** & Demaray, M. K. (2015). An investigation of relations between academic enablers and reading outcomes. *Psychology in the Schools, 52*, 379-389. doi: 10.1002/pits.21830
- 9) **Jenkins, L. N.,** Floress, M. T., & Reinke, W. (2015). Rates and types of teacher praise: A review and future directions. *Psychology in the Schools, 52*, 463-476. doi: 10.1002/pits.21835
- 10) Floress, M. T., & **Jenkins, L. N.** (2015). A preliminary investigation of kindergarten teachers' use of praise in general education. *Preventing School Failure, 59*, 253-262.
- 11) Demaray, M. K., Summers, K. H., **Jenkins, L. N.,** & Becker, L. (2014). The Bully Participant Behavior Questionnaire (BPBQ): Establishing a reliable and valid measure. *Journal of School Violence, 15*, 158-188. doi: 10.1080/15388220.2014.964801
- 12) **Jenkins, L. N.,** Demaray, M. K., Fredrick, S. S., & Summers, K. H. (2014). Associations among middle school students' bullying roles and social skills. *Journal of School Violence, 15*, 259-278. doi: 10.1080/15388220.2014.986675
- 13) **Jenkins, L. N.,** Demaray, M. K., Wren, N. S., Secord, S. M., Lyell, K. M., Magers, A. M., Setmeyer, A. J., Rodelo, C., McNeal, E. C., & Tennant, J. (2014). A critical review of five commonly-used social-emotional and behavioral screeners for elementary or secondary schools. *Contemporary School Psychology, 18*, 241-254. doi: 10.1007/s40688-014-0026-6
- 14) Rueger, S. Y., & **Jenkins, L. N.** (2014). Effects of peer victimization on psychological and academic adjustment in early adolescence. *School Psychology Quarterly, 29*, 77-88. doi: 10.1037/spq0000036
- 15) Rueger, S. Y., Chen, P., **Jenkins, L. N.,** & Hyung, J. C. (2013). Effects of perceived social support from mothers, fathers, and teachers on depressive symptoms during the transition to middle school. *Journal of Youth and Adolescence, 43*, 655-670. doi: 10.1007/s10964-013-0039-x

- 16) **Jenkins, L. N.**, & Demaray, M. K. (2012). Social support and self-concept in relation to peer victimization and peer aggression. *Journal of School Violence, 11*, 56-74. doi: 10.1080/15388220.2011.630958
- 17) Demaray, M. K., & **Jenkins, L. N.** (2011). Relations among academic enablers, social support, and academic achievement in children with and without high levels of parent-rated symptoms of inattention, impulsivity, and hyperactivity. *Psychology in the Schools, 48*, 573-586. doi: 10.1002/pits.20578

BOOK CHAPTERS

- 1) Demaray, M. K., Malecki, C. K., **Jenkins, L. N.**, & Westermann, L. D. (2011). Social support in the lives of students involved in aggressive and bullying behaviors. In S. R. Jimerson and M. J. Furlong (Eds.), *The Handbook of School Violence and School Safety: From Research to Practice*. Mahwah, NJ: Lawrence Erlbaum Associates, Inc.
- 2) Demaray, M. K., Malecki, C. K., **Jenkins, L. N.**, & Cunningham, C. M. (2010). Social support: How to assess and include it in research on prevention and youth outcomes. In B. Doll (Ed.), *Handbook of Youth Prevention Science*. Mahwah, NJ: Lawrence Erlbaum Associates, Inc.

MANUSCRIPTS UNDER REVIEW

- 1) Floress, M. T., **Jenkins, L. N.**, Reinke, W. & *Baji, L. (Under second review). Direct behavioral classroom observations: Behavior-specific praise and classroom-wide behavior. *Journal of Positive Behavior Interventions*.
- 2) Fredrick, S., & **Jenkins, L. N.** (Under review). Social capital as a predictor of bystander intervention. *Journal of Youth and Adolescence*.
- 3) **Jenkins, L. N.**, Mulvey, N., & Floress, M. T. (Under second review). Social and language skills related to bullying roles in early childhood: A review of the literature. *Education and Treatment of Children*.
- 4) **Jenkins, L. N.**, & Nickerson, A. (Under review). Bystander Intervention in Bullying: Role of Social Skills and Gender. *Journal of Early Adolescence*.
- 5) **Jenkins, L. N.**, *Wenger, J. L., & Fredrick, S. (Under review). Peer victimization and social-emotional outcomes: The role of teacher and peer support. *Aggressive Behavior*.
- 6) *Taylor, K. & **Jenkins, L. N.** (Under review). Individual characteristics of defenders and outsiders of bullying: Gender and grade comparisons. *Social Psychology of Education*.

MANUSCRIPTS IN PREPARATION

- 1) **Jenkins, L. N.**, & Canivez, G. C. (manuscript in preparation). Hierarchical structure of the Bully Participant Behavior Questionnaire.
- 2) **Jenkins, L. N.**, *Nesbitt, M., & Canivez, G. L. (manuscript in preparation). An investigation of reliability of the Bully Participant Behavior Questionnaire in an elementary sample.
- 3) **Jenkins, L. N.**, Tennant, J., & Demaray, M. K. (manuscript in preparation). Executive functioning skills of bullying participant roles.
- 4) Mulvey, N., & **Jenkins, L. N.** (manuscript in preparation). Social and language predictors of aggressive, victim, and prosocial behaviors in preschool.

NATIONAL AND STATE PRESENTATIONS

Listed alphabetically within publication year

**denotes student author*

- 1) Eldridge, M., & **Jenkins, L. N.** (2017, February). *Teacher characteristics and influence with the bystander intervention model*. Poster to be presented at annual convention of the National Association of School Psychologists, San Antonio, TX.
- 2) **Jenkins, L. N.**, & Canivez, G. L. (2017, February). *Higher order structure of the Bullying Participant Behavior Questionnaire with a middle school sample*. Poster to be presented at annual convention of the National Association of School Psychologists, San Antonio, TX.
- 3) **Jenkins, L. N.**, & Fredrick, S. S. (2017, February). *Social capital as a predictor of bystander behavior*. Paper to be presented at annual convention of the National Association of School Psychologists, San Antonio, TX.
- 4) **Jenkins, L. N.**, & Nickerson, A. (2017, February). *Bystander intervention in bullying: Role of social skills and gender*. Paper to be presented at annual convention of the National Association of School Psychologists, San Antonio, TX.
- 5) *Menolascino, N., & **Jenkins, L. N.** (2017, February). *Predicting bystander intervention among middle school students*. Paper to be presented at annual convention of the National Association of School Psychologists, San Antonio, TX.
- 6) *Nesbitt, M., **Jenkins, L. N.**, & Canivez, G. L. (2017, February). *Higher order structure of the Bullying Participant Behavior Questionnaire with a elementary school sample*. Poster to be presented at annual convention of the National Association of School Psychologists, San Antonio, TX.

- 7) **Jenkins, L. N.**, & Nickerson, A. B. (February 2016). *Bullying participant roles and gender as predictors of bystander intervention*. Paper presented at annual convention of the National Association of School Psychologists, New Orleans, LA.
- 8) **Jenkins, L. N.**, Canivez, G. L., & *Zegadlo, S. (February 2016). *Structural validity of the ACES: Hierarchical exploratory factor analyses*. Poster presented at annual convention of the National Association of School Psychologists, New Orleans, LA.
- 9) **Jenkins, L. N.**, Tennant, J. E., & Demaray, M. K. (February 2016). *Executive functioning skills and bullying participant roles*. Poster presented at annual convention of the National Association of School Psychologists, New Orleans, LA.
- 10) Tennant, J. E., **Jenkins, L. N.**, & Demaray, M. K. (February 2016). *Cybervictimization: Overlap with traditional victimization and associated social-emotional outcomes*. Poster presented at annual convention of the National Association of School Psychologists, New Orleans, LA.
- 11) **Jenkins, L. N.** (October 2015). *National and Illinois anti-bullying legislation*. Presentation at annual Bridging Voices in our Community (BVC): Bullying Prevention Conference, Charleston, IL.
- 12) *Menolascino, N., *Rusk, K., *Eldridge, M., & **Jenkins, L. N.** (February 2015). *Cyberbullying and Suicidal Ideation*. Poster at annual convention of Illinois School Psychologists Association, Springfield, IL.
- 13) *Taylor, K., & **Jenkins, L. N.** (February 2015). *Standing by versus bystanding: Characteristics of defenders and outsiders in bullying episodes*. Poster at annual convention of Illinois School Psychologists Association, Springfield, IL.
- 14) *Bounds, C., & **Jenkins, L. N.** (February 2015). *Coping with teacher-directed violence: The role of social support*. Poster at annual convention of Illinois School Psychologists Association, Springfield, IL.
- 15) *Vanderwyst, A., *Saintyl, S., *Baji, L., *Yaeger, J., *Beschta, S., Floress, M. T., & **Jenkins, L. N.** (February 2015). *Teachers' frequency of praise: Examining perceptions of praise and classroom management styles*. Poster at annual convention of Illinois School Psychologists Association, Springfield, IL.
- 16) *Baji, L., *Yaeger, J., *Beschta, S., *Vanderwyst, A., *Saintyl, S., Floress, M. T., & **Jenkins, L. N.** (February 2015). *Direct behavioral classroom observations: Teachers' behavior specific praise and student disruptive behavior*. Poster at annual convention of Illinois School Psychologists Association, Springfield, IL.

- 17) *Baji, L., *Suchy, C., & **Jenkins, L. N.** (February 2015). *Social and emotional characteristics of victimized defenders*. Poster at annual convention of Illinois School Psychologists Association, Springfield, IL.
- 18) *Charles, K., & **Jenkins, L. N.** (February 2015). *A review of evidence-based math problem solving teaching strategies*. Poster at annual convention of Illinois School Psychologists Association, Springfield, IL.
- 19) **Jenkins, L. N.** (October 2014). *Social and emotional characteristics of victimized defenders*. Presentation at annual Bridging Voices in our Community (BVC): Bullying Prevention Conference, Charleston, IL.
- 20) *Tomasino, E., *Suchy, C., & **Jenkins, L. N.** (April 2014). *Bullying: Different types of defending behaviors and social skills*. Paper presented at the annual conference of National Conference for Undergraduate Research (NCUR).
- 21) Floress, M. T., & **Jenkins, L. N.** (February 2014). *A preliminary investigation of kindergarten teachers' use of praise in general education classrooms*. Poster at annual convention of National Association of School Psychologists, Washington, D.C.
- 22) Secord, S. M., **Jenkins, L. N.**, Summers, K. H., & Demaray, M. K. (February 2014). *Social skills and bullying participant roles*. Poster at annual convention of the National Association of School Psychologists, Washington, D.C.
- 23) Summers, K. H., Demaray, M. K., & **Jenkins, L. N.** (February 2014). *The Bully Participant Role Survey: Development and psychometric properties*. Paper at annual convention of the National Association of School Psychologists, Washington, D.C.
- 24) *Berlinghoff, J., *Bounds, C., Floress, M., & **Jenkins, L. N.** (January 2014). *Kindergarten teacher praise in general education classrooms*. Poster at annual convention of Illinois School Psychologists Association, Springfield, IL.
- 25) *Howe, S., *Eldridge, M., **Jenkins, L. N.**, & Floress, M. (January 2014). *Rates of teacher's behavior specific praise and relation to disruptive behaviors*. Poster at annual convention of Illinois School Psychologists Association, Springfield, IL.
- 26) *Nesbitt, M., *Wenger, J., & **Jenkins, L. N.** (January 2014) *Defenders and Outsiders: PBS Programs that promote defending*. Poster at annual convention of Illinois School Psychologists Association, Springfield, IL.
- 27) **Jenkins, L. N.**, & Demaray, M. K. (February 2013). *Peer social support: Gender differences and relations to emotional outcomes*. Poster at annual convention of National Association of School Psychologists, Seattle, WA.
- 28) **Jenkins, L. N.**, & *Potoki, A. (January 2013). *Bullying and victimization among students with Learning Disabilities: Current research and future directions*. Poster at annual convention of Illinois School Psychologists Association, Springfield, IL.

- 29) **Jenkins, L. N.**, & Floress, M. (January 2013). *Common core standards: Impact on school psychologists*. Presentation at annual convention of Illinois School Psychologists Association, Springfield, IL.
- 30) Rueger, S. Y., Chen, P., **Jenkins, L. N.**, & Hyung, J. C. (May 2012). *Stability and change in perceived support from adults in the development of depressive symptoms during early adolescence*. Poster at annual convention of the Association of Psychological Science, Chicago, IL.
- 31) **Jenkins, L. N.**, & Demaray, M. K. (February 2012). *Indirect effects in the peer victimization-academic achievement relationship*. Poster at annual convention of National Association of School Psychologists, Philadelphia, PA.
- 32) **Jenkins, L. N.**, & Demaray, M. K. (March 2010). *The relationship between academic enablers and academic achievement*. Poster at annual convention of National Association of School Psychologists, Chicago, IL.
- 33) Demaray, M. K., & **Jenkins, L. N.** (March 2010). *Social support and self-competence in relation to bullying and victimization*. Poster at annual convention of National Association of School Psychologists, Chicago, IL.
- 34) **Jenkins, L. N.**, & Demaray, M. K. (January 2010). *A review of studies examining the link between victimization and academic outcomes*. Poster at annual convention of Illinois School Psychologists Association, Peoria, IL.
- 35) **Jenkins, L. N.**, & Demaray, M. K. (February 2008). *Academic enablers, social support, and academic achievement related to ADHD*. Poster at annual convention of National Association of School Psychologists, New Orleans, LA.
- 36) Garcia, A. & **Jenkins, L. N.** (February 2008). *After-school program effectiveness and the role of social support*. Poster at annual convention of National Association of School Psychologists, New Orleans, LA.

INVITED WORKSHOPS AND PRESENTATIONS

- 1) **Jenkins, L. N.** (June 2016). *The role of school psychologists in assessing intellectual disabilities*. Invited presentation to EIU Communication Disorders and Sciences students, Charleston, IL.
- 2) **Jenkins, L. N.**, & Demaray, M. K. (February 2016). *Bullying laws in Illinois: What school psychologists need to know*. Invited workshop given at Illinois School Psychologists Association annual convention, Springfield, IL.

- 3) **Jenkins, L. N., & Floress, M.** (November 2015). *Individual and class-wide behavior management in the schools*. Invited workshop given to employees of Wabash and Ohio Valley Special Education District, Norris City, IL.
- 4) **Jenkins, L. N.** (October 2015). *Involving students in research*. Invited presentation given at Eastern Illinois University College of Science New Faculty Luncheon.
- 5) HaileMariam, A., & **Jenkins, L. N.** (November 2014). *Crisis intervention strategies in the school setting*. Workshop given at annual intern conference at Eastern Illinois University, Charleston, IL.
- 6) **Jenkins, L. N., & Floress, M.** (January 2013). *Common core standards: Impact on school psychologists*. Presentation at annual intern conference at Eastern Illinois University, Charleston, IL.
- 7) **Jenkins, L. N.** (March 2012). *School-wide bullying prevention strategies*. Presentation given to faculty and staff of Edwards County school district, Albion, IL.
- 8) **Jenkins, L. N., & Burzynski, P.** (August 2011). *Overview of RTI at the Middle School Level*. Presentation to middle school faculty, Mt Carmel, IL.
- 9) **Jenkins, L. N.** (March 2010). *The Big Picture: Response to Intervention and Multi-Tiered, Early Intervening Services*. Presentation to pre-service general and special education teachers, DeKalb, IL.
- 10) **Jenkins, L. N.** (September 2009). *School Psychologists: Who Are We and What Do We Do?* Presentation to Northern Illinois University Speech-Language Pathology graduate students, DeKalb, IL.
- 11) **Jenkins, L. N., Shockey, C., Edler, M., Tayler, N., Grabbins, G.** (May 2009). *Implementing RtI in a Small, Rural Community*. Presentation at Illinois ASPIRE annual conference, DeKalb, IL.

GRANTS

- 1) **Jenkins, L. N.** (2016). *Gender differences in correlates and stability of bullying bystander roles and intervention in middle school*. Funded by Eastern Illinois University Counsel for Faculty Research. Total amount funded: \$4,000.
- 2) **Jenkins, L. N., & Mulvey, N.** (2015). *Video and audio assessment of preschool bullying and language skills*. Funded by Eastern Illinois University Counsel for Faculty Research. Total amount funded: \$3,838.
- 3) **Jenkins, L. N.** (2015). *Bullying participant roles and gender as predictors of bystander intervention*. Funded by Eastern Illinois University Counsel for Faculty Research. Total amount funded: \$4,500.

- 4) **Jenkins, L. N., & Mulvey, N.** (2015). *Preschool bullying and language skills*. Funded by Eastern Illinois University College of Science Seed Grant. Total amount funded: \$1,061.
- 5) **Jenkins, L. N.** (2015). Faculty Development Support Award. Funded by Eastern Illinois University College of Science. Total amount funded: \$400.
- 6) **Jenkins, L. N.** (2014). Faculty Development Support Award. Funded by Eastern Illinois University College of Science. Total amount funded: \$500.
- 7) **Jenkins, L. N.** (2013). College of Sciences Early Research Support Award. Funded by Eastern Illinois University College of Science. Total amount funded: \$500.
- 8) Floress, M. F., & **Jenkins, L. N.** (2013). *Teachers use of behavioral skills in the classroom and student classroom behavior*. Funded by Eastern Illinois University College of Sciences Seed Grant. Total amount funded: \$1,300.

September 21, 2016