**Catherine M. Corbin**

University of Florida (UF), College of Education

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**Personal Data**

**Appointments**

*Assistant Research Professor* 2023-

College of Education, University of Florida

School of Special Education, School Psychology, and Early Childhood Studies

Prevention and Intervention Network (PIN)

**Education and Training**

*Postdoctoral Fellow in School Mental Health and Implementation Science*  2023

Department of Psychiatry and Behavioral Sciences; University of Washington (Seattle, WA)

* Institute of Education Sciences Postdoctoral Fellow

*Doctor of Philosophy in Educational Psychology and Applied Developmental Science*  2020

Department of Education, Policy, and Leadership; University of Virginia (Charlottesville, VA)

* Institute of Education Sciences Pre-doctoral Fellow

*Master of Arts in Education and Social Policy* 2012

Department of Applied Statistics, Social Science, and Humanities; New York University (New York, NY)

*Bachelor of Arts in Psychology, minor in English* 2009

Department of Psychology; University of California Santa Barbara (Santa Barbara, CA)

*Associate of Arts in Liberal Arts and Sciences* 2006

Las Positas College (Livermore, CA)

**Professional Experience**

*Technical Research Analyst* 2012-2015

MDRC, K-12 Education Department (New York, NY)

*Analyst Intern* May-December 2011

Achievement First (Brooklyn, NY)

*Research Intern* February-May 2011

New York University’s Institute for Education and Social Policy (New York, NY)

*Special Education Paraprofessional* 2009-2010

Santa Barbara Unified School District (Santa Barbara, CA)

*Afterschool Program Assistant* 2006-2010

Santa Barbara Unified School District (Santa Barbara, CA)

**Program of Research**

My research aims to promote teachers’ and students’ social-emotional development and well-being by understanding and enhancing: (1) student-teacher relationships, (2) teachers’ occupational health and well-being, and (3) the effective implementation of Tier 1 (i.e., universal, delivered to all students) social, emotional, and behavioral programs.

**Scholarship**

**Publications**

*Journal Articles (refereed)*

1. **Corbin, C.** **M.**, Zhang, Y., Ehrhart, M. G., Locke, J., & Lyon, A. R. (2024). Testing an organizational implementation process model related to teachers’ implementation-related attitudes and behaviors: A multilevel mediation analysis. *Prevention Science.* <https://doi.org/10.1007/s11121-024-01722-6>
2. Gaias, L. M., Duong, M. T., **Corbin, C. M.**, Cook, C. R., Deveau, M., Kyoyetera, P., & Wood, O. (2024). A mixed methods examination of teachers’ implementation of bias-reduction strategies to increase relational quality. *Psychology in the Schools.* <https://doi.org/10.1002/pits.23251>
3. Brewer, S. K., **Corbin, C. M.**, Baumann, A. A., Stirman, S. W., Jones, J. M., Pullmann, M. D., & Lyon, A. R. (2024). Development of a method for Making Optimal Decisions for Intervention Flexibility during Implementation (MODIFI): a modified delphi study. *Implementation Science Communications, 5*(64). <https://doi.org/10.1186/s43058-024-00592-x>
4. Locke, J., **Corbin, C. M.**, Ehrhart, M. G., Collins, V. K., & Lyon, A. L. (2024). Helping Educational Leadership Mobilize evidence (HELM): The iterative redesign of the Leadership and Organizational Change for Implementation (LOCI) intervention for use in schools. *Implementation Research and Practice, 5.* <https://doi.org/10.1177/26334895241242523>
5. Collins, V. K., **Corbin, C. M.**, Ehrhart, M. G., Locke, J., & Lyon, A. R. (2024). Centering school leaders’ experience: Usability evaluation of a leadership-focused implementation strategy to support tier 1 programs in schools. *School Mental Health.* <https://doi.org/10.1007/s12310-024-09635-z>
6. **Corbin, C. M.**, Lyon, A. R., Collins, V. K., Ehrhart, M. G., Goosey, R., & Locke, J. (2024). The incremental association of implementation leadership and school personnel burnout beyond transformational leadership. *School Psychology, 39*(3), 269-279. <https://dx.doi.org/10.1037/spq0000577>
7. Locke, J., **Corbin, C. M.**, Cook, C. R., Ehrhart, M. G., Davis, C., & Lyon, A. R. (2023). Using stakeholder input to guide data visualization and reporting to promote evidence-based practice use in public schools. *Global Implementation Research and Applications.* <https://doi.org/10.1007/s43477-023-00080-9>
8. **Corbin, C. M.*,*** Downer, J. T., Lowenstein, A. E., & Brown, J. L. (2023). Reconsidering teachers’ basic psychological needs in relation to well-being across an academic year. *Teaching and Teacher Education, 123,* 103989*.* <https://doi.org/10.1016/j.tate.2022.103989>
9. Gaias, L. M., Duong, M. T., Brewer, S. K., Nguyen, L., Chandler, C., **Corbin, C. M.**, Buntain-Ricklefs, J. J., Brown, E. C., & Cook, C. R. (2022). “Scaling-out” a student-teacher relationship intervention for the high school context: A mixed-method study. *The High School Journal, 102,* 103-130. <https://doi.org/10.1353/hsj.2022.a917572>
10. Zhang, Y., Cook, C. R., Fallon, L., **Corbin, C.**, Ehrhart, M., Brown, E., Locke, J., & Lyon, A. (2022). The interaction between general and strategic leadership and climate and their cross-level associations with implementer attitudes toward universal prevention programs for youth mental health: A multilevel cross-sectional study. *Administration and Policy in Mental Health and Mental Health Services Research*, *50*, 427-449*.* <https://doi.org/10.1007/s10488-022-01248-5>
11. Alamos, P., **Corbin, C. M.**, Klotz, M., Lowenstein, A. E., Downer, J. T., & Brown, J. L. (2022). Bidirectional associations among teachers’ burnout and classroom relational climate across an academic year. *Journal of School Psychology, 95,* 43-57. <https://doi.org/10.1016/j.jsp.2022.09.001>
12. Pullmann, M. D., Dorsey, S., Duong, M. T., Lyon, A. R., Muse, I., **Corbin, C. M.**, Davis, C. J., Thorp, K., Sweeney, M., Lewis, C., & Powell, B. (2022). Expect the unexpected: A qualitative study of the ripple effects of children’s mental health services implementation efforts. *Implementation Research and Practice, 3.* <https://doi.org/10.1177/26334895221120797>
13. Lyon, A. R., **Corbin, C. M.**, Brown, E. C.. Ehrhart, M. G., Locke, J., Davis, C., Picozzi, E., Aarons, G. A., & Cook, C. R. (2022). Leading the charge in the education sector: Development and validation of the School Implementation Leadership Scale (SILS). *Implementation Science, 7*(48). <https://doi.org/10.1186/s13012-022-01222-7>
14. **Corbin, C. M.**, Hugh, M. L., Ehrhart, M. G., Locke, J., Davis, C., Brown, E. C., Cook. C. R., & Lyon, A. R. (2022). Teacher perceptions of implementation climate related to feasibility of implementing Schoolwide Positive Behavior Interventions and Supports. *School Mental Health, 14*,1057-1069. <https://doi.org/10.1007/s12310-022-09528-z>
15. Duong, M. T., Gaias, L. M., Brown, E., Kiche, S., Nguyen, L., Lee, K., **Corbin, C. M.**, Chandler, C., Buntain-Ricklefs, J., & Cook, C. R. (2022). A cluster-randomized controlled trial of Establish-Maintain-Restore among high school teachers and students. *School Mental Health, 14*, 951-966. <https://doi.org/10.1007/s12310-022-09516-3>
16. Wymer, S. **Corbin, C. M.**, & Williford, A. (2022). The relation between teacher and child race, trajectories of disruptive behavior, and exclusionary discipline in preschool. *Journal of School Psychology, 90,* 33-42. <https://doi.org/10.1016/j.jsp.2021.10.003>
17. Mesler, R. M., **Corbin, C. M.**, & Martin, B. (2021). Teacher mindset is associated with development of students’ growth mindset. *Journal of Applied Developmental Psychology, 76,* 101299. <https://doi.org/10.1016/j.appdev.2021.101299>
18. Lyon, A. R., Pullmann, M. D., Dorsey, S., Levin, C., Gaias, L. M., Brewer, S. K., Larson, M., **Corbin, C. M.**, Davis, C., Muse, I., Joshi, M., Reyes, R., Jungbluth, N. J., Barrett, R., Hong, D., Gomez, M. D., & Cook, C. R. (2021). Protocol for a hybrid type 2 cluster randomized trial of trauma-focused cognitive behavioral therapy and a pragmatic individual-level implementation strategy. *Implementation Science,* 16, 3. <https://doi.org/10.1186/s13012-020-01064-1>
19. **Corbin, C. M.**, Downer, J. T., Ruzek, E. A., Lowenstein, A. E., & Brown, J. L. (2020). Correlates of within year change in elementary students’ perceptions of interactions with their teacher. *Journal of Applied Developmental Psychology*, 69, 1-11. <https://doi.org/10.1016/j.appdev.2020.101144>
20. **Corbin, C. M.**, Alamos, P., Lowenstein, A. E., Downer, J. T., & Brown, J. L. (2019). The role of teacher-student relationships in predicting teachers’ personal accomplishment and emotional exhaustion. *Journal of School Psychology, 77,* 1-12. <https://doi.org/10.1016/j.jsp.2019.10.001>

*Other Non-Refereed Publications*

1. Alamos, P., & **Corbin, C. M.** (2022, August 23). Not only do students need strong teacher-student relationships… Teachers need them, too! *Collaborative for Academic, Social, and Emotional Learning (CASEL)*. <https://casel.org/blog/not-only-do-students-need-strong-teacher-student-relationships-teachers-need-them-too/>

**Grants and Funding**

*Active*

1. **Online and Offline Multiverse Spillover: Mapping the Ecology of Youth Mental Health**

National Institute of Mental Health (R01MH135504), Co-Investigator

Description: Determine if online experiences influence adolescents’ mental health and identify

mechanisms through which such associations emerge.

Award: $3,595,863 (MPIs: Sarah Lynne and Joy Gabrielli, University of Florida)

*Other Funding*

1. **School Mental Health, Assessment, Research, and Training (SMART) Postdoctoral Research Program**

Institute of Education Sciences

Amount: Salary + $12,000 in research and travel funds for each of two years

1. **Virginia Education Sciences Training Program**

Institute of Education Sciences

Amount: Stipend + $2,500 in research and travel funds for each of four years

**Scholarly Presentations** (refereed)

1. **Corbin, C. M.**, Trainor, K., Worth, M., & Holmquist, A. (in preparation). Organization- and school-level factors influencing teacher well-being: A systematic scoping review. Poster accepted for presentation at the 2024 Annual Conference for Advancing School Mental Health, Orlando, FL.
2. Shafer, E. R., Alqueza, K. L., Bryant, J., **Corbin, C. M.**, Lynne, S., Gabrielli, J., & Splett, J. W. (in preparation). *Teen online engagement spillover into offline mental health problems.* Poster accepted for presentations at the 2024 Annual Conference for Advancing School Mental Health, Orlando, FL.
3. Hugh, M. L., **Corbin, C. M.**, Smith, K., & Kidd, J. (2024, September). *Apples and oranges? Comparing de-implementation in school-wide interventions and healthcare.* Poster presented at the Biennial Conference of the Society for Implementation Research Collaboration, Denver, CO.
4. Lyon, A. R., Pullmann, M., Hugh, M. L., **Corbin, C. M.**, Levin, C., Dorsey, S., Joshi, M., Reyes, R., Landa, Y., Goosey, R., Barrett, R., Larson, M., & Cook, C. R. (2024, September). *Randomized trial of Beliefs and Attitudes for Successful Implementation in Schools (BASIS) to support adoption of trauma-focused cognitive behavioral therapy.* Poster presented at the Biennial Conference of the Society for Implementation Research Collaboration, Denver, CO.
5. **Corbin, C. M.**, Lyon, A. L., Collins, V. K., Goosey, R., Ehrhart, M. G., & Locke, J. (2023, December). *Reducing teacher burnout through a strategic implementation support.* Paper presented at the Annual Conference on Advancing School Mental Health, New Orleans, LA.
   * Symposium chair (Title: Examining the Usability and Preliminary Efficacy of the Helping Educational Leaders Mobilize evidence (HELM) strategy)
6. **Corbin, C. M.**, Hugh, M. L., Ehrhart, M. G., Locke, J., Davis, C., Brown, E. C., Cook, C. R., & Lyon, A. R. (2023, April). *Teacher perceptions of implementation climate related to feasibility of implementing Schoolwide Positive Behavior Interventions and Supports.* Paper presented at the Annual Meeting of the American Educational Research Association, Chicago, IL.
7. Jensen, B., & **Corbin, C. M.** (2023, March).*Agency support in classroom interactions as an equitable math learning opportunity for preschool children of color.* Paper presented at the Biennial Meeting of the Society for Research in Child Development, Salt Lake City, UT.
   * Symposium chair (Title: Constructing Measures of Culturally Sustaining Practices for Systemic Change: Concepts, Uses, and Next Steps)
8. **Corbin, C. M.**, Zhang, Y., Ehrhart, M. G., Cook, C. R., & Lyon, A. R. (2022, September). *Examining the influence of the organizational implementation context in schools.* Paper presented at the Biennial Conference of the Society for Implementation Research Collaboration, San Diego, CA.
9. Mesler, R. M., **Corbin, C. M.**, & Martin, B. H. (2022, April). *Teacher mindset influences student mindset: Evidence from Canada and the United States.* Paper presented at the Annual Meeting of the American Educational Research Association, San Diego, CA.
10. **Corbin, C. M.**, Muse, I., Pullmann, M. D., Davis, C., & Dorsey, S. (2021, November). *Comparing ripple effects of EBT implementation strategies between providers and youth clients.* Poster presented at the Annual Convention of the Association for Behavioral and Cognitive Therapies, held virtually during the COVID-19 pandemic.
11. **Corbin, C.** **M.**, Duong, M. T., Gaias, L. M., Brown, E., Kiche, S., Nguyen, L., Chandler, C., Buntain-Ricklefs, J., & Cook, C. R. (2021, October). *The impact of an equity-explicit student-teacher relationship intervention on ninth-grade teachers’ emotional exhaustion and multicultural teaching competency.* Paper presented at the Annual Conference on Advancing School Mental Health, held virtually during the COVID-19 pandemic.
12. **Corbin, C. M.**, Downer, J. T., Lowenstein, A. E., & Brown, J. L. (2021, April). *Bidirectional associations among components of teachers’ psychological adjustment in urban elementary schools.* Paper presented at the Annual Meeting of the American Educational Research Association, held virtually during the COVID-19 pandemic.
13. **Corbin, C.** **M.**, Alamos, P., Downer, J. T., & Brown, J. L. (2019, March). *Understanding the bidirectional associations between student-teacher relationships and teachers’ wellbeing.* Paper presented at the Biennial Meeting of the Society for Research in Child Development, Baltimore, MD.
14. Castillo, J., **Corbin, C. M.**, & Downer, J. T. (2019, March). *Implicit bias, exclusionary discipline, and expectation for students: Does the teacher-student racial-ethnic match matter?* Poster presented at the Biennial Meeting of the Society for Research in Child Development, Baltimore, MD.
15. **Corbin, C. M.**, Downer, J. T., & Ruzek, E. (2018, June). *Investigating individual- and classroom-level variation in student reports of classroom interactions.* Paper presented at the Cross-University Collaborative Mentoring Conference, Boston, MA.
16. **Corbin, C.** **M.**, Alamos, P., Downer, J. T., & Brown, J. L. (2018, May). *The quality of teacher-student relationships as a target for preventing teachers’ burnout.* Poster presented at the Annual Meeting of the Society for Prevention Research, Washington, D. C.
    * Winner of the Early Career Prevention Network Graduate Student Poster Contest
17. **Corbin, C. M.**, Downer, J. T., & Ruzek, E. (2018, April). *Investigating individual- and classroom-level variation in student reports of classroom interactions.* Paper presented at the Annual Meeting of the American Educational Research Association, New York, NY.
18. **Corbin, C. M.** (2017, April). *Evaluating the moderating role of classroom characteristics on the relationships between grit and math achievement.* Poster presented at the Biennial Meeting of the Society for Research in Child Development, Austin, TX.

**Teaching and Mentoring**

**Courses Taught** (Co-Instructor)

**Child Learning and Development – EDLF 5010**

University of Virginia (Curry School of Education and Human Development)

Description: Undergraduate and Master’s level class introducing key theories and concepts related to child learning and development from infancy through adolescence; taught fall 2017; enrollment: 50-60

**Guest Lectures**

**(De-)Implementation in Schools: Promise and Pitfalls**

University of Florida, Spring 2024

Course: Systems Level Interventions for Children and Youth (graduate)

**The Consolidated Framework for Implementation Research: Relevance and Uses for School-Based Research and Practice**

University of Florida, Fall 2023

Course: Issues and Problems in School Psychology (graduate)

**School-Based Implementation Science Research**

University of Massachusetts, Lowell, Fall 2023

Course: Implementation Science and Practice (graduate)

**Workshop and Trainings**

**Research Data Management Overview** (co-presented)

University of Washington School Mental Health, Assessment, Research, and Training (SMART) Center

Description: Introduction to research data management approaches and best practices; presented September 2022; enrollment: 4-6

**Missing Data: What It Is and What to Do About It**

University of Washington School Mental Health, Assessment, Research, and Training (SMART) Center

Description: Introduction to missing data, mechanisms of missingness, and different approaches to handling missing data in quantitative research; presented August 2022; enrollment: 8-12

**Cultivating Opportunities for Paper Writing: Tips and Tricks to Leveraging Secondary Data**

University of Washington School Mental Health, Assessment, Research, and Training (SMART) Center

Description: Introduction to secondary data, data sources, best practices, and approaches to collaborative research; presented April 2021; enrollment: 8-12

**Statistical Methods Overview**

University of Virginia

Description: Introduction to basic statistical concepts and practice running t-tests; presented August 2018 & 2019; enrollment: 6-8

**Video Assessment of Interactions and Learning (VAIL) Upper Elementary Training Instructor**

University of Virginia

Description: Trained undergraduate and graduate students on use of the VAIL to code teacher transcripts; presented 2017 and 2018; enrollment: 2-6

**Mentoring**

*Undergraduate Mentees*

* Alyssa Holmquist, B.A./B.S., Undergrade Honors Thesis Committee Member, 2024
* Jasmin Castillo, B.A., Summer Undergraduate Research Program (SURP), 2017

**Service**

**Reviewer**

*Journals (Ad Hoc)*

American Journal of Orthopsychiatry, BMC Public Health, Developmental Psychology, European Journal of Psychology of Education, International Journal of Education Research Open, Journal of Adolescent Research, Journal of Educational Psychology, Journal of School Psychology, Learning and Individual differences, Perspectives on Psychological Science, PLOS ONE, School Mental Health, School Psychology Review, Social Psychology of Education, Teaching and Teacher Education, Youth & Society

*Conferences*

Biennial Meeting of the Society for Research in Child Development 2020-2024

Annual Meeting of the American Educational Research Association 2021-2024

**Other**

Secretary/Treasurer, AERA Social-Emotional Learning Special Interest Group 2023-present

Member, WA State School Safety and Student Wellbeing Advisory Committee 2021-2023

Co-facilitator, SMART Center’s White Accountability Group 2021-2023

Member, SMART Center Equity Workgroup 2020-2023

Member, SMART Center Data Core 2020-2023

Advances in School Mental Health Research Summit Planning Committee 2020, 2021

Curry Research Conference Planning Committee 2017-2020

Co-coordinator, Graduate Student Work-in-Progress Meeting 2017-2018

Summer Undergraduate Research Program Student Mentor 2017

Coordinator, Lab Writing Group 2015-2017

Summer Undergraduate Research Program Affiliate Mentor 2016

**Honors and Awards**

**Early Career Prevention Network Graduate Student Poster Contest Winner** 2018

Society for Prevention Research

**Methodological Skills**

Statistical Programs: Mplus, SAS, Blimp

Methods: Multilevel Modeling, Structural Equation Modeling (including Exploratory SEM), Measurement Invariance, Item Response Theory, Causal Inference, Multiple Imputation, Cognitive Walkthrough for Implementation Strategies (CWIS)