

Charity Brown Griffin, Ph.D., NCSP, LP

Pronouns: She/Her/Hers

Winston-Salem State University, Department of Psychological Sciences
601 S. Martin Luther King Jr. Drive, Coltrane 305
Winston-Salem, NC 27110

Phone: 336-750-8832; Fax: 336-750-8650; Email: griffinb@wssu.edu

EDUCATIONAL BACKGROUND

- 2014** **Doctor of Philosophy**, School Psychology
University of South Carolina, Columbia, SC (APA-Accredited/ NASP Approved)
- 2011** **Master of Arts**, School Psychology
University of South Carolina, Columbia, SC (APA-Accredited/ NASP Approved)
- 2009** **Bachelor of Arts**, Psychology (with Honors)
University of North Carolina at Chapel Hill, Chapel Hill, NC

LICENSURES/ CERTIFICATIONS

- 2015 – present** Licensed Psychologist, North Carolina Psychology Board (#103133)
- 2014 – present** Nationally Certified School Psychologist (#45527)
- 2014 – present** State of North Carolina Professional Educator’s License, School Psychologist (#1171413)

ACADEMIC APPOINTMENTS

- 2016 – present** **Assistant Professor (tenure-track)**, Department of Psychological Sciences
Winston-Salem State University, Winston-Salem, NC
- 2015 – 2016** **Adjunct Faculty**, Department of Psychology
Greensboro College, Greensboro, NC
- 2013 – 2016** **Adjunct Faculty**, Department of Social Sciences
Guilford Technical Community College, Jamestown, NC

CLINICAL APPOINTMENTS

- 2018 – present** **Psychological Consultant**, Carter G. Woodson School
Contracted to provide a variety of psychological services including completing psychoeducational assessments, developing appropriate interventions, and engaging in parent and teacher consultation.
- 2014 – 2016** **Nationally Certified School Psychologist**, Guilford County Schools
Provided a variety of psychological services to help improve the mental health and educational outcomes of children and adolescents from a variety of cultural and ethnic backgrounds and exceptionalities. This included completing psychoeducational assessments, developing appropriate interventions; conducting individual and group counseling; engaging in parent and teacher consultation as member of Intervention Support Teams; served on district-level crisis team; served as district-level consultant for Positive Behavior Intervention and Support (PBIS) teams; and assisted with Exceptional Children (EC) compliance issues.

AWARDS AND HONORS

- 2020** **Bill Sheppard Master Teacher Award Winner**, Faculty Awards Committee and Office of Faculty Affairs, Winston-Salem State University
- 2020** **Scholar Spotlight**, *School Psychology Review* (peer-reviewed journal; impact factor 2.3)
- 2019** **Faculty Mentor of the Year Award**, Ram Girls Rock, Winston-Salem State University
- 2019** **Early Career Scholar**, School Psychology Research Collaboration Conference, Society for the Study of School Psychology (SSSP)
- 2019** **Scholar**, Diversity Scholars Network (DSN) at the National Center for Institutional Diversity (NCID), University of Michigan
- 2018** **Faculty Mentor (4 scholars selected university-wide)**, “Using E-Portfolios for Mentoring and Assessment of Underserved Undergraduate Scholars.” Division of Academic and Student Affairs and the Institute for Maximizing Student Diversity, North Carolina State University
- 2017** **Faculty Participant (4 scholars selected university-wide)**, Undergraduate Scholars Planning Institute, Division of Academic and Student Affairs and the Institute for Maximizing Student Diversity, North Carolina State University
- 2017** **Nomination for Student Organization Advisor of the Year** (Psychology Club), Winston-Salem State University
- 2013** **Advanced Student Diversity Scholarship**, Student Affiliates of School Psychology and Division 16 (School Psychology), American Psychological Association (APA)
- 2013** **Irwin Hyman and Nadine Lambert Memorial Scholarship**, American Academy of School Psychology (AASP)
- 2013** **Division 16 Doctoral Student Travel Grant**, American Psychological Association
- 2013** **Paul E. Henkin Student Travel Grant**, American Psychological Foundation (APF)
- 2013** **Junior Mentor**, Frances Degen Horowitz Millennium Scholars Program, Society for Research in Child Development (SRCD)
- 2012 – 2013** **Southern Regional Education Board (SREB)-State Doctoral Scholars Dissertation Award**
- 2012** **Provost Thesis Research Award in School Psychology**, University of South Carolina
- 2011, 2012** **Cecil Scott Fellowship**, University of South Carolina Trustee Fellowship, The University of South Carolina Graduate School
- 2012** **Preparing Future Faculty (PFF) credential**, Center for Teaching Excellence, University of South Carolina Graduate School
- 2012** **Travel Grant**, University of South Carolina Graduate School
- 2011** **First place poster winner**, University of South Carolina’s Graduate Student Day
- 2011** **Honorable Mention**, American Psychological Association (APA) Minority Pre-doctoral Fellowship Program
- 2011** **Gamecock Scholars Scholarship**, University of South Carolina
- 2009 – 2014** **African American Professors Program Doctoral Scholar**, University of South Carolina
- 2007** **Young Scholars Program Undergraduate Scholar**, Society for Research on Adolescence
- 2005 – 2009** **Dean’s List**, University of North Carolina at Chapel Hill
- 2005 – 2009** **Excellence in Academics Award**, University of North Carolina at Chapel Hill

Scholarly Activity

RESEARCH INTERESTS

Using cultural ecological frameworks, my research examines contextual influences (i.e., families, schools, communities) on the development of Black youth, with specific attention to how these settings influence educational and psychological outcomes. My research areas include:

- School racial climate and educational outcomes
- School engagement among Black adolescents
- Race-related experiences (e.g., racial identity, racial socialization, racial discrimination)

- Black parenting and involvement; Family socialization processes
- Positive youth development and resilience among Black youth
- Adolescent social-emotional functioning, health promotion and risk behaviors
- Youth-led participatory action research (YPAR)

Lab Website: www.maadlabatwssu.com

PEER-REVIEWED/EDITED PUBLICATIONS (*former last name is Brown*)

Referred Publications (*DOI retrieved from article proof may not yet be activated for recent publications*)

1. Minor, K., **Griffin, C.B.**, Benner, A.D. (*in press*). Stop, drop, enroll: How ability beliefs are associated with college-going among Black males. *Professional School Counseling*.
2. **Griffin, C.B.** (*in press*). Centering Black Youth Voice by Using Youth Participatory Action Research Methodology. *SAGE Research Methods Cases in Psychology*.
3. **Griffin, C.B.**, Stitt, R., L & Henderson, D. (*in press*). Investigating school racial climate and private racial regard as risk and protector factors for Black high school students' school engagement? *Journal of Black Psychology* <https://doi.org/10.1177/0095798420946895>
Impact Factor = 1.516
4. Metzger, I., Cooper, S. M., **Griffin, C. B.**, Golden, A. R., Opara, I. & Richwood, T. (*in press*). Parenting profiles of academic and racial socialization: Associations with academic engagement and perception of academic ability of African American adolescents. *Journal of School Psychology*. <https://doi.org/10.1016/j.jsp.2020.07.001>
Impact factor = 3.076
5. **Griffin, C. B.**, Gray, D. L., Hope, E. C., Metzger, I. W. & Henderson, D. X. (*in press*). Does coping and racial identity promote academic adjustment? Using an equity-elaborated social-emotional learning lens. *Urban Education*. <https://doi.org/10.1177/0042085920933346>
Impact Factor 2.200
6. **Griffin, C. B.**, Metzger, I., Halliday-Boykins, C.A. & Salzaar, C.A. (2020). Racial fairness, school engagement and school-based discipline outcomes: The important role of gender. *School Psychology Review*. <https://doi.org/10.1080/2372966X.2020.1726810>
Impact factor = 2.3
7. Grapin, S.L., **Griffin, C.B.**, Brown, J.M., Naser, S.C. & Proctor, S.L. (2019). School-based interventions for reducing youths' racial and ethnic discrimination. *Policy Insights from the Behavioral and Brain Sciences*, 6, 154-161. <https://doi.org/10.1177/2372732219863820>
8. Cooper, S.M., Banerjee, M., **Griffin, C.B.**, Glover, C, Shaheed, J., McBride, M., & Burnett, M. (2019). African American fathers' race-related discussions with their children: Associations with racial identity beliefs and sociodemographic factors. *Journal of Child and Family Studies*, 28, 2800-2812. <https://doi.org/10.1007/s10826-019-01460-2>
Impact factor = 1.556
9. **Griffin, C.B.** (2018). Exploring associations among African American youths' perceptions of racial fairness and school engagement: Does gender matter? *Journal of Applied School Psychology*, 34, 1-22. <https://doi.org/10.1080/15377903.2018.1458672>
Scopus Citescore = .48

10. **Griffin, C. B.**, (2017). Studying academic achievement-related outcomes among African American youth in two public high schools using a cross-sectional survey design. *SAGE Research Methods Cases in Psychology*. <https://doi.org/10.4135/9781526440549>
11. Golden, A. R., **Griffin, C. B.** & Cooper, S.M. (2017). School racial climate and academic outcomes in African American adolescents: The protective role of peers. *Journal of Black Psychology*, 44, 47-73. <https://doi.org/10.1177/0095798417736685>
Impact Factor = 1.516
12. **Griffin, C. B.**, Cooper, S. M., Metzger, I. W., Golden, A. R., & White, C. N. (2017). School racial climate and the academic achievement of African American high school students: The mediating role of school engagement. *Psychology in the Schools*, 54, 673-688. <https://doi.org/10.1002/pits.22026>
Impact factor = 1.140
13. Metzger, I. W., Cooper, S. M., Ritchwood, T. D., Onyeuku, C., & **Griffin, C. B.** (2017). Profiles of African American college students' alcohol use and sexual behaviors: Associations with stress, racial discrimination, and social support. *The Journal of Sex Research*, 54, 374-385. <https://doi.org/10.1080/00224499.2016.1179709>
Impact factor = 3.059
14. Cooper, S.M., Smalls-Glover, C., Metzger, I., & **Griffin, C. B.** (2015). African American fathers' racial socialization patterns: Associations with and racial identity beliefs and discrimination experiences. *Family Relations*, 64, 278-290. <https://doi.org/10.1080/00224499.2016.1179709>
Impact factor = 1.284
15. Cooper, S.M., White-Johnson, R., **Griffin, C. B.**, Metzger, I., Avery, M., Eaddy, H., Shephard, C., & Guthrie, B. (2015). Community involvement and reduced risk behavior engagement among African American adolescents: The mediating role of empowerment beliefs. *Journal of Black Psychology*, 41, 415-437. <https://doi.org/10.1177/0095798414536225>
Impact factor = 1.516
16. Cooper, S. M., **Brown, C.**, Metzger, I., Clinton, Y., & Guthrie, B. (2013). Racial discrimination and African American adolescents' adjustment: Gender variation in family and community social support, promotive and protective factors. *Journal of Child and Family Studies*, 22, 15-29. <https://doi.org/10.1007/s10826-012-9608-y>
Impact factor = 1.556
17. Guthrie, B. J., Cooper, S. M., **Brown, C.**, & Metzger, I. (2012). Degrees of difference among minority female juvenile offenders' psychological functioning, risk behavior engagement, and health status: A latent profile investigation. *Journal of Health Care for the Poor and Underserved*, 23, 204-225. <https://doi.org/10.1353/hpu.2012.0016>
Impact factor = .966
18. Cooper, S.M., Guthrie, B.J, Metzger, I., & **Brown, C.** (2011). Daily hassles and African American adolescent females' psychological functioning: Direct and interactive associations with gender role orientation. *Sex Roles*, 65, 397-409. <https://doi.org/10.1007/s11199-011-0019-0>
Impact factor = 2.277

Edited Journals/Commentaries

19. Rogers, O., **Griffin, C.B.** & Warren, C.W. (Eds.) (2020). Social emotional learning (SEL) for Black students in urban schooling contexts (editorial) in *Race, Secondary Education, and Social Emotional Learning for Black Students in Urban Schooling Contexts*. Special Issue of *Urban Education*. <https://doi.org/10.1177/0042085920933337>
Impact Factor 2.200
20. Thompson, D.C., McQuillin, S.D. & **Griffin, C.B.** (2020). Interrupting Racism's Impact on Black Children. *NASP Communique*, 49, p. 23.

Peer-Reviewed Monograph Publications (*signifies undergraduate student co-author)

21. **Griffin, C.B.** & Williams, A.* (2017). School Racial Climate: A brief review exploring African American youths' perceptions, associations with their educational outcomes and implications for educators' practice. *University of South Carolina Grace Jordan McFadden Professors Program 2017 Monograph*.
22. **Brown, C.** (2011). Racial socialization and the academic self-esteem of African American adolescents: Racial private and public regard as mediators? *University of South Carolina African American Professors Program 2011 Monograph*.
23. **Brown, C.** (2010). Test-Retest reliability of achievement motivation-related measures in a sample of African American youth. *University of South Carolina African American Professors Program 2010 Monograph*.

Book Chapters and Edited Volumes (*accepted by editors, undergoing final edits and forthcoming in print)

24. Lyons, M. D., **Griffin, C. B.**, Downer, J. T., & Smith, K., (in press). Theories of child development In Albers, C., Garbacz, A., & Kelly, L. (Eds), *Theoretical Foundations of School Psychology Research and Practice*. (pp. xx). United Kingdom: Routledge.
25. Thompson, D. C., McQuillin, S. D. & **Griffin, C. B.** (2020). The role of the school psychologist in interrupting racism's impact on Black children. *Communiqué*, 49 (4), 23.
26. *Naser, S. C., Brown, J.M., **Griffin, C.B.**, Grapin, S. & Proctor, S.L. (forthcoming, 2021). DisCrit in School Psychology In Proctor, S.L. & Rivera, D. (Eds), *Critical Theories for School-Based Practice: A Foundation for Equity and Inclusion in Practice and Supervision*. New York, NY: Routledge. (Anticipated publication year is 2021).
27. *Legette, K., Harris, J., Hope, E.C. & **Griffin, C.B.**, (forthcoming, 2021). Transforming Teacher SEL: Preparing teachers for Equity in Social-Emotional Learning. In Yoder, N. & Skoog-Hoffman, A. (Eds.) *Motivating the SEL Field Forward Through Equity*. United Kingdom: Emerald Publishing.
28. *Hope, E.C., Smith, C.D., **Griffin, C.B.** & Briggs, A.S. (forthcoming, 2021). Centering anti-racism in schools to support belonging for Black students. In Faircloth, B., Gonzalez, B.M., Ramos, K. & Rendon, L. (Eds.) *Belonging: Conceptual Critique, Critical Application*. Lexington Books.

Policy Reports/Briefs

29. **Griffin, C.B.** (2020). What are the perceptions of economic barriers and opportunities in Forsyth County, NC? Amplifying Black Youth Voice. *Center for the Study of Economic Mobility Policy Brief*. <https://www.wssu.edu/academics/colleges-and-departments/college-of-arts-sciences-business-education/center-for-study-of-economic-mobility/our-research/files/documents/griffin-csem-policy-report-ada-compliant.pdf>

INVITED COMMUNITY ENGAGEMENT PUBLICATIONS

1. Griffin, C.B. (2020, October 5). Why and how to talk to your child about race and racism. *PBS Kids*. <https://www.pbs.org/parents/thrive/why-and-how-to-talk-to-your-child-about-racism>
2. **Griffin, C.B.** (2020, April 30). “Walk It, talk it”: How parents can help their teen become an engaged citizen working for social change.” American Psychological Association Resilience Initiative in *Successful Black Parenting Magazine*. <https://successfulblackparenting.com/walk-it-talk-it-help-your-teen-become-an-engaged-citizen-for-social-change/>
3. **Griffin, C.B.** (2020, April 17). How COVID-19 may amplify education inequities. *WRAL.com*, <https://www.wral.com/coronavirus/charity-brown-griffin-how-covid-19-may-amplify-education-inequities/19059859/?fbclid=IwAR1bdy38gWnkIPDswYrBjvScrq2LGIeskhQal3FiBkK5VFb0xPu8nj6j7aE>
4. **Griffin, C.B.** (2020, March 19). Equality, equity: Leveling the playing field for Black students. *The Chronicle*, <http://wschronicle.com/2020/03/commentary-equality-equity-leveling-the-playing-field-for-black-students/>

PEER-REVIEWED JOURNAL ARTICLES UNDER REVIEW OR REQUEST FOR REVISION

1. Brown, J.M., Naser, S.C., **Griffin, C.B.**, Grapin, S. & Proctor, S.L. (*revise and resubmit*). A multicultural, LGBTQ+ affirming model of school consultation.
2. Naser, S.C., **Griffin, C.B.**, Grapin, S.L., Proctor, S.L. & Brown, J.M. (*under review*). Equity in school-based mental health universal programming; Combatting colorblind strategies in social emotional learning and trauma informed care
3. Salzaar, C.A. & **Griffin, C.B.** (*under review*). A systematic review of school violence mediators in three groups: At-risk, immigrants, and LGBTQ+ youth.
4. Golden, A. R., **Griffin, C.B.** & Gale, A. (in preparation). School racial climate: The intersection of racial discrimination and the school environment for minority youth.

PUBLICATIONS IN PREPARATION (*in order of anticipated completion*)

1. **Griffin, C.B.**, Brown, J.M., Grapin, S., Naser, S.C., Proctor, S.L. (in preparation). School racial-ethnic socialization, racial identity and school engagement among Black adolescent girls and boys: A preliminary investigation.
2. **Griffin, C. B.**, Hope, E.C., Legette, K. & Harris, J. (in preparation). Exploring associations among ethnic-racial socialization, racial identity, and critical consciousness among Black youth.
3. **Griffin, C.B.** & Cooper, S.M. (in preparation). Racial socialization and the academic ability beliefs of male and female adolescents: Examining the mediating role of racial identity.
4. Lyons, M., **Griffin, C. B.** & Tolan, P. (in preparation). The role of individual- and neighborhood-level social processes in the development of adolescent perceptions of their future.
5. Griffin, C.B. (in preparation). Black and Brown youths’ experiences of school climate In Henderson, D.X. (Ed.), *When The Lion Learns to Speak: Resilience and Resistance for Black and Brown Youth in the U.S. Education System*.

FELLOWSHIPS AND RESEARCH FUNDING

National Fellowships

- 2019-present** **Early Career Fellow**, American Educational Research Association & Society for Research in Child Development Middle Childhood Early Career Fellowship
- 2018-2020** **Teaching Fellow**, Society for Research in Child Development (SRCD)
- 2018** **ELEVATE Fellow** (16 scholars selected nationwide), University of Pennsylvania, Center for Minority Serving Institutions

Funded Grants/ Research Awards (PI = Principal Investigator)

Total Funding Received: \$73,220.00

- 2020** **Role: PI**, “*YouthRISE: Implementation of a Youth Participatory Action Research Summer Program Targeting Black Youth in East Winston-Salem*,” Center for the Study of Economic Mobility Research Grant, Winston-Salem State University (Funded: \$17,300- \$12,500 direct costs + \$4,800 for student hires)
- 2020** **Role: PI**, “School Psychologists’ Experiences of Responding to Discrimination in Schools.” (Co-PIs: Shereen Naser, Cleveland State University; Sherrie Proctor, Queens College, CUNY; Sally Grapin, Montclair State University; Jeffery Brown, Minnesota State University, Mankato) Strategic Goal Grant, National Association of School Psychologists (Funded: \$1,500)
- 2018 – 2019** **Role: PI**, “Creating Opportunity and Reducing Economic Mobility Barriers Using Youth Participatory Action Research,” Center for the Study of Economic Mobility Research Grant, Winston-Salem State University (Funded: \$19,800- \$12,500 direct costs + \$4,800 for student hires)
- 2018 – 2019** **Role: PI**, “Toward a Deeper Understanding of Race in Schools, African American Youths’ Identity and School Adjustment,” Professional Development Committee Research Grant, Winston-Salem State University (Funded Amount: \$3,000)
- 2017 – 2018** **Role: PI**, “Schools in Context (SEC) Project: Exploring the Relationships Among School Ethnic Diversity, Racial Climate, Engagement and Outcomes,” Professional Development Committee Research Grant, Winston-Salem State University (Funded Amount: \$3,000)
- 2016 – 2017** **Role: PI**, “Perceptions About Psychology Specializations (PAPS) Project,” Professional Development Committee Research Grant, Winston-Salem State University (Funded Amount: \$2,000)
- 2013 – 2014** **Role: PI**, “School Racial Climate and the Academic Achievement of African American High School Students: The Mediating Role of School Engagement,” Support to Promote Advancement of Research and Creativity Grant, University of South Carolina (Funded Amount: \$5,000)
- 2012 – 2013** **Role: PI**, “School Racial Climate and the Academic Achievement of African American High School Students: The Mediating Role of School Engagement,” State Doctoral Scholars Program Grant, Southern Regional Education Board. (Funded Amount: \$20,000)

- 2012 – 2013** **Role: PI**, “Sociocultural Factors and Academic and Psychological Adjustment Among African American Adolescents: A Mixed-Method Approach Examining the Role of School Context,” National Association of School Psychologists Graduate Student Research Grant Award
(Funded Amount: \$1,000)
- 2008 – 2009** **Professor George V. Taylor Award for Honors Undergraduate Research**, University of North Carolina, Chapel Hill
Proposal: “Test-Retest Reliability of Achievement Motivation Measures in a Sample of African American Youth” (Funded Amount: \$480)
- 2007 – 2008** **Office of Undergraduate Research Grant**, University of North Carolina, Chapel Hill
Proposal: “Race Stereotypes and Self-Perceptions in African-American Youth”
(Funded Amount: \$140)

Grants Submitted (*PI = Principal Investigator*)

- Submitting October 2020 **Role: PI**, “Development of a Culturally-Specific Model and Assessment Tool for School-Based Racial Stress and Trauma among Black Youth” National Science Foundation, HBCU-UP Research Initiation Award (Amount Requested: \$299,000)
- Submitted August 2020 **Role: Co-PI**, “Computational Models of Cognition to Analyze Interactions Between Racism and Behavior,” National Science Foundation, Social, Behavioral and Economic Sciences, Perception, Action & Cognition (Amount Requested: \$582,890)

CONTRACTED RESEARCH EXPERTISE AND ADDITIONAL SCHOLARLY ACTIVITIES

- 2020 – present **Content Advisor**, PBS Kids for Parents <https://www.pbskidsforparents.org>
- 2019 – present **Equity Lens for Social-Emotional Learning Advisor**, PBS Kids Broadcasting Television Network, Ready to Learn; <https://pbskids.org/>
- 2019 – present **School Climate and Culture Design Team Lead**, Remaking Middle School Initiative, Youth-Nex, The UVA Center To Promote Effective Development, Curry School of Education and Human Development, Director: Nancy Deutsch, Ph.D., Youth-Nex, University of Virginia, Charlottesville, VA.
<https://curry.virginia.edu/faculty-research/centers-labs-projects/youth-nex/remaking-middle-school/remaking-middle-school-1>

PEER-REVIEWED CONFERENCE PRESENTATIONS (**asterisks signify mentored students*)

Paper Presentations (International, National and Regional)

1. **Griffin, C.B.**, Eaton, L.,* Chisolm, T.* & Quaye, J.* (2020, December). “*People are fearing us: Centering Black youths' narratives regarding economic mobility opportunities and barriers.* Flash Talk presented at Society for Research in Child Development Special Topic Meeting: Construction of the ‘Other’: Development, Consequences, and Applied Implications of Prejudice and Discrimination, San Juan, PR.
2. **Griffin, C. B.**, Gray, D. L., Hope, E. C., Metzger, I. W. & Henderson, D. X. (2020, April). *Does coping and racial identity promote academic adjustment? Using an equity-elaborated social-emotional learning lens.* Paper presented at American Educational Research Association Annual Meeting, San Francisco, CA.

3. **Griffin, C.B.**, Hope, E.C., Harris, J. & Legette, K. (2020, March). *Exploring associations among ethnic-racial socialization, racial identity, and critical consciousness among Black youth*. Paper presented at Society for Research on Adolescence, San Diego, CA. (Cancelled due to COVID-19 pandemic)
4. Naser, S., **Griffin, C.B.**, Brown, J., Proctor, S. & Grapin, S. (2020, February). *School psychologists' experiences of responding to discrimination in schools*. Paper presented at National Association of School Psychologists, Baltimore, MD.
5. **Griffin, C.B.**, Eaton, L.,* Chisolm, T.,* & Quaye, J.* (2019, November). *Using youth-led participatory action research to center Black youths' voices about community opportunities and barriers to economic mobility*. Paper presented at Southeastern ECO Conference, Columbia, SC.
6. **Griffin, C.B.**, Anderson, R. E., Jones, S. C. T., Henderson, D.X., Metzger, I., & Applewhite, K. (2019, August). "Levels to this": *Family, school & community protecting Black youth from racial stress & trauma*. Collaborative symposium (Divisions 9, 27, 45, and 53) presented at American Psychological Association Convention, Chicago, IL.
7. **Griffin, C.B.** (2019, April). *Perceptions of racial fairness, racial identity and school engagement among Black adolescent girls and boys*. Paper presented at American Educational Research Association Annual Meeting, Toronto, Canada.
8. **Griffin, C.B.** & Stitt, R. (2018, April). *School racial climate and school engagement among Black youth: Is private regard a moderator?* Roundtable Session at American Educational Research Association Annual Meeting, New York, NY.
9. **Griffin, C. B.** & Cooper, S.M. (2017, April) *Exploring the link between African American fathers' racial socialization practices and adolescent adjustment*. Paper presented at Society for Research in Child Development Biennial Meeting, Austin, TX.
10. **Griffin, C. B.** (2017, April) *Understanding the importance of school racial climate: Implications of the current literature and recommendations for educators*. Paper presented at Southeastern School Behavioral Health Conference, Myrtle Beach, SC.
11. **Griffin, C.B.** (2016, October). *Associations between school racial climate and academic achievement in African American high school girls and boys: The role of school psychologists*. Flash Talk presented at North Carolina School Psychologist Association Conference, Wilmington, NC.
12. **Griffin, C.B.**, Golden, A., & Cooper, S.M. (2016, October). *Exploring father-son agreement in racial and cultural socialization messages*. Flash Talk presented at Society for Research in Child Development Special Topic Meeting: *Babies, Boys and Men of Color* in Tampa, FL.
13. Cooper, S.M. & **Griffin, C. B.** (2013, April). *Intergenerational experiences and African American fathers' involvement: The Mediating role of fathering ideologies*. Paper presented at Society for Research in Child Development Biennial Meeting, Seattle, WA.
14. Bird, J., Kelly, R., Jiang, L. & **Griffin, C. B.** (2013, February). *Enhancing transitional support systems for youth in alternative school settings*. Participant Information Exchange Session at National Association of School Psychologists Convention, Seattle, WA.
15. **Brown, C.** & Cooper, S. M. (2012, March). *African American girls' academic outcomes: A mixed-method exploration of paternal academic and racial socialization*. Paper presented at Society for Research in Adolescence Biennial Meeting, Vancouver, British Columbia, Canada.

Poster (International, National and Regional)

1. Naser, S.C., **Griffin, C.B.**, Brown, J.M., Grapin, S.L., Proctor, S.L. (2020, December). *School-based interventions for reducing youths' racial and ethnic prejudice*. Poster presented at *Society for Research in Child Development Special Topic Meeting: Construction of the 'Other': Development, Consequences, and Applied Implications of Prejudice and Discrimination* in San Juan, PR.
2. **Griffin, C.B.**, Eaton, L.,* Chisolm, T.* & Quaye, J.* (2020, August). *YouthRISE: Centering Black youths' perceptions of economic mobility using Youth Participatory Action Research methodology*. Poster presented at Division 27, Community Psychology, American Psychological Association Convention, Washington DC.
3. **Griffin, C.B.** (2018, August). *School-Based Racial Discrimination among Black Youth: A clinically relevant review*. Poster presented at Division 16, School Psychology, American Psychological Association Convention, San Francisco, CA.

4. **Griffin, C.B.** (2018, February). *Yes, Race Matters in School: Impacts on School Climate*. Poster presented at National Association of School Psychologists Convention, Chicago, IL.
5. **Griffin, C.B.**, McAfee-Franklin, L.*, Roach, Y.*, Finney, M.* & Smith, A.* (2018, February). *Perceptions of school psychology among students attending Historically Black Universities*. Poster presented at National Association of School Psychologists Convention, Chicago, IL.
6. **Griffin, C.B.** (2017, August). *Exploring the link between school racial climate and African American youths' discipline outcomes*. Poster presented at Division 16, School Psychology, American Psychological Association Convention in Washington, DC.
7. **Griffin, C.B.** (2014, March). *School racial climate and academic achievement among African American adolescents: Testing a moderated mediation model*. Poster presented at Society for Research in Adolescence Biennial Meeting, Austin, TX.
8. **Griffin, C.B.** (2014, February). *School-based racial discrimination and academic achievement among African American high school students*. Poster presented at National Association of School Psychologists Convention, Washington, DC.
9. **Griffin, C.B.** (2013, August). *School racial climate, school engagement and academic achievement in a sample of African American youth*. Poster presented at Division 16, School Psychology, American Psychological Association Convention, Honolulu, HI.
10. Metzger, I. W., **Griffin, C. B.** & Cooper, S.M. (2013, April). *Culturally sensitive prevention programs targeting high-risk behaviors among African American adolescents*. Poster presented at Society for Research in Child Development Biennial Meeting, Seattle, WA.
11. **Brown, C. L.** & Cooper, S. M. (2012, March). *African American girls' academic outcomes: A mixed-method exploration of paternal academic and racial socialization*. Poster presented at Graduate Student Day, University of South Carolina, Columbia, SC.
12. Metzger, I., Cooper, S. M. & **Brown, C.** (2012, March). *Academic and racial socialization profiles: Associations with African American adolescents' academic outcomes*. Poster presented at Society for Research in Adolescence Biennial Meeting, Vancouver, British Columbia, Canada.
13. **Brown, C.** & Cooper, S. M. (2011, March). *Racial socialization and the academic-esteem of African American male and female adolescents: Private and public regard as mediators?* Poster presented at Society for Research in Child Development Biennial Meeting, Montreal, Quebec, Canada.
14. Metzger, I., Cooper, S.M., **Brown, C.**, Avery, M., & Eaddy, H., (2011, March). *African American fathers' racial identity and experiences with discrimination: Implications for racial socialization practices*. Poster presented at Society for Research in Child Development Biennial Meeting, Montreal, Quebec, Canada.
15. Avery, M., Cooper, S.M., **Brown, C.** (2011, March). *African American adolescent girls' math and science engagement: The role of paternal racial barrier socialization*. Poster presented at Society for Research in Child Development Biennial Meeting, Montreal, Quebec, Canada.
16. **Brown, C. L.** & Cooper, S. M. (2011, March). *Racial socialization and the academic-esteem of African American adolescents: The mediating role of racial identity*. Poster presented at National Black Graduate Student Association, Columbia, SC.
17. **Brown, C.L.** & Cooper, S. M. (2010, October). *Racial identity and the academic engagement of African American students: Implications for school psychology*. Poster presented at South Carolina Association of School Psychologist, Columbia, SC.
18. **Brown, C.L.** (2009, April). *Test-rest reliability of achievement motivation-related measures in a sample of African American youth*. Poster presented at North Carolina Psychological Association, Chapel Hill, NC.

PEER-REVIEWED CONFERENCE PRESENTATIONS WITH MENTORED STUDENTS

(+ signifies student-led research also presented at the Winston-Salem State University Scholarship Day)

1. Eaton, L.,* Chisolm, T.,* Quaye, J.* & **Griffin, C.B.** (2020, April). *We are change agents: The use of youth-led participatory action research to change school climate and culture*. Poster presented at Southeastern School Behavioral Health Conference, Myrtle Beach, SC. (Cancelled)

- due to COVID-19 pandemic)
2. Capers, S.* McKenzie-Walker, N.*, Smoot, B.* & **Griffin, C.B.** (2020, April). *Fair treatment and racial equity, critical consciousness, and educational outcomes among Black students in high school*. Poster presented at Southeastern School Behavioral Health Conference, Myrtle Beach, SC. (Cancelled due to COVID-19 global pandemic)
 3. Johnson, A.*, Lewis, M.K. & **Griffin, C.B.** (2020, April). African-American males' cultural misorientation: An African-centered psychological study of gender role conflict, family economics and academic achievement. Poster presented at Southeastern School Behavioral Health Conference, Myrtle Beach, SC. (Cancelled due to COVID-19 pandemic)
 4. Lisenby, C.* & **Griffin, C.B.** (2020, April). *Social identity and perception variables as predictors of professional counseling use rates among African American students*. Poster presented at Southeastern School Behavioral Health Conference, Myrtle Beach, SC. (Cancelled due to COVID-19 pandemic)
 5. Lisenby, C.*, **Griffin, C.B.** & Richardson, R. (2020, April). *Black students' use of professional counseling on an HBCU Campus*. Poster presented at Southeastern Psychological Association Annual Meeting, New Orleans, LA. (Postponed due to COVID-19 pandemic)
 6. Capers, S.* & **Griffin, C. B.** (2019, April). *Black girls' and boys' perceptions of need for change and sense of school belonging*. Poster presented at Southeastern School Behavioral Health Conference, Myrtle Beach, SC. +
 7. Johnson, A.* & **Griffin, C. B.** (2019, April). *African American parents' self-development socialization messages and associations with African American youths' educational outcomes*. Poster presented at Southeastern School Behavioral Health Conference, Myrtle Beach, SC. +
 8. McKenzie-Walker, N.* & **Griffin, C. B.** (2019, April). *Perceptions of racial fairness, attendance, and school involvement among African American youth*. Poster presented at Southeastern School Behavioral Health Conference, Myrtle Beach, SC. +
 9. Lisenby, C.* & **Griffin, C. B.** (2019, April). *African American girls' and boys' educational aspirations and barriers to attainment*. Poster presented at Southeastern School Behavioral Health Conference, Myrtle Beach, SC. +
 10. Capers, S.* & **Griffin, C. B.** (2019, April). *Racial equity, critical consciousness, and educational outcomes*. Poster presented at Winston-Salem State University Social Mobility Summit, Winston-Salem, NC.
 11. Roach, Y.* & **Griffin, C. B.** (2018, April). *Remaining too close: The impact of helicopter parenting and youths' academic, psychological and behavioral adjustment*. Poster presented at Southeastern School Behavioral Health Conference, Myrtle Beach, SC. +
 12. Finney, M.* & **Griffin, C. B.** (2018, April). *Parental involvement, school climate, and academic motivation among racial/ethnic minority and low-income youth*. Poster presented at Southeastern School Behavioral Health Conference, Myrtle Beach, SC. +
 13. Turner-Moore, A.* & **Griffin, C. B.** (2017, April). *Exploring three dimensions of school engagement in African American youth*. Poster presented at Southeastern School Behavioral Health Conference, Myrtle Beach, SC. +
 14. Finney, M.* & **Griffin, C. B.** (2017, April). *School-based race discrimination among African American youth attending a rural high school*. Poster presented at Southeastern School Behavioral Health Conference, Myrtle Beach, SC. +
 15. Roach, Y.* & **Griffin, C. B.** (2017, April). *Gender differences in perceptions of racial fairness and school discipline outcomes*. Poster presented at Southeastern School Behavioral Health Conference, Myrtle Beach, SC. +

INVITED RESEARCH TALKS

Invited by Other Institutions

Griffin, C.B. (2019, May). “*Schooling while Black:*” *The significance of school racial climate and implications for educators.* Invited Research Talk. Curry School of Education and Human Development, University of Virginia, Charlottesville, VA.

Griffin, C.B. (2018, March). “disAbilities: Building Strength Through Inclusion” Invited panelist. *Strengthening Families, Communities, and the Schools That Serve Them: An Interdisciplinary Summit.* Department of Social Work and the College of Education, North Carolina State University.

Invited by Home Institution (Winston-Salem State University) *asterisks signify mentored students

Griffin, C. B., Eaton, L.,* Chisolm, T.* (2019, April). *Promoting individual- and setting- level changes to create opportunity and reduce barriers for Black youth: Using a youth-led participatory action research framework.* Invited Research Talk. Winston-Salem State University Social Mobility Summit in Winston-Salem, NC.

Griffin, C. B., Eaton, L.,* Chisolm, T.,* Quaye, J.* (2019, October). Can youth-led participatory action research (YPAR) promote upward economic mobility for adolescents during the transition to adulthood? Center for the Study of Economic Mobility (CSEM) Faculty Fellows Community Presentation, Enterprise Center, Winston-Salem, NC.

DEVELOPED CONTINUING EDUCATION WORKSHOPS FOR PSYCHOLOGISTS

Metzger, I., **Griffin, C.B.,** Anderson, R.E., Jones, S.C.T., Henderson, D. X. & Applewhite, K. (May, 2020). *Level up: Family, school & community strategies to protect Black youth from racial stress.* Georgia Psychological Association Annual Meeting, Athens, GA.

ADDITIONAL RESEARCH EXPERIENCE (PI = Principal Investigator)

- | | |
|-------------|---|
| 2011 – 2013 | Lab Director, African American Youth Development Lab, PI: Shauna M. Cooper, Ph.D., Department of Psychology, University of South Carolina |
| 2009 – 2011 | Graduate Research Assistant, African American Youth Development Lab (AAYD), PI: Shauna M. Cooper, Ph.D., Department of Psychology, University of South Carolina |
| 2008 – 2009 | Undergraduate Research Assistant, Motivation and Identity Lab, PI: Beth Kurtz-Costes, Ph.D., Department of Psychology and Neuroscience, University of North Carolina at Chapel Hill |
| 2007 | Undergraduate Research Assistant, Multicultural Academic Opportunities Program (MAOP) Undergraduate Summer Research Internship (SRI), Department of Human Development, Virginia Polytechnic Institute and State University, PI: Alison Galway, Ph.D., LMFT |
| 2006 | Undergraduate Research Assistant, Science & Math Achievement Resourcefulness Track Program (SMART), PI: Valerie Ashby, Ph.D. Department of Chemistry, University of North Carolina, Chapel Hill |
| 2006 | Laboratory Technician, Neuroscience Center, University of North Carolina, Chapel Hill, School of Medicine, PI: Glen Matsushima, Ph.D. |

FEATURED MEDIA COVERAGE/ PRESS RELEASES OF RESEARCH/EXPERTISE

- Forthcoming **“RIGGED” Documentary** (filmed/interviewed by producers as expert on education inequity and research featured in documentary to be screened at film festivals and college campuses nationwide in 2020)
<https://riggeddocumentary.com/>
- August 12, 2020 **The Chronicle (“Winston-Salem's oldest and most respected community newspaper”)**: Program helps East Winston students confront problems aggravated by pandemic (Media piece amplifying Dr. Griffin’s YouthRISE Summer Program)
<https://wschronicle.com/2020/08/program-helps-east-winston-students-confront-problems-aggravated-by-pandemic/>
- July 3, 2020 **Winston-Salem Journal** “John Railey: Hear these young people (Media piece amplifying Dr. Griffin’s YouthRISE Summer Program)
https://www.journalnow.com/opinion/columnists/john-railey-hear-these-young-people/article_ab2470b7-33b7-5d94-8806-d15f94c2a6bd.html
- June 14, 2020 **Divas and Duckets Podcast**: Interviewed as guest expert for Season 1, Episode 8: “Disparity in Education: The Child Left Behind”
<https://www.divasandduckets.com/episodes>
- March 21, 2020 **Yes! Weekly (“Triad’s largest circulated and best read weekly”)**: “CSEM research could spur dialogue on helping low performing schools”
https://www.yesweekly.com/education/csem-research-could-spur-dialogue-on-helping-low-performing-schools/article_7e9b95a0-7382-11ea-b7fe-3b30e76486cb.html
- February 20, 2020 **The Chronicle (“Winston-Salem's oldest and most respected community newspaper”)**: “Commentary: Inclusion in documentary of WSSU’s CSEM underscore its national prominence”
<http://wschronicle.com/2020/02/commentary-inclusion-in-documentary-of-wssus-csem-underscores-its-national-prominence/>
- September 9, 2019 **WSSU September Kudos**: Faculty, staff and student awards, appointments and achievements <https://www.wssu.edu/about/news/articles/2019/09/kudos-for-september-faculty,-staff-and-student-awards,-appointments-and-achievements.html>
- August 26, 2019 **WXII (NBC) Live News Broadcast**: Asked to provide expertise on the implications of bulletproof backpacks for perceptions of school climate and safety <https://wxii.liveinterviewbroadcastdownload>
- August 15, 2019 **Zora by Medium (Online Magazine)**: “The Problems with Black Suffering On-Screen” <https://zora.medium.com/the-problems-with-black-suffering-on-screen-7ff6e68e1c97>
- August 8, 2019 **Society for Research in Child Development News- Member Spotlight**: “SRCDC Member Spotlight: Dr. Charity Brown Griffin AERA-SRCDC Early Career Research Fellows in Middle Childhood Education”
<https://www.srccd.org/news/srcd-member-spotlight-dr-charity-brown-griffin-aea-srccd-early-career-research-fellows-middle>
- April 8, 2019 **Winston-Salem State University News**: “First Undergraduate Social Justice Fellows Announced” <https://www.wssu.edu/about/news/articles/2019/04/first->

[undergraduate-social-justice-fellows-announced.html](https://www.wssu.edu/about/news/articles/2018/12/wssus-center-for-the-study-of-economic-mobility-awards-30,000-in-research-grants.html)

December 12, 2018 **Winston-Salem State University News:** “WSSU’s Center for the Study of Economic Mobility awards \$30,000 in research grants”
<https://www.wssu.edu/about/news/articles/2018/12/wssus-center-for-the-study-of-economic-mobility-awards-30,000-in-research-grants.html>

March 28, 2018 **North Carolina State University College of Education News:** “Interdisciplinary Summit Brings Together Teachers, Social Workers to Focus on How to Strengthen Families, Communities and Schools”
<https://ced.ncsu.edu/news/2018/03/28/interdisciplinary-summit-brings-together-teachers-social-workers-to-focus-on-how-to-strengthen-families-communities-and-schools/>

Teaching and Mentoring

TEACHING EXPERIENCE

Winston-Salem State University (Fall 2016 – present)

Face-to-Face Courses Developed/Taught:

- PSYC 1301: Introduction to Psychological Sciences (3 credits; 115 – 225 students) (7 semesters)
- PSYC 3332: Black Psychology (3 credits; 45 students) (4 semesters)
- PSYC 4337: Special Topics in School/Educational Psychology (3 credit hours; 25 students) (1 semester)
- PSYC 4440: Senior Seminar in Psychological Sciences (4 credit hours with lab; 25 students) (3 semesters)
- PSYC 2336: Lifespan Development (3 credit hours; 100 – 125 students) (2 semesters)
- PSYC 4425: Contemporary Issues in Psychology (4 credit hours; 20 students) (1 semester)

Online Courses Developed/Taught (pre-COVID-19):

- PSYC 2336WD: Lifespan Development (3 credit hours; 15 students) (2 semester)

Online Courses Developed/Taught (amidst-COVID-19):

- PSYC 1301: Introduction to Psychological Sciences (3 credits; 115 students) (1 semester)
- PSYC 3332: Black Psychology (3 credits; 45 students) (1 semester)

Curriculum Development:

PSYC 4425: Contemporary Issues in Psychology (4 credit hours) (1 semester) – Spring 2019
- Designed a senior seminar course that used season 4 of the HBO television series, *The Wire*, as a thread to integrate psychological and human development theories centering Black child/adolescent development

PSYC 4337: Special Topics in School and Educational Psychology (3 credit hours) – Spring 2017
- Designed a course to introduce undergraduate students to educational and school psychology

Greensboro College (Fall 2015-Spring 2016; face-to-face)

- PSYC 1100: General Psychology (4 credit hours; 50 students) (1 semester)
- PSYC 3200: Educational Psychology (3 credit hours; 50 students) (1 semester)

Guilford Technical Community College (Fall 2013-Spring 2016; face-to-face, online & hybrid)

- PSY 150: General Psychology (3 credit hours; 30 students) (6 semesters)

University of South Carolina (Graduate Teaching Assistant; 2010 – 2013; face-to-face)

- 2013 PSYC 420: Survey of Developmental Psychology
- 2009 – 2013 PSYC 330: Psychology and the African American Experience

- 2009 – 2012 PSYC 310: Psychology of Women
- 2009 – 2011 PSYC 101: Introductory Psychology
- 2009 – 2011 PSYC 510: Child Behavioral and Mental Disorders
- 2009 – 2011 PSYC 301: Psychology of Marriage and the Family

UNDERGRADUATE STUDENT MENTORING

NOTE: Names of mentored students listed with permission. Also see “Peer-Reviewed Conference Presentations with Students” with students as lead-authors on mentored projects under “Scholarly Activity” section.

Undergraduate Honors Thesis Advisor

Cedrina Lisenby (2018 – 2020)

Undergraduate Honors Thesis Committee Member

Aliah Johnson (2018 – 2020)

Montre Chapman (2017 – 2018)

Research Fellowship Mentorship

Semaj Capers – Winston-Salem State University Social Justice Fellowship (2019 – 2020)

Other Mentored Research Students Degree Status Project/Program

Latrise McAfee-Franklin	B.A., 2017	Perceptions About School Psychology Project
Aaliyah Turner-Moore	B.A., 2017	Lab Volunteer
E. Shaun Graham	B.A., 2017	Psychological Investigation Independent Study
Michaela Finney	B.A., 2018	WSSU-NCSU Identity Scholars Program Mentee (PSYC 3393 and PSYC 4330)
Yamuna Roach	B.A., 2018	WSSU-NCSU Identity Scholars Program Mentee (PSYC 3393 and PSYC 4330)
Amber Smith	B.A., 2018	Perceptions About School Psychology Project
Alisia Williams	B.A., 2018	Lab Volunteer
Niiya McKenzie-Walker	B.A., 2019	School Experiences in Context Project
Jasanna Quayle	B.A., 2019	YouthRISE Program
Ladarian Eaton	B.A., 2020	YouthRISE Program
Tyler Chisolm	B.A., 2021	YouthRISE Program
Brionna Smoot	B.A., 2021	School Experiences in Context Project
Matthew Parker	B.A., 2021	School Experiences in Context Project (PSYC 3393); YouthRISE Program

Advising of Undergraduate Psychology Majors

2016-2017: *N* = 11

2017-2018: *N* = 12

2018-2019: *N* = 12

2019-2020: *N* = 9

SERVICE AND OUTREACH

NATIONAL OUTREACH AND SERVICE TO THE PROFESSION

Editorial Boards

- *School Psychology Review*, Editorial Advisory Board (impact factor: 2.3)
- *Frontiers in Psychology*, Review Editor (impact factor: 2.067)
 - *Frontiers in Cultural Psychology*, Review Editor
 - *Frontiers in Developmental Psychology*, Review Editor
 - *Frontiers in Educational Psychology*, Review Editor
- *PLOS One*, Academic Editor (impact factor: 2.740)

Ad Hoc Editorial Reviewer

- *Child Development*
- *Journal of School Psychology*
- *Journal of Black Psychology*
- *The High School Journal*
- *SAGE Open*
- *Race and Social Problems*

- *Social Development*
- *American Education Research Journal*
- *Health Education and Behavior*

Book Reviewer

- Routledge
- American Psychological Association Books
- SAGE Publishing

Conference Proposal Reviewer

- American Educational Research Association Annual Meeting, Black Education SIG (2019 – present)
- Division 16, School Psychology, American Psychological Association (2018 – present)
- National Association of School Psychologists Annual Convention (2017 – present)
- Division 45, Psychological Study of Culture, Ethnicity and Race, American Psychological Association (2017, 2019)

Conference Session Chair or Discussant

- **Griffin, C.B.** (Discussant, 2020). *Linking Equity and Cultural, Relational, and Racial Supports with Early and Middle Adolescent Well-being*. Paper symposium presented at the Society for Research on Adolescence Biennial Meeting, San Diego, CA. (Cancelled due to COVID-19 pandemic)
- **Griffin, C.B.** (Chair, 2019). *“Measures of Black Learners: Success, Hope, Critical Consciousness, Racial Fairness, and Civic Achievement.”* Paper Symposium presented at the American Educational Research Association Annual Meeting, Toronto, CA.

Mentoring

- Diversity Mentorship Program Mentor, Division 16, School Psychology, American Psychological Association (2018 – present)
- Mentor, Find-A-Mentor Program, National Association of School Psychologists (2019 – present)

Additional Service to the Profession

- Southeastern School Behavioral Health Conference (SSHBC) Ambassador (invited by Mark Weist, Ph.D., University of South Carolina)

UNIVERSITY/ COLLEGE COMMITTEES & SERVICE

- Member, Wake Forest University & Winston-Salem State University Collaborative Planning Committee for the 60th Anniversary of the Sit-Ins (Fall 2019 – Spring 2020)
- Facilitator, Fall Research and Innovation Week Roundtable Discussion, Office of Student Research (Fall 2019)
- Department Representative, Professional Development Committee (Fall 2018 – present)
- Grant Reviewer, Research Initiation Program (RIP), Office of Sponsored Programs (Spring 2018)
- New Faculty Orientation Planning Committee Member, Office of Faculty Affairs (Spring 2018)

SERVICE TO DEPARTMENT OF PSYCHOLOGICAL SCIENCES

- Member, Faculty Search Committee, Adjunct Faculty (Summer 2018, Summer 2019)
- Member, Faculty Search Committee, Assistant Professor of Psychological Sciences (tenure-track position) (Spring 2018)
- Chair, Psychological Sciences’ Student Research Symposium Planning Committee (Spring 2019)
- Chair, Behavioral and Psychological Sciences’ Annual Research Symposium Planning Committee (Spring 2018)
- Co-Chair, Behavioral and Psychological Sciences’ Annual Research Symposium Planning Committee (Spring 2017)
- Advisor, Psychology Club (Fall 2017 – present)
- Member, Psychological Sciences’ Alumni Event Planning Committee (Fall 2017)
- Co-advisor, Psychology Club (Fall 2016)

University of South Carolina Service

- Member, Social and Health Disparities Faculty (tenure-track Assistant Professor) Search Committee, Department of Psychology, University of South Carolina (2012 – 2013)
- Panelist, Recruitment and Retention of Minoritized Students, The Graduate School, University of South Carolina
- President, Black Psychology Graduate Student Association (BPGSA) (2009 – 2013)
- Chair, Psychology Department's Annual Multicultural Symposium Planning Committee (2009 – 2013)
- Campus-Liaison Committee Chair, Black Graduate Student Association (2009 – 2013)

LOCAL/COMMUNITY OUTREACH

- Community-Based Consultant, Guilford County Schools Psychological Services (2016 – 2017)
- Executive Board Member, Alpha Kappa Alpha Sorority, Incorporated, Eta Omicron Omega Chapter (2014 – present)

SELECTED INVITED SPEAKING ENGAGEMENTS AND GUEST LECTURES

- Griffin, C.B.** (2021, January). Why and how to talk to your kid about race and racism. Invited keynote speaker for St. James Episcopal School's (Los Angeles, CA) Diversity Initiative Series.
- Griffin, C.B.** (2019, November). Invited panelist for "Push-out: The criminalization of Black girls in schools." Women in Leadership Development (W.I.L.D.).
- Griffin, C.B.** (2019, February). "Black girls' mental health." Invited panelist. *Protect Your Crown* campus discussion presented by Royal Court Queens in conjunction with Project Uplift, Winston-Salem State University.
- Griffin, C.B.** (2019, April). "Career paths for school psychologists" panel. *Presented in EDHS 7630: Professional Issues in Psychology* at the Curry School of Education and Human Development, University of Virginia, Charlottesville, VA.
- Griffin, C.B.** (2018, October). Racial socialization and its application to school psychology. Presented in EDHS 8750 "Clinical and School Psychology Practicum" at the Curry School of Education and Human Development, University of Virginia, Charlottesville, VA.
- Griffin, C.B.** (2017, October). "Let's Talk About Mental Health." Keynote speaker for a mental health forum hosted by the National Alliance on Mental Illness, Guilford and Alpha Kappa Alpha Sorority, Incorporated, Eta Omicron Omega Chapter.
- Griffin, C.B.** (2016, October). Invited Panelist for "Race, Power, and the Future of Democracy in America: A WSSU Community Conversation in the 2016 Elections," College of Arts, Sciences, Business and Education, Winston-Salem State University.
- Griffin, C.B.** (2016, October). Invited Panelist for "Conversations about Social Justice," College of Arts, Sciences, Business and Education, Winston-Salem State University.
- Griffin, C.B.** (2016, September). Invited Panelist for "Teach-In: Justice/Just Us: A Community Conversation," College of Arts, Sciences, Business and Education, Winston-Salem State University.

PROFESSIONAL AFFILIATIONS

- 2018 – present American Educational Research Association (AERA)
SIG-Research Focus on Black Education; SIG-Adolescence and Youth Development

- SIG-Critical Educators for Social Justice; Division G (Social Context of Education)
- 2018 – present American Psychological Association (APA)
 - 2017 – present APA Division 37, Society for Child and Family Policy and Practice
 - 2015 – present APA Division 2, Society for the Teaching of Psychology
 - 2011 – present APA Division 45, Psychological Study of Culture, Ethnicity and Race
 - 2011 – present APA Division 16, School Psychology
 - 2011 – present Society for Research in Child Development (SRCD)
 - 2011 – present National Association of School Psychologists (NASP)
 - 2015 – 2019 Association of Black Psychologists (ABPsi)
 - 2017 – 2018 Society for Research on Adolescence (SRA)
 - 2013 – 2018 North Carolina School Psychology Association (NCSPA)

ADDITIONAL CLINICAL TRAINING AND EXPERTISE

Additional Clinical Experience

- 2013 – 2014** **School Psychology Predoctoral Intern**, Guilford County Schools, Greensboro, NC (APA-Accredited, APPIC internship)
- 2012 – 2013** **Advanced Child and Family Therapy Practicum Student**, Dickerson Center for Children, West Columbia, SC
- 2012 – 2013** **Group Counseling Facilitator**, Building Bridges to Success (BBTS) for Families Committed to Change Program, Richland School District Two, Columbia, SC
- 2011 – 2012** **Advanced School Psychology Practicum Student**, Psychological Services Center, University of South Carolina, Columbia, SC
- 2011 – 2012** **Advanced School Psychology Practicum Student**, Kershaw County School District, Camden, SC
- 2009 – 2011** **School Psychology Practicum Student**, Richland School District Two, Columbia, SC

Selected Specialized Clinical Training

- Spring 2013 **Autism Diagnostic Observation Schedule – Second Edition (ADOS-2) and Autism Diagnostic Interview – Revised (ADI-R)**. University of South Carolina, 30+ hours; Supervisors: Jane Roberts, Ph.D.; Kim Hills, Ph.D., Licensed Psychologist, NCSP; Lindsay McCary, Ph.D., Licensed Psychologist, NCSP
- Spring 2013 **PSYC 841G Autism Theory & Diagnosis**; University of South Carolina; Supervisors: Jane E. Roberts, Ph.D.; Lindsay McCary, Ph.D., Licensed Psychologist, NCSP; Kim Hills, Ph.D., Licensed Psychologist, NCSP
- Spring 2011 **Trauma-Focused Cognitive-Behavioral Therapy (TF-CBT)**. Medical University of South Carolina, 10 hours; Supervisor: Kim Hills, Ph.D., Licensed Psychologist, NCSP

(Selected) Assessments and Report Writing Experience

Social-Emotional Functioning

- Screen for Childhood Anxiety Related Emotional Disorders (SCARED)
- Children’s Depression Inventory, Second Edition (CDI-2)
- Behavior Assessment Scale for Children, Third Edition (BASC-3)

Cognitive/ Neuropsychological

- Stanford-Binet Intelligence Scales, Fifth Edition (SB5)
- Wechsler Intelligence Scale for Children, Fifth Edition (WISC-V)

Wechsler Abbreviated Scale for Children, Second Edition (WASI-II)
Wechsler Adult Intelligence Scale, Fourth Edition (WAIS-IV)
Wechsler Preschool and Primary Scale of Intelligence, Fourth Edition (WPPSI-IV)
Differential Ability Scale, Second Edition (DAS-II)
Kaufman Brief Intelligence Test, Second Edition (KBIT-2)
Kaufman Assessment Battery for Children, Second Edition Normative Update (KABC-II NU)
Comprehensive Test of Nonverbal Intelligence, Second Edition (CTONI-2)
Comprehensive Test of Phonological Processing, Second Edition (CTOPP-2)
Bayley Scales of Infant Development Mental Scale, Third Edition (Bayley-III)
NEPSY, Second Edition (NEPSY-II)

Educational

Woodcock-Johnson Tests of Achievement, Fourth Edition (WJ-IV)
Kaufman Test of Educational Achievement, Third Edition (KTEA-3)
Gray Oral Reading Test, Fifth Edition (GORT-5)
Developmental Indicators for the Assessment of Learning, Fourth Edition (DIAL-4)
Oral and Written Language Scales, Second Edition (OWLS-II)
Test of Word Reading Efficiency – Second Edition (TOWRE-2)
Test of Written Language – Fourth Edition (TOWL-4)

Autism Spectrum Disorders

Autism Diagnostic Interview-Revised
Autism Diagnostic Observation Schedule, Second Edition (ADOS-2)
Social Communication Questionnaire (SCQ)
Social Responsiveness Scale, Edition (SRS-2)
Gilliam Autism Rating Scale, Third Edition (GARS-3)
Childhood Autism Rating Scale, Second Edition (CARS-2)

ADHD

Brown Attention-Deficit Disorder Scales (Brown ADD Scales)
Conners 3rd Edition (Conners 3)

Adaptive Behavior

Vineland Adaptive Behavior Scales, Third Edition (Vineland-III)
Adaptive Behavior Assessment Scale, Third Edition (ABAS-III)

Language and Motor

Peabody Picture Vocabulary Test, Fifth Edition (PPVT-5)
Expressive Vocabulary Test, Third Edition (EVT-3)
Beery Buktenica Developmental Test of Visual-Motor Integration, 6th Edition (Berry VMI)
Bender Visual-Motor Gestalt Test, Second Edition (Bender-Gestalt-II)