

Alysse M. Loomis, LCSW, PhD

Curriculum Vitae

The University of Utah, College of Social Work
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EDUCATION

- PhD **University of Connecticut**, Hartford, CT May 2019
Major: Social Work
- MSW **University of Connecticut**, West Hartford, CT May 2013
Major: Group Work
- BA **University of Connecticut**, Storrs, CT May 2009
Major: Psychology, *Magna Cum Laude*

PUBLICATIONS

Peer-Reviewed Publications (née Melville)

*indicates undergraduate, graduate, doctoral student +indicates community partner

35. **Loomis, A. M.**, McLaughlin, R. X., Lyon, M., & Mitchell, J. (accepted). Infant and early childhood teleconsultation and training: Program description and feasibility outcomes from a statewide implementation. *Infant Mental Health Journal*.
34. **Loomis, A. M.**, Coffey, R., Mitchell, J., & Musson Rose, D. (accepted). Reflective supervision as a vehicle for trauma-informed organizational change in early childhood education settings. *Reflective Practice*.
33. **Loomis, A. M.**, Musson Rose,* D., & Mitchell, J.+ (2023). Closing gaps in care: Effects of CARE training on trauma informed attitudes and collaboration among early childhood providers. *Journal of Child and Family Studies*. Published online first: <https://doi.org/10.1007/s10826-023-02720-y>
32. **Loomis, A. M.**, Musson Rose, D.,* Gomez, G. M.,* Murdoch, E.* (2023). Teachers' emotion regulation strategies and preschool expulsion risk: Suppression and reappraisal. *Journal of Applied Developmental Psychology*, 89. Published online first: <https://doi.org/10.1016/j.appdev.2023.101602>
31. **Loomis, A. M.**, Evans, T. C., Grasso, D. J., & Briggs-Gowan, M. (2023). Improved reliability of dot probe measures with response-based computation: An application with young violence-exposed children. *Cognitive Therapy & Research*. Published online first: <https://doi.org/10.1007/s10608-023-10409-1>
30. Sonsteng-Person, M., Jagers, J., & **Loomis, A. M.** (2023). Academic achievement after violence exposure: The indirect effects of school attachment and motivation to succeed. *Journal of Child & Adolescent Trauma*. Published online first: <https://doi.org/10.1007/s40653-023-00546-w>

29. **Loomis, A. M.**, Cambron, C., & Gomez, M.* (2023). Teacher perspectives on social determinants of health in preschool classrooms. *Families in Society*. Published online first: <https://doi.org/10.1177/10443894231154458>
28. **Loomis, A. M.**, Curby, T. W., & Zinsser, K. M. (2023). Beyond the behavior: Teachers' trauma-informed attitudes mitigate expulsion risk among uninhibited preschoolers. *Children & Youth Services Review*, *14*, <https://doi.org/10.1016/j.chidyouth.2023.106806>
27. Silver, C. H., Davis, A. E., **Loomis, A. M.**, Park, C., & Zinsser, K. M. (2022). Updating the evidence: A systematic review of a decade of Infant Early Childhood Mental Health Consultation (IECMHC) research. *Infant Mental Health Journal*. Published online: <http://doi.org/10.1002/imhj.22033>
26. **Loomis, A. M.** & Panlilio, C. (2022). Trauma-informed attitudes, teacher stress, and expulsion decision risk in preschool classrooms. *School Mental Health*, *14*, 918-932. <https://doi.org/10.1007/s12310-022-09513-6>
25. Zulauf-McCurdy, C. & **Loomis, A. M.** (2022). Parent and teacher perceptions of the parent-teacher relationship and child self-regulation: Variations by race in preschool classrooms. *Early Childhood Education Journal*, *51*, 765-779. <https://doi.org/10.1007/s10643-022-01341-2>
24. Mogro-Wilson, C., & Negi, N., Acquati, C., Bright, C., Chang, D.F., Clark Goings, T., Greenfield, J.C., Gurrola, M., Hicks, T., **Loomis, A.**, Parekh, R., Strolin-Goltzman, J., Valdovinos, M.G., Walton, Q.L., Windsor, L. (2022). Reflections from academic mothers of young children on social work research and education. *Journal of Social Work Education*, *58* (1), 9-33. <https://doi.org/10.1080/10437797.2021.2014726>
23. **Loomis, A. M.**, Freed, S.,* & Coffey, R.* (2022). Inhibitory control, student-teacher relationships, and expulsion risk in preschools: An indirect effects path analysis. *Early Childhood Education Journal*, *51*, 179-188. <https://doi.org/10.1007/s10643-021-01287-x>
22. **Loomis, A. M.**, Davis, A., Cruden, G., Padilla, C., & Drazen, Y. (2021). Early childhood suspension and expulsion: A content analysis of state legislation. *Early Childhood Education Journal*, *50*, 327-344. <https://doi.org/10.1007/s10643-021-01159-4>
21. Sonsteng-Person, M. & **Loomis, A. M.** (2021). Educational implications of community violence and trauma: Does training impact how Los Angeles teachers are dealing with the effects in the classroom? *Journal of Child and Adolescent Trauma*, *14*(2), 189-199. <https://doi.org/10.1007/s40653-021-00340-6>
20. **Loomis, A. M.** (2021). The influence of early adversity on self-regulation and student-teacher relationships in preschool. *Early Childhood Research Quarterly*, *54* (1), 294-306. <https://doi.org/10.1016/j.ecresq.2020.10.004>
19. **Loomis, A. M.** & Felt, F.* (2020). Knowledge, skills, and self: Linking trauma-informed training content to trauma-informed attitudes and stress in preschool teachers and staff. *School Mental Health*, *13*(1), 101-113. <https://doi.org/10.1007/s12310-020-09394-7>
18. **Loomis, A. M.**, Sonsteng-Person, M., Jagers, J., & Osteen, P. (2020). School discipline as a consequence of violent victimization in adolescence: Understanding the mediating roles of head injury and fighting. *Journal of Interpersonal Violence*. Published online: <https://doi.org/10.1177/0886260520959635>

17. Rogel, A., **Loomis, A. M.**, Hamlin, E., Hodgdon, H., Spinazzola, J., & van der Kolk, B. (2020). The impact of neurofeedback training on children with developmental trauma: A randomized control study. *Psychological Trauma: Theory, Research, Practice, & Policy*, 12 (8), 918-929. <https://doi.org/10.1037/tra0000648>
16. Jagers, J. & **Loomis, A. M.** (2020). Research at work: Sampling, central tendency, and causation. *Families in Society*, 101 (4), 539-546. <https://doi.org/10.1177/1044389420913415>
15. **Loomis, A. M.**, Feely, M. & Kennedy, S. (2020). Measuring self-reported polyvictimization in foster youth research: A systematic review. *Child Abuse & Neglect*, 107, 1-17. <https://doi.org/10.1016/j.chiabu.2020.104588>
14. **Loomis, A. M.** (2020). Effects of household and environmental adversity on self-regulation for Latino and African American preschool children: Closing the school readiness gap. *Early Education & Development*, 32 (2), 228-248. <https://doi.org/10.1080/10409289.2020.1745513>
13. **Loomis, A. M.** (2020). Pathways from family violence exposure to disruptive behavior and suspension in elementary school. *Journal of Family Trauma, Child Custody, & Child Development*, 17 (1), 21-36. <https://doi.org/10.1080/26904586.2020.1734516>
12. Mogro-Wilson, C., **Loomis, A. M.**, Hayes, C., & Rojas, R. (2020). Emerging bicultural views of fatherhood: Perspectives of Puerto Rican fathers. *Advances in Social Work*, 19 (2), 311-328.
11. Mogro-Wilson, C., **Loomis, A. M.**, Coman, E., & Fifield, J. (2019). African American, Puerto Rican & other Hispanic fathers' differential responses to a parenting intervention. *Social Work in Public Health*, 34 (7), 583-595. <https://doi.org/10.1080/19371918.2019.1635946>
10. Feely, M., Seay, K. D., & **Loomis, A. M.** (2019). Harsh physical discipline as a mediator between income, re-reports and out-of-home placement in a child welfare-involved population. *Children and Youth Services Review*, 103, 70-78.
9. **Loomis, A. M.** & Mogro-Wilson, C. (2019). Effects of cumulative adversity on preschooler's self-regulation and the student-teacher relationship in a highly dense Hispanic community: A pilot study. *Infants & Young Children*, 32(2), 107-122.
8. **Loomis, A. M.**, Berthold, M., Buckley, T., Wagner, J., & Kuoch, T. (2019). Integrated health care and mHealth: A model of care for refugees with complex health conditions. *Social Work in Public Health* 43(2), 189-200.
7. Mogro-Wilson, C., **Loomis, A. M.**, Hayes, C., Drake, A., & Fifield, J. (2019). Supporting recruitment and retention of low-income young minority fathers in a community-based intervention. *Advances in Social Work*, 18(4), 1068-1084.
6. **Loomis, A. M.** (2018). The role of preschool as a point of intervention for trauma-exposed children: Recommendations for practice, policy, and research. *Topics in Early Childhood Special Education*, 38(3), 134-145.
5. Berthold, S. M., **Loomis, A. M.**, Kuoch, T., Scully, M., Hin-McCormick, M. M., Casavant, B., & Buckley, T. (2018). Social disconnection as a risk factor for health among Cambodian refugees and their offspring in the United States. *Journal of Immigrant & Minority Health*, 21(20), 290-298.

4. Ostrander, J., **Melville, A.**, Bryan, J. K. & Letendre, J. (2018). Proposed modification of a school-wide bully prevention program to support all children. *Journal of School Violence*, 17(3), 367-380.
3. **Melville, A.** (2017). Adverse childhood experiences from ages 0-2 and young adult health: Implications for preventive screening and early intervention. *Journal of Child and Adolescent Trauma*, 10(3), 207-215.
2. **Melville, A.** (2017). Trauma-exposed infants and toddlers: Supporting the social work role in early identification, intervention, and prevention. *Advances in Social Work*, 18(1), 53-65.
1. Ostrander, J., **Melville, A.**, & Berthold, S. M. (2017). Working with refugees in the United States: Trauma-informed and structurally competent social work approaches. *Advances in Social Work*, 18(1), 66-79.

Manuscripts Under Review

- Loomis, A. M.**, Mogro-Wilson, C., Musson Rose, D., & Longo, E. (revise & resubmit). Relationships between affiliate stigma, special education plans, and parent-school relationships among Latino parents of children with disabilities. *Journal of Developmental and Physical Disabilities*.
- Musson Rose, D. & **Loomis, A. M.** (revise & resubmit). Teacher burnout, student-teacher relational closeness, and the moderating effect of work stress focused supervision. *Early Childhood Education Journal*.
- Longo, E., Wilson, C., **Loomis, A. M.**, Musson Rose, D. (under review). The impact of parent stress on self-efficacy for Latino parents of a child with a developmental disability. *Journal of Developmental and Physical Disabilities*.
- Hendrix, E., Castillo, J., & **Loomis, A.** (under review). Integrating trauma content into BSW curricula: A content analysis. *Journal of Social Work Education*
- Mitchell, J., **Loomis, A. M.**, & Coffey, R. (under review). Virtual reflective supervision training in early care and education supervisors. *Infants and Young Children*.
- Musson Rose, D. **Loomis, A. M.**, Mogro-Wilson, C., & Longo, E. (under review). The role of informal supports on parent stress and family-professional partnerships of Latino parents of children with disabilities. *Journal of Latinos and Education*.
- Loomis, A. M.** & Musson Rose, D. (under review). A randomized trial of trauma-informed training content: Effects on preschool teachers' trauma-informed attitudes and coping. *Child Abuse & Neglect*.
- Mogro-Wilso, C., Longo, E., **Loomis, A. M.**, Musson Rose, D. (under review). Effects of Latino culture and fatherhood identity on stigma for fathers with a child with a disability. *Child and Family Social Work*

Book Chapters

- Loomis, A. M.** & Berthold, S. M. (2019). Protecting the health and well-being of child migrants in the U.S. through holistic practice. In S. Megan Berthold and Kathy Libal (Eds.) *Refugees and asylum-seekers in the United States: Interdisciplinary perspectives*. Praeger Press.

Berthold, S. M. & **Loomis, A. M.** (2019). Child migrants in the United States: Challenges to the promotion of their rights and interests. In S. Megan Berthold and Kathy Libal (Eds.) *Refugees and asylum-seekers in the United States: Interdisciplinary perspectives*. Praeger Press.

Publications Not Peer-Reviewed

Loomis, A. M., Randall, K., & Lang, J. (June 2019). Helping young children exposed to trauma: A systems approach to implementing trauma-informed care. *IMPACT Brief for Child Health and Development Institute (CHDI)*. Can be accessed at:
<https://www.chdi.org/publications/reports/impact-reports/helping-young-children-exposed-trauma>

GRANTS

Pending

Measuring Trauma-Informed Teaching Practices in Early Childhood Classrooms. Principal Investigator, Institute for Education Sciences. (\$2,000,000). 2024-2028.

Current Grant/Contract Funding

Trauma Program for Young Children. Evaluator, Department of Health and Human Services, Substance Abuse and Mental Health Services Administration, National Child Traumatic Stress Initiative – Category III. (Total funded to the University of Utah: \$400,000). 2022-2027

Interdisciplinary Preparation of Early Childhood Professionals for Mental Health Promotion, Prevention, and Intervention (Project IPEP). Co-Principal Investigator, Office of Special Education, Department of Education. (Total funded: \$1.09 million). 2022-2027

Understanding the Benefits of Trauma-Informed Classrooms for Children. Principal Investigator, Sorenson Legacy Foundation. (Total funded: \$10,000). 2022-2023.

Infancy and Early Childhood (IEC) Teleconsultation Project. Evaluator, The Children's Center Utah and the Utah Division of Substance Abuse and Mental Health (DSAMH). (Total funding to University of Utah: \$40,000). 2022-2023.

Grants Completed

Reducing Preschool Expulsion Through Trauma-Informed Teacher Training. Principal Investigator, Herbert I. & Elsa B. Michael Foundation. (Total funded: \$5,000). 2021-2022.

Building a System of Trauma-Informed Early Childhood Professionals. Principal Investigator, University of Utah College of Social Work. (Total funded: \$25,000). 2021-2022.

Pathways Between Trauma-Informed Teacher Training and Indicators of Child and Teacher Well-Being in a Utah and National Sample. Principal Investigator, University of Utah College of Social Work Research Incentive Seed Grant. (Total funded \$15,000). 2020-2021.

Stress, Self-Regulation, and Student-Teacher Relationships. Student Investigator, Doris Duke Fellowship for the Promotion of Child Well-Being through Chapin Hall at the University of Chicago. (Total funded: \$60,000). 2017-2019.

PRESENTATIONS

Peer-Reviewed Research Presentations: National & International

*indicates undergraduate/graduate/doctoral student +indicates community-partner

Loomis, A. M. & Rabuka-Conklin, F. Teacher emotion regulation, expulsion risk, and soft-expulsion: Widening the lens of preschool expulsion prevention. Poster symposium submitted to the 2024 *Administration for Children and Families' National Research Conference on Early Childhood (NRCEC)*, Arlington, VA.

Loomis, A. M., Johnson, R., Rabuka-Conklin, F. Relating program-level supports to turnover risk in Early Head Start. Poster submitted to the 2024 *Administration for Children and Families' National Research Conference on Early Childhood (NRCEC)*, Arlington, VA.

Corr, C., Bulotsky-Shearer, R., **Loomis, A. M.**, & Panlilio, C. Trauma and early childhood: Ecological perspectives on children, contexts, and systems. Paper symposium accepted for presentation at the 2024 *Conference on Research Innovation in Early Intervention (CREI)*, San Diego, CA.

Loomis, A. M., Musson Rose, D.* Exploring differential trauma-informed approaches in early childhood education: A randomized controlled trial investigating the impact of self-reflection and skills training on teacher attitudes and child expulsion risk. Paper accepted for presentation at the 2024 *Society for Social Work Research (SSWR) Annual Meeting*, Washington, DC.

Loomis, A. M., Mitchell, J.,+ & Rabuka Conklin, F. * Promoting infant/early childhood mental health practices through teleconsultation and training: Lessons learned from a statewide program. Poster accepted for presentation at the 2024 *Society for Social Work Research (SSWR) Annual Meeting*, Washington, DC.

Loomis, A. M., Mitchell, J.,+ & Musson Rose, D. * Statewide training in trauma-informed infant/early childhood mental health for ECE providers. Paper presented at the 2023 *National Association for Welfare Research and Statistics (NAWRS) Workshop*, Salt Lake City, UT.

Mitchell, J.,+ & **Loomis, A. M.**. Developing a common language of trauma-informed care across sectors of early childhood providers. Paper accepted for presentation at the 2023 *Annual Zero to Three LEARN Conference*, Minneapolis, MN.

Mitchell, J.,+ **Loomis, A. M.**, Lyon, M.+ Creating and sustaining and statewide IECMH teleconsultation program for cross-sector early childhood professionals. Paper accepted for presentation at the 2023 *Annual Zero to Three LEARN Conference*, Minneapolis, MN.

Loomis, A. M., Musson Rose, D.,* Gomez, M.,* Murdoch, E.* Trauma-informed training as an expulsion prevention initiative: Does it work? Paper symposium presented at the 2023 *Society for Research in Child Development Biennial Meeting*, Salt Lake City, UT.

McLaughlin, R., * Raby, L., & **Loomis, A. M.** Examining the contributions of social neglect and parental sensitivity on internationally adopted children's behavior problems. Poster presented at the 2023 *Society for Research in Child Development Biennial Meeting*, Salt Lake City, UT.

- Loomis, A. M.,** Musson Rose, D., * Mitchell, J.⁺ Examining growth in trauma-informed attitudes across interdisciplinary early childhood providers using piecewise multilevel modeling: Outcomes from a trauma-informed training. Poster presented at the 2023 *Society for Social Work Research (SSWR) Annual Meeting*, Phoenix, AZ.
- Loomis, A. M.,** Musson Rose, D., * Gomez, M., * Murdoch, E.* Mechanisms for enhancing equity in preschool classrooms: The influence of teacher emotion regulation strategies on the relationship between child behavior and expulsion risk. Poster presented at the 2023 *Society for Social Work Research (SSWR) Annual Meeting*, Phoenix, AZ.
- Loomis, A. M. &** Mitchell, J.⁺ Enhancing the trauma-informed capacity of the early childhood workforce. Paper presented at the 2022 *Council on Social Work Education (CSWE) Annual Program Meeting*, Anaheim, CA.
- Loomis, A. M.,** Gomez, M., * Murdoch, E.* Trauma-informed teacher training and preschool expulsion risk: Does training content matter? Poster symposium presented at the 2022 *Administration for Children and Families' National Research Conference on Early Childhood (NRCEC)*, Arlington, VA
- Loomis, A. M.,** Curby, T.W., & Zinsser, K. Beyond the behavior: Teachers' trauma informed attitudes mitigate expulsion risk among uninhibited preschoolers. Paper presented at the 2022 *American Educational Research Association (AERA) Annual Meeting*, San Diego, CA.
- Loomis, A. M.,** Sonsteng-Person, M., Coffey, R., * & Freed, S.* Using multilevel modeling to identify trauma-informed mechanisms of change for preschool expulsion risk. Poster presented at the 2022 *Society for Social Work Research (SSWR) Annual Meeting*, Washington DC.
- Loomis, A. M.,** Zulauf-McCurdy, C., & Musson Rose, D. * Mechanisms for enhancing equity in early childhood settings: The influence of parent and teacher reports of parent-teacher relationships on perceptions of child behavior. Poster presented at the 2022 *Society for Social Work Research (SSWR) Annual Meeting*, Washington DC.
- Loomis, A. M.** Examining equity in trauma-informed care: Associations between teacher stress, trauma-informed attitudes, and child expulsion risk. Paper symposium presented at the 2021 *American Educational Research Association (AERA) Annual Meeting*, virtual.
- Jagers, J. W., **Loomis, A. M.,** Sonsteng-Person, M., & Osteen, P. Victimization and suspension/expulsion in adolescence: Exploring pathways through fighting and head injury. Paper presented at the 2021 *Society for Social Work Research (SSWR) Annual Meeting*, San Francisco, CA.
- Loomis, A. M.** Identifying mechanisms for reducing preschool expulsion risk through trauma-informed care. Paper presented at the 2021 *Society for Social Work Research (SSWR) Annual Meeting*, San Francisco, CA.
- Cruden, G., Drazen, Y., Davis, A., Padilla, C., & **Loomis, A. M.** Preventing school-based trauma: A framework for developing legislation to limit preschool expulsion and suspension. Paper presented at *Society for Research on Child Development (SRCD) 2020 Special Topic Workshop: The State of Research on Prevention of Child Maltreatment*, St. Louis, MO.
- Padilla, C., **Loomis, A. M.,** Davis, A., Cruden, G., & Drazen, Y. A. (2020, June). Policy scan and qualitative analysis of state legislation limiting preschool exclusionary discipline. Paper

presented at the *Administration for Children and Families' National Research Conference on Early Childhood (NRCEC)*, Arlington, VA.

- Loomis, A. M.** & Feely, M. (2019, October). *Measuring self-reported polyvictimization in foster youth research: A systematic review*. Paper presented at The Council on Social Work Education (CSWE) Annual Program Meeting, Denver, CO.
- Cruden, G., Davis, A., **Loomis, A. M.**, Padilla, C., & Drazen, Y. (2019, March). Building a framework for comprehensive preschool suspension and expulsion legislation: A qualitative analysis. Poster presented at *Society for Research in Child Development (SRCD) Biennial Meeting*, Baltimore, MD.
- Loomis, A. M.** (2018, November). The link between preschool adverse childhood experiences, self-regulation and the student-teacher relationship. Paper presented at *The Council on Social Work Education (CSWE) Annual Program Meeting*, Orlando, FL.
- Cifuentes, A., **Loomis, A. M.**, & Mogro-Wilson, C. (2018, November). Latino and African American fathers' caregiving and breadwinning identities and behaviors. Paper presented at *The Council on Social Work Education (CSWE) Annual Program Meeting*, Orlando, FL.
- Coman, E. N., Mogro-Wilson, C., **Melville, A.**, & Fifield, J. (2018, May). Modeling health disparities with a unique combination of 1-on-1 matching and latent difference and latent change scores. Paper presented at the Modern Modeling Methods (M3) Conference, Storrs, CT.
- Melville, A.** (2018, January). Exploring family violence exposure as a risk factor for suspension in elementary school. Poster presented at the *Society for Social Work and Research (SSWR) Annual Conference*, Washington, DC.
- Melville, A.** (2017, November). Exploring pathways from childhood violence exposure to school suspension: An indirect effects model. Poster presented at the *International Society for Traumatic Stress Studies (ISTSS) Annual Conference*, Chicago, IL.
- Melville, A.**, Grasso, D., McCarthy, K., Wakschlag, L., Briggs-Gowan, M., & Howell, C. (2017, November). Risk and resilience to family conflict: Exploring preschool children responses to family conflict as predictors of behavioral outcomes. Poster presented at the *International Society for Traumatic Stress Studies (ISTSS) Annual Conference*, Chicago, IL.
- Berthold, M., **Melville, A.**, & Ostrander, J. (2017, November). Promoting health equity and eradicating social isolation in refugee populations. Presented at *The Council on Social Work Education (CSWE) Annual Program Meeting*, Dallas, TX.
- Melville, A.**, Dodd, S., & Powers, J. (2017, November). Prevention efforts with young children: Understanding early trauma to address health gaps. Presented at *The Council on Social Work Education (CSWE) Annual Program Meeting*, Dallas, TX.
- Mogro-Wilson, C., **Melville, A.**, & Mordecai, L. (2017, November). Differences in parenting for Puerto Rican and Hispanic fathers in a fatherhood intervention. Presented at *The Council on Social Work Education (CSWE) Annual Program Meeting*, Dallas, TX.
- Mogro-Wilson, C. & **Melville, A.** (2017, October). Parenting differences for Puerto Rican and Hispanic young fathers in a community-based fatherhood intervention. Poster presented at

National Hispanic Science Network's (NHSN) 17th Annual International Conference, Phoenix, AZ.

Rogel, A., **Melville, A.**, Suvak, M., Hamlin, E., Hodgdon, H., Spinazzola, J., & van der Kolk, B. (2017, September). A randomized control study of neurofeedback training on children with multiple types of trauma. Paper presented at the *International Society for Neurofeedback and Research (ISNR) Annual Conference*, Mashantucket, CT.

Melville, A. (2016, November). Early childhood adversity and adult health: Using longitudinal research to expand translation of the ACE survey. Poster presented at the *International Society for Traumatic Stress Studies (ISTSS) Annual Conference*, Dallas, TX.

Mogro-Wilson, C., **Melville, A.**, & Mordecai, L. (2016, November). Role perception among Puerto Rican fathers. Paper presented at *The Council on Social Work Education (CSWE) Annual Program Meeting*, Atlanta, GA.

Rogel, A., Nasser, K., & **Melville, A.** (2016, September). The effects of side effects. Paper presented at the *International Society for Neurofeedback Research (ISNR) Annual Conference*, Orlando, FL.

Melville, A., Ostrander, J., & Berthold, M. (2016, February). Social disconnectedness in Cambodian refugees: Considerations when working with torture survivors. Paper presented at *The National Consortium of Torture Treatment Programs' (NCTTP) Annual Research Symposium*, Washington, DC.

Invited Presentations: State & Local

Mitchell, J. & **Loomis, A. M.** (2021, October). "The next right thing:" The role of reflective supervision in trauma-informed early childhood mental health. Presented at *25th Annual Critical Issues Facing Children & Adolescents Conference*, Salt Lake City, UT.

Loomis, A. M. (2021, September). SEL in action: Trauma-informed teaching. Presented at the *Hidden Hollow Elementary School SEL in Action Speaker Series*, Eagle Creek, UT.

Loomis, A. M. (2021, March). Reducing preschool expulsion through trauma-informed teacher training. Presented at the *University of Utah College of Social Work Quarantalks with Teasley*, Virtual Presentation.

Loomis, A. M. (2020, November). Shining a light on trauma-informed training for early care and education teachers: What works? Presented at the *Utah Private Child Care Association Fall Retreat*, Virtual Retreat.

Loomis, A. M. (2020, February). Ethics panel. Invited panelist at the *Utah Association for Infant Mental Health Annual Conference*, Salt Lake City, UT. February, 2020.

Loomis, A. M. (2019, November). Adverse childhood experiences and the preschool setting: Implications for building trauma-informed early childhood systems. Presented at the *2019 University of Utah College of Social Work Fall Field Instructor Development Workshop*, Salt Lake City, UT.

Loomis, A. M. (2019, September). Adverse childhood experiences, race, and risk factors for preschool suspension and expulsion: Implications for policy and practice-based responses. Presented at the *4th Annual Utah Criminal Justice Conference*, West Valley City, UT.

- Loomis, A. M.** (2018, May). Unpacking responses to inter-parental conflict among school-aged children and the link to psychological symptoms. Presented at *UConn Health Science Café: Family Violence Research & Intervention*, Plainville, CT.
- Loomis, A. M.** (2018, March). Exploring pathways between childhood violence exposure, behavioral dysregulation, and school suspension: An indirect effects model. Poster presented at *University of Connecticut School of Social Work Annual Office of Research & Scholarship Exhibition*, Hartford, CT.
- Melville, A.** (2016, November). Working with trauma-exposed youth in schools. Presented at *Avon Public Schools Staff Professional Development Training*, Avon, CT.
- Melville, A.** (2016, October). Toxic stress, executive functioning and attachment: using co-regulation strategies to promote executive functioning skills in children. Presented at *The National Association for Social Workers Connecticut Chapter's (NASW-CT) Annual Statewide Conference*, Cromwell, CT.
- Melville, A.,** Ostrander, J., & Berthold, M. (2016, October). Social disconnectedness: considerations when working with refugee populations. Presented at *The National Association for Social Workers Connecticut Chapter's (NASW-CT) Annual Statewide Conference*, Cromwell, CT.
- Melville, A.** (2015, February). Working with traumatized youth. Presented at *Hartford County Public Schools Nurse Professional Development Annual Training*, Bristol, CT.
- Juarez-Marazzo, S. & **Melville, A.** (2013, September). Body-based affect regulation with young trauma-exposed children. Presented at *Statewide Child First training*, New Haven, CT.

Research in the Media

- Loomis, A. M.** (2023, August). Preschool expulsion in Wisconsin is 5 times higher than K-12 students. [Radio interview]. In *The Morning Show, Wisconsin Public Radio*. Can be accessed at: <https://www.wpr.org/preschool-expulsion-wisconsin-5-times-higher-k-12-students>
- Loomis, A. M.** (2021, August). Millions of kids get suspended or expelled each year – but it doesn't address the root of the behavior. Article published on *The Conversation*. Can be accessed at: <https://theconversation.com/millions-of-kids-get-suspended-or-expelled-each-year-but-it-doesnt-address-the-root-of-the-behavior-164539>
- Parkes, T. (2021, January). Alysse Loomis, PhD, LCSW: Early Childhood Trauma and the Education System (No. 10) [Audio podcast episode]. In *Mentally Flexible*. Can be accessed at: <https://mentallyflexible.com/2021/01/18/alysseloomis/>
- Davis, A.M., Drazen, Y., **Loomis, A. M.**, Cruden, G., Padilla, C. (2020, February). A working framework for research-informed legislation prohibiting preschool expulsion and suspension. Webinar presented through the *Institute for Research on Poverty at the University of Wisconsin-Madison*. Can be accessed at: <https://youtu.be/GNhgLLkxrMs>
- Loomis, A. M.** (2019, August). We need trauma-informed preschool practices: Laws banning or limiting suspension and expulsion for preschoolers are not enough. Op-ed published on *The Connecticut Mirror*. Can be accessed at: <https://ctmirror.org/category/ct-viewpoints/we-need-trauma-informed-preschool-practices/>

ACADEMIC POSITIONS

Assistant Professor
University of Utah, College of Social Work

July, 2019-present

TEACHING

Instructor

University of Utah, College of Social Work, PhD Program

SW 7130: Epistemological and Theoretical Perspectives for Social Work Research
Semester(s) taught: Fall 2023

University of Utah, College of Social Work, MSW Program

SW 6302: Child Welfare Practice II: Trauma-Focused Intervention Across Ages, Cultures, and Settings, *Semester(s) taught:* Spring 2020, Spring 2021, Spring 2022, Spring 2023

SW 6300: Human Behavior in the Social Environment

Semester(s) taught: Fall 2019, Fall 2020, Fall 2021 (2 sections), Fall 2023 (online)

SW 6200: Advanced Standing Bridge Practice

Semester(s) taught: Summer 2022 (online)

Independent Study

Summer 2021: *Trauma-Informed Relationship-Based Practices for the Treatment of Young Children and Their Caregivers*, Erica Murdoch

University of Utah, College of Social Work, BSW Program

SW 3200: Developmental Impacts of Child Abuse

Semester(s) taught: Spring 2021, Spring 2022 (online)

Sacred Heart University, Department of Social Work, MSW Program

Clinical Assessment and Diagnosis, MSW (online)

Semester(s) taught: Spring 2019 (2 sections), Summer 2019 (1 section)

University of Connecticut School of Social Work, MSW Program

Clinical Conditions for Children and Adolescents

Semester(s) taught: Spring 2017, Spring 2018, Fall 2018, Spring 2019

Advanced Practice with Individuals, Groups and Families: Theoretical Approaches

Semester(s) taught: Fall 2018

Human Behavior in the Social Environment-Micro Theories

Semester(s) taught: Fall 2015, Fall 2016

Research Methods for Social Work Practice

Semester(s) taught: Spring 2016

OTHER PROFESSIONAL EXPERIENCE

Licensed Clinical Social Worker, Private Practice
West Hartford, CT

2015-2019

Forensic Evaluator for Asylum Detainees 2017-2019
York Detention Center; York, PA & West Hartford, CT

Early Childhood Trauma-Informed Clinician, Child First 2013-2015
Wheeler Clinic; New Britain, CT (May 2014-August 2015)
Charlotte Hungerford Hospital; Torrington, CT (April 2013-May 2014)

Clinical Intern, Center for Youth and Families Outpatient Treatment Services 2012-2013
Charlotte Hungerford Hospital; Torrington, CT

Clinical Intern, The Reach Program Alternative High School 2011-2012
West Hartford Public Schools; West Hartford, CT

Professional Licenses & Certifications

Licensed Clinical Social Worker, Utah Number 11424179-3501 (Active since 2019)
Licensed Clinical Social Worker, Connecticut Number 9081 (2016-2020)

ACADEMIC SERVICE

College Service

Staff and Career Line Faculty Excellence Awards, Member 2023
Faculty Executive Committee (FEC), Appointed member 2021-present
MSW Scholarship Committee 2021-present
MSW HBSE Sequence, Chair 2020-present
MSW College Graduate Awards Committee, Member 2020-present
MSW Admissions Committee, Member 2020-present
Faculty Appointments Advisory Committee (FAAC), Member 2019-present

University Service

University of Utah Academic Senate, Elected Faculty Representative 2022-present
Infant Mental Health Undergraduate Certificate, Core Faculty 2020 - present

Doctoral Student Committees: Dissertation

Anderson, Abigail. *LGBQ youth mental health and suicide risk: Social safety as both a protective and risk factor among religious youth.* 2023-present

Shenberger, Elyse. *Preventing expulsion in preschool (PEP): A cognitive-behavioral approach to reducing early childhood exclusionary discipline.* 2022-present

University of Illinois – Chicago, Department of Clinical Psychology

Brooks, Malisa M., *A psychometric investigation of the Posttraumatic Checklist for PTSD (PCL-5) in student veterans.* 2022
University of Utah, College of Social Work.

Brown, Mindy, <i>Infant emotion dysregulation: A multi-level analysis</i> University of Utah, Department of Psychology	2022
Shakiba, Nila, <i>Mismatch or cumulative stress: Advancing our understanding of the intergenerational transmission of stress exposure</i> University of Utah, Department of Psychology	2020-2021
<i>Doctoral Student Committees: Qualifying Exam</i> Musson Rose, Devon. University of Utah, College of Social Work. <i>Committee Chair</i>	2023-present
Dilanchian, Aundrea. University of Utah, College of Social Work <i>Committee Member</i>	2022-present
<i>Undergraduate Research Opportunity Program (UROP) Mentorship</i> McLaughlin, Rose X. <i>Examining the effects of pre-adoption adversity and parental sensitivity on adoptive children's behavioral problems.</i> Department of Psychology (co-mentor with Dr. Lee Raby).	Fall 2022

COMMUNITY SERVICE

Zero to Three Financing and Policy Project, Utah Committee Member	2023-present
Utah Association for Infant Mental Health (UAIMH), President	2021-2023
Early Childhood Utah Advisory Council, Higher Education Representative	2022-present
Utah Early Childhood Mental Health Working Group, Invited Member	2020-present
The Children's Center Clinical and Evaluation Committee, Appointed Member	2019-2021
CSWE & Erikson Institute Task Force on Infant and Early Childhood Mental Health and Developmental Neuroscience, Appointed Member	2020-2021
Doris Duke Network Leadership Committee, Elected Representative	2018-2021
Society for Research on Child Development (SRCD) 2020 Special Topics Workshop, Reviewer	2019
ZERO TO THREE Annual Conference Host Committee, Invited Member	2019
Connecticut Association for Infant Mental Health (CT-AIMH) Policy Committee, Member	2018

PROFESSIONAL AFFILIATIONS

Utah Association for Infant Mental Health (U-AIMH), Member	2019-present
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Consortium for Families and Health Research (C-FAHR), Faculty affiliate	2019-present
UConn Institute for Collaboration on Health, Intervention, & Policy, Faculty affiliate	2019-present
Council on Social Work Education (CSWE), Member	2016-present
Society for Research on Child Development (SRCD), Member	2017-present
National Hispanic Science Network (NHSN), Member	2017-2018
International Society for Traumatic Stress Studies (ISTSS), Member	2014-2016
Connecticut Association for Infant Mental Health (CT-AIMH), Member	2013-2019

AWARDS, HONORS, & FELLOWSHIPS

2023 Vice President’s Clinical and Translational (VPCAT) Scholar <i>University of Utah School of Medicine (2024 Cohort)</i>	2023
Outstanding Faculty Award MSW Student Association, University of Utah College of Social Work	2022
Outstanding Senior Women Academic Achievement Award University of Connecticut	2019
Williams/Wu Recruitment Fellowship University of Connecticut	2015-2017