

JONATHAN COHEN

CURRICLUM VITA

BIOGRAPHICAL

EDUCATION and TRAINING

APPOINTMENTS and POSITIONS

LICENSURE

HONORS and AWARDS

PUBLICATIONS

1. Books
2. Peer-Reviewed Articles
3. Invited reviews, commentaries, chapters & technical reports
4. Electronic publications
5. Videotapes
6. Manuscripts under review / In preparation

RESEARCH ACTIVITIES

1. Scientific interests
2. Grants
3. Other research-related activities
 - Series Editor
 - Editorial Boards/Reviewer
 - Advisory Boards and Councils
 - Membership in Professional Organizations

RESOURCE DEVELOPMENT PROJECTS: TOOLS, COUNCILS & COILITIONS

INVITED LECTURESHIPS/KEYNOTES

TEACHING

1. Courses
2. Workshops
3. Organizing and/or directing national conferences and institutes
4. Media work
5. Classroom teaching

CLINICAL and CONSULTING ACTIVITIES

1. Clinical work with children, adolescents, adults and families
2. Clinical supervisory activities
3. Consultative activities

2012 Strategic Perspectives in Nonprofit Management. Harvard Business School (July 15-21, 2012)

APPOINTMENTS and POSITIONS

ACADEMIC

1980-1986 Clinical Psychologist and Lecturer, Columbia College Counseling Service, and Human Development Department, Columbia College, Columbia University

1986 –present Adjunct Assistant to Professor in Psychology and Education; and Visiting Scholar, Doctoral Program in Clinical Psychology, Teachers College, Columbia University

1996-present President and Co-founder, National School Climate Center: Educating Minds and Hearts Because the Three Rs's Are Not Enough (formerly, the Center for Social and Emotional Education)

2004 – 2013 Adjunct Professor of Education, School of Professional Studies, City University of New York

2007 – present Co-founder & emeritus co-chair, National School Climate Council

2015 – present Instructor, Graduate School of the International Institute for Restorative Practices

2015 to present Co-editor, *International Journal of School Climate and Violence Prevention*

PSYCHOLOGY LICENSURE

1979 State of New York (License #6491)

1988 Diplomate in Clinical Psychology, American Board of Professional Psychology

HONORS and AWARDS

National Institute of Mental Health
Graduate Student Research Fellowship 1975-1976

City University of New York Graduate Fellowship 1976-1978

Nominee, James McKeen Cattell Award for Excellence in Psychology

Awarded by the New York Academy of Science, Nominate by the City University of New York	1980
Bernard R. Ackerman Award for Excellence and Scholarship in Clinical Psychology, City University of New York	1980
Hall of Fame Award Connecticut Association for Children with Learning Disabilities	1986
American Library Association's <i>Choice</i> 1999 Outstanding Academic Book Award for <i>Educating Minds and Hearts: Social Emotional Learning and the Passage into Adolescence.</i> Edited by J. Cohen. Teachers College Press	1999
Bronze Award Winner, The Cindy International Competition for an educational videotape series <i>Lessons for Life: How Smart Schools Boost Academic, Social, and Emotional Intelligence.</i> Jonathan Cohen and Maurice Elias served as the two senior content consultants for this National Center for Education and Innovation production	1999
American Library Association's <i>Choice</i> 2001 Outstanding Academic Book Award for <i>Caring Classrooms/Intelligent Schools: The Social Emotional Learning of Young Children.</i> Edited by J. Cohen. Teachers College Press	2001
A Guidance Channel Web-site award: "One of the ten best web sites on social emotional competencies and intelligence" www.csee.net (Conceptual 'architect' and primary writer)	2001
Best of the Web Awards; www.csee.net	2003
Golden Web Award: www.csee.net	2003; 2004
The 2009 <i>Interdisciplinary Psychoanalysis and Pre-K-12 Education Award. Awarded by the</i> American Psychoanalytic Association, <i>International Journal of Applied Psychoanalytic Studies</i> , and the educational journal, <i>Schools: Studies in Education.</i>	2009
GreatNonprofit Award (http://greatnonprofits.org/org/national-school-climate-center?badge=1)	2014, 2015 & 2016

PUBLICATIONS

1. Books/Edited Volumes

Cohen, J. (Editor) (1999). *Educating Minds and Hearts: Social Emotional Learning and the Passage Into Adolescence*. New York: Teachers College Press; and, Association for Supervision and Curriculum Development.

❖ Translated into Chinese (Southeast University Press) in 2013.

Cohen, J. & Cohler, B.J. (Editors) (1999). *The Psychoanalytic Study of Lives over Time: Clinical and Research Perspectives on Children Who Return to Treatment as Adults*. New York: Academic Press.

Cohen, J. (Ed.) (2001). *Caring Classrooms / Intelligent Schools: The Social Emotional Education of Young Children*. New York: Teachers College Press.

❖ Translated into Spanish (Editorial Troquel in Argentina) in 2003.

❖ Translated into Chinese (Psychological Publishing Co., Ltd.) in 2004.

Cohen, J. (2002). Guest Editor: *Psychoanalysis and Education* published in the *Journal of Applied Psychoanalytic Studies, Special Issue*. July. Volume 4, #3.

Fuchs-Nadeau, D. LaRue, C.M., Allen, J., Cohen, J., Hyman, L., (2002). *The New York State Interpersonal Violence Prevention Resource Guide: Stopping Youth Violence Before it Begins*. New York State Center for School Safety, The New York State Office of the Governor and the New York State Education Department, Albany, New York. (This volume was sent to every New York State public school.)

Twemlow, S. & Cohen, J. (2003). Guest Editors: Special issue on *Stopping School Violence*. *Journal of Applied Psychoanalytic Studies*, Volume 5, number 2.

Devine, J. & Cohen, J. (2007). *Making your school safe: Strategies to Protect Children and Promote Learning*. New York: Teachers College Press

Fink, K., Cohen, J. & Slade, S. (Eds) (2017). *Integrating Prosocial Learning with Education Standards: School Climate Reform Initiatives*. New York, NY: Routledge.

2. Peer-Reviewed Articles

Cohen, J. and Twemlow, S. (1981). Psychological Changes Associated with Guided Imagery. *Psychotherapy: Theory, Research and Practice*, Vol. 18, 2, 259-265.

Cohen, J. (1981). A Preliminary Investigation of Time Perception and Autonomic Self-Regulation. *Biofeedback and Self-Regulation*, Vol. 6, 3, 289-293.

Cohen, J., Ruffin, J., and Hillman, L. (1981). Training and Education in Group Relations: Some Characteristics of the Learning Environment. *Human Relations: A Journal of Studies Toward the Integration of the Social Sciences*, Vol. 34, 9, 731-741.

Cohen, J. and Sedlacek, K. (1983). Attention and Autonomic Self-Regulation. *Psychosomatic Medicine*, Vol. 45, 3, 243-257.

Cohen, J. (1983). Learning Disabilities and the College Student: Identification and Diagnosis. *Adolescent Psychiatry: Developmental and Clinical Studies*, 11: 177-198. Chicago: University of Chicago Press.

Cohen, J. (1983). Psychotherapists Preparing for Death: Denial and Action. *American Journal of Psychotherapy*. Vol. 37, 2, 222-226.

- Abstracted in *Digest of Neurology and Psychiatry* Aug.- Sept. 1983, 294.
- Included in the American Psychological Association Ethics Committee Resource Center, 1987.

Cohen, J. (1984). The Learning Disabled University Student: Signs and Initial Screening. *NASPA Journal*. (National Association of Student Personnel Administrators), Vol. 21, 3, 22-31.

Cohen, J. (1984). Learning Disabilities and Adolescence: Developmental Considerations. *Adolescent Psychiatry: Developmental and Clinical Studies*, 12: 177-196. Chicago: University of Chicago Press.

Cohen, J. (1984). The Effects of Autonomic Self-Regulation Procedures on Tactile Thresholds. *Imagination, Cognition and Personality*. Vol. 4, 2, 185-191.

Cohen, J. (1987). Learning Disabilities and Psychological Development in Childhood and Adolescence. *Annals of Dyslexia*. Vol. 36, 287-300.

Cohen, J. (1993). Attentional Disorders in Adolescence: Integrating Psychoanalytic and Neuropsychological Diagnostic and Developmental Considerations. *Adolescent Psychiatry: Developmental and Clinical Studies*, 19:301-342. Chicago: University of Chicago Press.

Cohen, J. (1994). On the differential diagnosis of reading, attentional and affective disorders in childhood. *Annals of Dyslexia*, Vol. 44, 165-184.

Cohen, J. (1997). On the uses and misuses of psychoeducational evaluations. *Adolescent Psychiatry: Developmental and Clinical Studies*, 21: 253-268.

Cohen, J. (1997). Child and Adolescent Psychoanalysis: Research, Practice and Theory. *The International Journal of Psychoanalysis*, Vol. 78, 3, 499-520.

Cohen, J. (1999). Social Emotional Education: Principles, practices and audiences. *Journal of the New York City Association for Supervision and Curriculum Development*, Vol. 14, 1, May, pages 4-10.

Cohen, J., Shelton, C. & Stern, F. (1999). Why Social and Emotional Learning for Educators? *Journal of the New York City Association for Supervision and Curriculum Development*, Vol. 14, 1, May, pages 23-27.

Cohen, J. (1999). The first “R”: Reflective capacities. *Educational Leadership*, Vol. 57, 1, 70-75.

- Adopted as a core reading for the University of California at Irvine’s Department of Education *Cross Cultural Language and Academic Development Program*.
- Reprinted and distributed worldwide by the Anti-defamation League of B’nai B’rith.

Cohen, J., Compton, R. & Diekmann, C. (2000). Conflict resolution education and social emotional learning programs: A critical comparison of school-based efforts. *The Forth “R”* (A publication of the Conflict Resolution Education Network) Vol. 90, (February, March, April) 1-6.

- Reprinted and distributed SUNY Empire State College

Cohen, J. (2002). Psychoanalysis and the education of children. *Journal of Applied Psychoanalytic Studies, Special Issue*. July. Volume 4, #3.

Twemlow, S. & Cohen, J. (2003). Guest editorial – Stopping School Violence. *Journal of Applied Psychoanalytic Studies*, Volume 5, number 2, pg. 117-124.

Cohen, J. & Sandy, S. (2003). Perspectives in social-emotional education: Theoretical foundations and new evidence-based developments in current practice. *Perspectives in Education*, Volume 21(4), 41-54, December.

Cohen, J. (2004). Social-Emotional and Jewish Education: Core concepts and effective practice. *Jewish Educational Leadership*, January, Vol. 2. 27-30.

Cohen, J. (2005). Parents, educators, and school-based mental health professionals working together: Obstacles and opportunities. *Schools: Studies in Education*, Vol. 2, #1, 171-176.

Cohen, J. (2006). An Adolescent Treatment Process: Individual, family and psychobiological considerations. *Treatment in Adolescence: Developments in Clinical Work*. Volume 3 in the International Adolescent Psychiatry Monograph series: (retrieved on February 10, 2006 from: www.isapp.org/publication.php?IDNUM=3)

Cohen, J. (2006). Social, emotional, ethical and academic education: Creating a climate for learning, participation in democracy and well-being. *Harvard Educational Review*, Vol. 76, No. 2, Summer, pg 201-237. (www.hepg.org/her/abstract/8)

Cohen, J., Shapiro, L., & Fisher, M. (2006). Finding the Heart of Your School: Using School Climate Data to Create a Climate for Learning. *Principal Leadership* (The journal of the National Association of Secondary School Principals), Vol. 7, 4, pages 26-32.

Solodow, W., Sandy, S., Leventhal, F., Beszylko, S., Shepherd, M.J., Cohen, J., Goldman, S., Perry, R., Chang, J. & Nass, R., (2006). Frequency and diagnostic criteria for nonverbal learning disabilities in a general learning disability school cohort. *Thalamus* (The Journal of The International Academy for Research on Learning Disabilities), Vol. 24, No. 1, pg 17-33.

Cohen, J. (2007). Interdisciplinary psychoanalysis and the education of children: Psychoanalytic and educational partnerships. *Psychoanalytic Study of the Child*. Volume 62. Edited by R. A. King, P. B. Neubauer, S. I Abrams & A. S. Dowling. (pgs 180-207). New Haven: Yale University Press

Cohen, J. (2007). Measuring and improving school climate: Creating a climate for learning. *Independent School* (A publication of the National Association of Independent Schools), Vol. 67, 1, pages 18-26.

(Available on:

<http://www.nais.org/publications/ismagazinearticle.cfm?Itemnumber=150284&sn.ItemNumber=145956>).

Cohen, J. (2008) Promoting school and life success: Parents and teachers working, learning and teaching together. *The Parents League Review 2008: Essential articles on parenting and education*. pg 118-123

Cohen, J., Pickeral, T., & McCloskey, M. (2008). The challenge of assessing school climate. [Online article]. *Educational Leadership*, 66 (4). (Available on:

www.ascd.org/publications/educational_leadership/dec08/vol66/num04/toc.aspx)

- Reprinted in *The Educational Digest* (2009), April 2009, Vol. 74, No 8, pages 45-48 (www.eddigest.com)

- Reprinted in the *Marshall Memo*, a newsletter distributed to 18,000 school leaders (www.marshallmemo.com).

- Reprinted by the Pennsylvania Department of Education and the Governor's Institute, June 2009.

Cohen, J., McCabe, E.M, Michelli, N.M & Pickeral, T. (2009). School Climate: Research, Policy, Teacher Education and Practice. *Teachers College Record*, Volume 111: Issue 1: pp. 180-213. (Available on:

<http://www.tcrecord.org/Content.asp?ContentId=15220>)

Cohen, J. (2009). Transforming School Climate: Educational and Psychoanalytic Perspectives An Introduction to a special issue on school climate. *Schools: Studies in Education*, Vol. 6, No. 1: 99-103.

Cohen, J. & Hamilton, R. (2009). Caring for the individual student and the community of learners: Interlocking relationships and comprehensive school climate improvement. *Schools: Studies in Education*, Vol. 6, No. 1: 104-116.

Cohen, J., Fege, A., & Pickeral, T. (2009). Measuring and improving school climate: A strategy that recognizes, honors and promotes social, emotional and civic learning - The foundation for love, work and engaged citizenry. *Teachers College Record*. Retrieved June, 25, 2009, from <http://www.tcrecord.org/Content.asp?ContentId=15698>

Cohen, J., Pickeral, T., & Levine, P. (2010). The Foundation for Democracy: Social, emotional, ethical, cognitive skills and dispositions in K-12 schools. *Inter-American Journal of Education for Democracy*, Vol. 3, No. 1, pg 73-94
Available on: <http://scholarworks.iu.edu/journals/index.php/ried/index>

Cohen, J. (2010). The new standards for learning. *Principal Leadership*, Vol. 10, No. 1, pages 28-32

Cohen, J. Cardillo, R., Pickeral, T. (2011). School climate reform: A data driven strategy that creates a climate of safety, respect and social responsibility. *Educational Leadership*, Vol. 66, Number 12 (www.ascd.org/publications/educational-leadership/sept11/vol69/num01/Creating-a-Climate-of-Respect.aspx.)

Thapa, A., Cohen, J., Higgins-D'Alessandro & Guffey, S. (2013). A review of school climate research. *Review of Educational Research*, 83,2, doi:10.3102/0034654313483907 (<http://rer.sagepub.com/content/early/2013/04/18/0034654313483907.full.pdf+html?ikey=IPFDtiKJJYWkE&keytype=ref&siteid=sprer>)

Cohen, J. (2013). Creating a Positive School Climate: A Foundation for Resilience. In A chapter for the *Handbook of Resilience in Children* (Second Edition), edited by S. Goldstein and R. Brooks. Springer

Cohen, J. (2014). The foundation for democracy: School climate reform and prosocial education. *Journal of Character Education*, Vol. 10, Number 1, pages 43-52

Cohen, J. (2014). School Climate Policy and Practice Trends: A Paradox. A Commentary. *Teachers College Record*, Date Published: February 21, 2014 <http://www.tcrecord.org> ID Number: 17445, Date Accessed: 2/23/2014 7:33:18 AM

Cohen, J. (2014). Mental Health Clinicians and Educators Learning Together: School Climate Reform and the Promotion of Effective K-12 Risk Prevention/Health Promotion Efforts” *Journal of Infant, Child, and Adolescent Psychotherapy*, Volume 13: 4. Pgs 342-349. DOI: [10.1080/15289168.2014.951273](https://doi.org/10.1080/15289168.2014.951273)

National School Climate Council (2015). School Climate and Prosocial Educational Improvement: Essential Goals and Processes that Support Student Success for All. *Teachers College Record*, May 2015 (lead author)

Ice, M., Thapa, A. & Cohen, J. (2015). Recognizing Community “Voice” and a Youth-Led School-Community Partnerships in the School Climate Improvement Process. *School Community Journal*, Vol. 25, No. 1. Pages 9-28

Cohen, J., Espelage, D., Twemlow, S.W, Berkowitz, M.W. & Comer, J.P. (2015). Rethinking effective bully and violence prevention effects: Promoting healthy school climates, positive youth development, and preventing bully-victim-bystander behavior. *International Journal of Violence and Schools*, 15, pages 2-40.

Martinez, A., Coker, C, McMahon, S.D., Cohen, J. & Thapa, A. (2016). Involvement in Extracurricular Activities: Identifying Differences in Perceptions of School Climate. *The Educational and Developmental Psychologist*, Volume 33, Issue 1, pp. 70–84

Cohen, J., & Thapa, A. (in press). School Climate Improvement: What U.S. Educators want and need? *International Journal on School Climate and Violence Prevention*.

3. Invited reviews, commentaries, chapters & technical reports

Cohen, J. (1984). Review of Counseling and Therapy with Children and Adolescents: Ed. by H.T. Prout and D.T. Brown. *American Journal of Psychotherapy*, Vol. 38, 4, 95.

Sedlacek, K. and Cohen, J. (1984). Biofeedback: Treatment of Essential Hypertension. *Stress and Tension Control, Vol. 2.* ed. by F. J. McGuigan, W. Sime and J. Wallace, Plenum Press, 169-187.

Cohen, J. (1985). Review of Theories and Strategies in Counseling and Psychotherapy by B.E. Gilliland, J.K. Richards, G.T. Roberts and J.T. Brown. *Contemporary Psychology: A Journal of Reviews*, Vol. 30, 8, 638-639.

Cohen, J. (1998). On the creation of guidelines for child psychoanalytic clinical write-ups: a need and an opportunity. *Association for Child Psychoanalysis Newsletter*, June, 30.

Cohen, J. (1999) Social and emotional learning past and present: a psychoeducational dialogue. (chapter 1) In J. Cohen (Editor) (1999). *Educating Minds and Hearts: Social Emotional Learning and the Passage into Adolescence*. New York: Teachers College Press and the Association for Supervision and Curriculum Development.

Marans, S. & Cohen, J. (1999) Social-emotional learning: A psychoanalytically informed perspective. (chapter 7) In J. Cohen (Editor) (1999). *Educating Minds and Hearts: Social Emotional Learning and the Passage into Adolescence*. New York: Teachers College Press and the Association for Supervision and Curriculum Development.

Cohen, J. (1999) Learning about social-emotional learning: current themes and future directions. (chapter 12) In J. Cohen (Editor) (1999). *Educating Minds and Hearts: Social*

Emotional Learning and the Passage into Adolescence. New York: Teachers College Press and the Association for Supervision and Curriculum Development.

Cohen, J. & Cohler, B. (1999) Psychoanalytic studies of lives over time: children who return to treatment in adulthood. (chapter 1) In Cohen, J. & Cohler, B.J. (Editors) (1999). *The Psychoanalytic Study of Lives over Time: Clinical and Research Perspectives on Children Who Return to Treatment as Adults*. New York: Academic Press.

Cohen, J. & Cohler, B. (1999) Methods, findings and future directions. (chapter 18) In Cohen, J. & Cohler, B.J. (Editors) (1999). *The Psychoanalytic Study of Lives over Time: Clinical and Research Perspectives on Children Who Return to Treatment as Adults*. New York: Academic Press.

Cohen, J. (1999). The Project for Social Emotional Learning, Teachers College, Columbia University. *The Psychoanalytic Activist*, #1, 2-3.

Cohen, J., (1999). Promoting Psychosocial Strengths and Primary Prevention: A Response to the New ACP Violence in Youth Statement. *Association for Child Psychoanalysis Newsletter*, June, 15.

Cohen, J. (2001). Intrapsychic and Interpersonal Intelligence: Translating Theory into Practice. *Multiple Intelligences Network: Newsletter of the Association of Supervision and Curriculum Development* Spring 2001, Volume X, Number 2

Cohen, J. (2001) Social emotional education: core principles and practices. In Cohen, J. (Ed.) *Caring Classrooms / Intelligent Schools: The Social Emotional Education of Young Children*. (chapter 1) New York: Teachers College Press.

Cohen, J. (2001) Social and emotional literacy: a national need. In Cohen, J. (Ed.) *Caring Classrooms / Intelligent Schools: The Social Emotional Education of Young Children*. (chapter 12) New York: Teachers College Press.

Guidelines for Educational Administrators: Preparing for the One-Year Anniversary of 9/11. Developed in collaboration with the National Center for Children Exposed to Violence, Yale University.

- Distributed throughout the New York City Board of Education. Summer, 2002.
- These guidelines were reprinted by the Association of School Business Officials and sent to their membership.

Guidelines for Educators: Preparing for the One-Year Anniversary of 9/11.

Developed in collaboration with the National Center for Children Exposed to Violence, Yale University.

- Distributed throughout the New York City Board of Education. Summer, 2002.

Guidelines for After-School Professionals: Preparing for the One-Year Anniversary of 9/11. Developed in collaboration with the National Center for Children Exposed to Violence, Yale University.

- Distributed by The After-School Corporation to their 150 after-school sites. New York City. Summer, 2002.

Guidelines for Parents: Preparing for the One-Year Anniversary of 9/11. Developed in collaboration with the National Center for Children Exposed to Violence, Yale University.

- Distributed throughout New York City to 1.6 million parents. Summer, 2002.

Cohen, J. & Marans, S. (2002). Preparing for the September 11 Anniversary: A challenge, an opportunity and a responsibility. *Education Update*, September.

Guidelines for After-School Professionals: Preparing for the Two-Year Anniversary of 9/11.

- Distributed by The After-School Corporation to their 150 after-school sites. New York City. Summer, 2003.

Ben-Avie, M., Cohen, J. Maholmes, V., Hyman, L. & Steinfeld, T. R. (2004). *Case Studies that Further Teaching and Learning: Review, Synthesis, and Future Directions.* Unpublished paper, Center for Social and Emotional Education.

Cohen, J. & Michelli, N.M. (2005). On the social-emotional foundation for effective citizenry. *National Network for Educational Renewal News*, Vol. 4, Issue 3, pg 3-5.

Chang, J. J., Sandy, S.V. & Cohen, J. (2005). *Comprehensive School Climate Inventory (CSCI): History of events & procedures.* Unpublished paper, Center for Social and Emotional Education.

Cohen, J. & Sandy, S. (2006). On the social, emotional and academic education of children: Theories, goals, methods and assessments. In *Educating People to Be Emotionally Intelligent*. Ed. By R. Bar-On, J. G. Maree & M. J. Elias. Johannesburg, South Africa: Heinemann Publishers. (pg. 69 – 84)

Allen, J. & Cohen, J. (2006). Emotional Intelligence in Classrooms and in Schools: What We See in the Educational Setting. In *A Critique of Emotional Intelligence: What are the Problems and How can They be Fixed?* Edited by K. R. Murphy. Lawrence Erlbaum Associates.

Cohen, J. & Michelli, N.M. (2006). Evaluating school climate: Promoting the skills, dispositions and a climate for democracy. *NNER (National Network for Educational Renewal News) News*, Vol 6, 1, pg. 2-4.

Cohen, J. (2006). Making measurement meaningful in K-12 schools: Promoting a climate for learning. *The Brown University Child and Adolescent Behavior Letter*, Vol. 22, No. 12, pg. 1-7.

Cohen, J. & Pickeral, T. (2007). Measuring and Improving School Climate: A Commentary. *Education Week*, April, 18, 2007, Vol. 26, No. 33, pages 29-30.

Cohen, J. & Kessler, E. (2007). *Predicting success: Life skills that make a difference*. Westport, Conn: Smart Kids with Learning Disabilities. Vol. 6, 43, Page 4.

Cohen, J. & Sandy, S. (2007). The social, emotional and education of children: Theories, goals, methods and assessments. In *Educating People to be Emotionally Intelligent*. Edited by R. Bar-On, J.G. Maree & M. J. Elias. Westport, CN: Praeger

National School Climate Council (2007). The School Climate Challenge: Narrowing the gap between school climate research and school climate policy, practice guidelines and teacher education policy. On: <http://www.schoolclimate.org/publications/policy-briefs.php> (Leading author)

Cohen, J. (2008). The Thoughtful School: Social, Emotional, Ethical and Cognitive Education as the School-Wide Landscape for Learning. *The NAMTA Journal: The Montessori Teachers' Professional Journal*, (published by the North American Montessori Teachers Association). Vol. 33, 1, pages 277-295.

Cohen, J. (2008). Measuring and improving school climate: Evidence-based strategies to promote effective risk prevention, health promotion and learning in youth. *Report on Emotional & Behavioral Disorders in Youth: Evidence-based assessments - Interventions for the real world*). Vol. 8, No. 2, pages 37-50.

Cohen, J. (2008) When Research Matters (A review of the book: When Research Matters: How Scholarship Influences Educational Policy. Edited by Frederick H. Hess. Harvard Education Press, Cambridge, MA. 2008). *Teachers College Record*, Retrieved: Nov. 26, 2008 from <http://www.tcrecord.org> ID Number: 15433.

Cohen, J. & Pickeral, T. (2009). *The School Climate Implementation Road Map: Promoting Democratically Informed School Communities and the Continuous Process of School Climate Improvement*. New York, NY: National School Climate Center (www.schoolclimate.org/climate/roadmap.php)

Eyman, W. & Cohen, J. (2009). *Breaking the Bully-Victim-Passive Bystander Tool Kit: Creating a Climate for Learning and Responsibility*. New York, NY: National School Climate Center (www.schoolclimate.org/climate/toolkit.php)

New Jersey Office of the Child Advocate (2009). *There Isn't A Moment To Lose An Urgent Call for Legal Reform and Effective Practices to Combat Bullying in New Jersey Schools: A Report of the New Jersey Commission on Bullying in Schools*

(www.childadvocate.nj.gov). (Member of the Best Practices Advisory Group that developed the recommendations outlined in this report.)

National School Climate Council (2009). *National School Climate Standards: Benchmarks to promote effective teaching, learning and comprehensive school improvement*. National School Climate Center (www.schoolclimate.org/climate/standards.php)

Cohen, J. & Geier, V. (2010). School climate research summary – January 21010. *School Climate Brief*, Vol. 1, No. 1. New York: National School Climate Center (formerly, Center for Social and Emotional Education). Available at: www.schoolclimate.org/climate/research.php

Higgins-D'Alessandro, A., Faster, D. & Cohen, J (2010). *School Growth and Change: A Report Comparing Schools in 2007 and 2010*. Unpublished report, June 7, 2010.

Cohen, J. & Elias, M. (2011). *School Climate: Building Safe, Supportive and Engaging Classrooms & Schools*. National Professional Resources, Inc. - A six-page, laminated reference guide. www.nprinc.com/refcards/sccl.htm

Cohen, J. (2011). Jonathan Cohen on School Climate: Engaging the Whole Village, Teaching the Whole Child and Jonathan Cohen Discusses Social, Emotional, Ethical and Civic Learning. In *The Challenge: Creating Safe and Drug Free Schools* (a publication of the U.S. Dept of Education), Vol 16, No 4. http://www.thechallenge.org/16_4_jonathon_cohen.html

Cohen, J. (ed) (2011). Commentaries on the National School Climate Standards Benchmarks to promote effective teaching, learning and comprehensive school improvement. *A School Climate Brief*, No. 2,

Cohen, J. (Ed.) (2011). Promoting a “no fault” framework: The foundation for school climate reform. *School Climate Matters – A National School Climate Center Newsletter* March 2011, Volume 5, Issue #1, pages 4-5

DeWitt, P. (2011). The Issue of school climate: A conversation with Jonathan Cohen. *Education Week*, Nov 8, 2011 (http://blogs.edweek.org/edweek/finding_common_ground/2011/11/the_issue_of_school_climate_a_conversation_with_jonathan_cohen.html)

Thapa, A., Cohen, J., Higgins-D'Alessandro & Guffey, S. (2012). School climate research summary – August 2012. *School Climate Brief*, No. 3. New York: National School Climate Center. Available at: www.schoolclimate.org/climate/documents/policy/sc-brief-v3.pdf

Cohen, J. (2012). Measuring and improving school climate: A pro-social strategy that recognizes, educates and supports the whole child and the whole school community. *The*

Handbook of Prosocial Education. Edited by P.M. Brown, M.W Corrigan and A. Higgins-D'Alessandro. Rowman & Littlefield

National School Climate Council (2012). *The School Climate Improvement Process: Essential Elements. School Climate Brief*, No. 4. Available online at: <http://www.schoolclimate.org/climate/schoolclimatebriefs.php>

Cohen, J. (2013). Promoting children's healthy development and ability to learn: Past and current partnerships between educators and psychoanalytically informed practitioners. (chapter one; pages 15-28). In *Psychodynamic Perspectives on Working with Children, Families and Schools*. Edited by M. O'Loughlin. New York: Jason Aronson

Cohen, J. (2013) Guest Editor – National Dropout Prevention Center/Network Newsletter on *School Climate Improvement and Dropout Prevention*. Volume 23, Number 4. (<http://www.dropoutprevention.org/content/newsletter>)

Cohen, J. & Freiberg, J.A. (2013). School climate and bullying prevention. In Dary, T. & Pickeral, T. (ed) (2013). *School Climate Practices for Implementation and Sustainability*. A School Climate Practice Brief, Number 1, New York, NY: National School Climate Center. www.schoolclimate.org/publications/practice-briefs.php

Cohen, J. & Brown, P. (2013). School climate and adult learning. In Dary, T. & Pickeral, T. (ed) (2013). *School Climate Practices for Implementation and Sustainability*. A School Climate Practice Brief, Number 1, New York, NY: National School Climate Center. www.schoolclimate.org/publications/practice-briefs.php

Cohen, J. (2013). Effective Bullying Prevention Efforts and School Climate Reform. In *A Public Health Approach to Bullying Prevention*, edited by Matthew M. Masiello and Diana L. Schroeder, 23-55. Washington, DC: American Public Health Association Press.

Cohen, J. (2013). Creating a Positive School Climate: A Foundation for Resilience. In S. Goldstein and R.B. Brooks (eds.), *Handbook of Resilience in Children*, pgs.411-423. (DOI 10.1007/978-1-4614-3661-4_24). New York: Springer Science+Business Media

National School Climate Council (2014). Best Practices in School Climate and Prosocial Educational Improvement: Supporting Student Success for All. *School Climate Brief*.

Cohen, J. (2014). Prosocial education and school climate reform policy and practice trends: Mobilizing the “whole village” to support the “whole child”. The Fall *Back to School* edition of *The Southeast Education Network* www.seenmagazine.us (Volume 16, issue 2).

Cohen, J. (2015). Standing up for each other: Improve your school climate by fostering diversity and inclusion. *ADVISE* (a publication of the National Association for Secondary School Principals). October/November (www.nassp.org/Knowledge-Center/Publications/Principal-Leadership)

Blaya, C. & Cohen, J. (2016). L'amélioration du climat scolaire en Europe et en Amérique du Nord : la mobilisation de tous pour la réussite scolaire et personnelle de

chacun (Improving school climate in Europe and North America: mobilizing everyone for school and personal success). In E. Debarbieux. *L'école face à la Violence - Décrire, expliquer, agir* (Schools against Violence - Describing, Explaining, Actin). Paris : Dunod, pp. 183-196.

Cohen, J. (in press/2017). Educational and Psychoanalysts Partnerships: Learning and working together to support children's healthy development and capacity to learn. In *Textbook of Applied Psychoanalysis*, edited by Salman Akhtar & Stuart Twemlow. London: Karnac Books.

4. Electronic publications

Cohen, J. (1998 to present). A range of information about the current state of social emotional education theory, practice and research as well as a series of audio-visual interviews with educational and school-based mental health experts on various facets of social emotional educational practice and research (www.csee.net).

Cohen, J. (2002). On the historical roots of social emotional education (www.csee.net).

Cohen, J. (2003). The Character/Social Emotional Education Research Data Bank (www.csee.net).

Cohen, J. & AlZabin, A. (2003). Social emotional educational scope and sequence (K-12). (www.csee.net).

Cohen, J. (2006). School climate and whole school improvement portal. (www.csee.net).

Cohen, J. et al. (2012 to present). School Climate Resource Center (<http://scrc.schoolclimate.org/>)

5. Videotapes

Lessons for Life: How Smart Schools Boost Academic, Social, and Emotional Intelligence. Jonathan Cohen and Maurice Elias served as the two senior content consultants for the National Center for Education and Innovation's three part training videotapes which translated research findings about promoting children's social and emotional competencies into day-to-day practice for educators.

6. Manuscripts Under Review / In preparation

Higgins D'Alessandro, A., Guo, P. & Cohen, J. (in preparation). School Climate Assessment for School Improvement: Development and Validation of the Comprehensive School Climate Inventory (CSCI).

Cohen, J. (in preparation). School Climate/Social Emotional Learning Measurement Systems: Trends, Contributions, Challenges and Opportunities.

Cohen, J. (in preparation). Prosocial, SEL and school climate camps: Conceptualizations, traditions, branding and an effective improvement process.

Gordon, E., Kendziora, K. Osher, D & Cohen, J. (in preparation/2017). School safety, wellness, and learning: conditions for learning, barriers to learning, and school improvement (Chapter 2 Volume 1), in *Keeping Students Safe and Helping Them Thrive: A Collaborative Handbook for Education, Safety, and Justice Professionals, Families, and Communities*. M. Mayer, T. Osher, R. Jagers, K. Kendziora & D. Osher (Editors). A two-volume handbook. Praeger.

Rivera-Cash, E. & Cohen, J. (in preparation). National state policy trends: School climate, SEL and bully prevention.

Raghuraman, I. & Cohen, J. (In preparation). A review of prosocial instructional efforts: Role modeling, disciplinary practice, pedagogy and curriculum.

PROFESSIONAL ACTIVITIES

RESEARCH

1. Scientific interests

The focus of my clinical and educational studies has been organized around the question, “what are the conscious and unconscious psychosocial factors that foster and/or hinder our ability to learn?” By definition, this is a core question in clinical psychotherapeutic work. Understanding the nature of therapeutic action is the primary focus of my clinical teaching, supervisory work and clinical writings.

Empirically, I have studied this question in three separate contexts. At the start, I designed a series of studies that sought to understand how volitional relaxation -- and the altering of one's state of consciousness -- served to bolster emotional learning, in addition to increasing one's ability to regulate autonomic functioning (i.e. finger temperature, galvanic skin response and blood pressure). Second, for the past three and a half decades I have studied and worked psychotherapeutically and psychoeducationally with children who evidence linguistic, attentional, and nonverbal neurocognitive disabilities (“learning disabilities”). In a variety of ways, I have sought to understand how conscious and unconscious facets of emotional and social life colors and shapes these children’s (as well as their parents’ and teachers’) capacity to build on their strengths as well as to adaptively manage their weaknesses or disability. Finally -- and in large part because of this work -- I have become extraordinarily interested in how adults can become effective social, emotional and ethical teachers/learners: intentionally enhancing children’s social emotional competencies and ethical dispositions; and, creating ever safer, more caring, responsive and participatory homes and schools.

At the National School Climate Center (formerly, the Center for Social and Emotional

Education), my colleagues and I are committed to this goal. We are now engaged a series of projects and empirical studies that will provide educators with evidence-based teaching modules, evaluation tools and the related set of resources they need if we are to see, in this country, a truly effective social, emotional, ethical and academic education, kindergarten through 12th grade.

2. Grants

1974	The Veterans Administration Hospital, Topeka, Kansas. On the effects of Guided Imagery Co-PI [grant #506]	(\$20,000)
1977-1978	St. Luke's Hospital Center, New York, New York. On the psychological and physiological aspects of autonomic self-regulation with hypertensive adults. Co-PI (#637-496-911)	(\$20,000)
1999	Price Foundation Web site design and development Director	(\$10,000)
2001-2001	Leon Lowenstein Foundation The Educational Case Study Project (Phase I: Review, Needs Assessment and the Creation of Recommended Guidelines. (A Center for Social and Emotional Education/Yale Child Study Center collaborative.) PI	(\$50,000)
2002	The Star Foundation To further develop an evidence-based social emotional educational web site for educators, school-based mental health professionals and parent leaders. PI	(\$100,000)
2002-2004	Kensworthy-Swift Foundation To develop and empirically evaluate a Comprehensive School Safety Manual and related resources and workshops that integrate understanding and planning related to social and emotional safety as well as physical safety PI	(\$21,500)
2002	Children's Mental Health Alliance & New York Times Fund for the Needy To study the feasibility of creating a K-12 Social Emotional/Integrated Health Education Curriculum for the NYC Board of Education (in collaboration with New York Academy of Medicine).	

	Co-PI	(\$20,000)
2003-06	The Abel Foundation School Climate Measure: Developing a reliable and valid survey instrument to assess (a) educators, (b) parents, (c) elementary and (d) middle and (e) high school students' perception of how physically, socially and emotionally safe school is. Co-PI	(\$300,000)
2003-04	Leon Lowenstein Foundation The Classroom Infusion Project to develop a series of resources for K-12 classroom teachers to support the integration of social emotional goals and methods into existing language arts, socials studies and history curriculum. PI	(\$15,000)
2004-06	Leon Lowenstein Foundation To develop problem based case studies and linked sets of (pre and in-service) learning activities for educators and school based mental health professionals. PI	(\$25,000)
2005	Laura B. Vogler Foundation To support CSEE's 'Creating a climate for learning project.	(\$2,500)
2007	Leon Lowenstein Foundation To plan and develop a national campaign to narrow the gap between school climate research on the one hand and policy, practice and teacher education on the other hand. PI	(\$25,000)
2007	Ohio State Department of Education To develop a student school climate survey PI	(\$460,000)
2007	Ohio State Department of Education To develop and lead a two-year professional development effort to promote safe and drug free schools. PI	(\$1,200,000)
2008	Durst Foundation To develop a series of resources and guidelines to reduce bully-victim behavior and promote "upstander" behavior and field-test this at a school. PI	(\$25,000)
2008	Florence V. Burden Foundation, NYC	

	To develop a bully-victim-upstander tool kit PI	(\$25,000)
2008	Leon Lowenstein Foundation, NYC To develop a School Climate Implementation Guide PI	(\$20,000)
2009	Durst Foundation To develop a learning and teaching model that promotes K-12 educators capacity to be more reflective and empathic and to use moments of “empathic failure” to further student learning. PI	(\$35,000)
2009	Florence V. Burden Foundation, NYC To field test the ‘Breaking the bully-victim- passive bystander’ tool kit PI	(\$40,000)
2009	Leon Lowenstein Foundation, NYC To field test the School Climate Implementation Guide PI	(\$15,000)
2011-15	Iowa State Department of Education To develop a comprehensive school climate survey and school climate improvement model for statewide professional development/technical assistance plans PI	(\$940,000)
2012	Bay Foundation To develop a School Climate Leadership Certificate Program PI	(\$10,000)
2012-2014	Winston Preparatory School, New York A study of lives over time and developing the Winston Quality of Sustainable and Independent Learner (QSIL) Scales-Phase I Co-PI	(\$130,000)
2013	Bay Foundation To support the development of the School Climate Resource Center and the School Climate Leadership Certificate Program PI	(\$25,000)
2013	Project UNIFY, Special Olympics To further develop social inclusion rubrics in scientifically sound ways as well as to conduct school climate comparisons between 12 “model” Project UNIFY schools with a matched group of schools.	

	PI		(\$71,000)
2104	Statue Foundation	To support the development of a student (and educator) guides: Upstanders in Action: Promoting Mental Health-De stigmatizing Mental Illness; and, to pilot this student led effort in three schools	(\$20,000)
2013-2015	Ogden Foundation	To support the development of a <i>Community Scale</i> and youth-led <i>School Community Partnership Process</i> . Establish a reliable and valid tool as well as creating automatized reports and web-based guidelines	PI (\$50,000)
2014-2016	Harvey L. Miller Family Foundation	To support (i) a two year ethnographic school improvement/bully prevention study with five schools; and, (ii) to further develop the School Climate Resource Center (http://scrc.schoolclimate.org)	(\$402,000)
2014-2017	Special Olympics, Project UNIFY, Washington DC.	To establish reliability and validity study of Social Inclusion Scale and Characteristics of Socially Inclusive Rubrics, and a comparative study of school climate and social inclusion in schools with and without Project UNIFY programming.	Co-PI (\$382,165)
2014-2019	Winston Preparatory School, New York	A study of lives over time and developing the Winston Quality of Sustainable and Independent Learner (QSIL) Scales-Phase II	Co-PI (\$304,315)
2015-2016:	Minnesota Department of Education	To support leadership development at the State, regional and building levels in ways that support effective school climate reform efforts.	Director (\$200,000)

- 2016-2018 Pennsylvania Department of Education
To support leadership development at the State, regional and building levels in ways that support effective school climate reform efforts.
Director
(\$320,000)
- 2016-2017 Harvey L. Miller Family Foundation
To support (i) our learning and working with the network of Illinois based schools to support sustainability; and (ii) to create a research based school climate improvement/bully prevention model.
(\$600,000)

3. Other research-related activities

Founder and Series Editor: *Social Emotional Learning* Series published by Teachers College Press (in partnership with the Center for Social and Emotional Education and the Collaborative for Academic, Social and Emotional Learning). 1998-2009

- ❖ Educating Minds and Hearts: Social Emotional Learning and the Passage into Adolescence. Jonathan Cohen, Editor (1999)
- ❖ Caring Classrooms/Intelligent Schools: The Social Emotional Education of Young Children. Jonathan Cohen, Editor (2001)
- ❖ Challenging and Caring Schools: A Guide for Bringing Social Emotional Learning Into the Building. Raymond Pasi (2001)
- ❖ How Social and Emotional Development Add Up: Getting Results in Math and Science Education. Norris M. Haynes, Michael Ben-Avie, and Jacque Ensign, Editors (2003).
- ❖ Building Academic Success on Social and Emotional Learning: What does the research say?. Joseph Zins, Roger P. Weissberg, Herbert W. Walberg, and Margaret C. Wang, Editors. (2004).
- ❖ School-Family Partnerships for Children's Success. Evanthia N. Patrikakou, Roger P. Weissberg, Sam Redding, and Herbert J. Walberg, Editors (2005).
- ❖ Making School Safe: Strategies to Protect Children and Promote Learning (2007). John Devine and Jonathan Cohen.

Editorial Boards/Reviewer-Foundation reviewer:

- ❖ *Psychoanalytic Psychology, A Journal from the American Psychological Association* (editorial board member) 2003 – 2008
- ❖ *International Journal of Applied Psychoanalytic Studies* (editorial board member) 1999 – present
- ❖ *Annals of Dyslexia* (reviewer) 1999
- ❖ *The Journal of Research in Character Education* (reviewer) 2003 - present
- ❖ *National Association of Secondary School Principals Bulletin* (reviewer) 2003 – present
- ❖ *Schools: Studies in Education* (consulting editorial board member) 2005 – present
- ❖ *International Journal of Emotional Intelligence* (consulting editorial board member) 2006 – present
- ❖ *American Educational Research Association 2007 Annual Convention*
- ❖ *Teachers College Record:* (reviewer) 2006 – present
- ❖ *School Psychology Review* (reviewer) 2009 – present
- ❖ *International Journal of Educational Research* (reviewer) 2010 – present
- ❖ *Spencer Foundation* (reviewer of proposals submitted to the foundation) 2012

- ❖ *Journal of Positive Psychology* (reviewer) 2012 – present
- ❖ *Educational Research* (www.nfer.ac.uk) (reviewer) 2013 – present
- ❖ *Journal of Educational Administration* – (reviewer) 2013 – present.
- ❖ *Review of Educational Research* (reviewer) 2013 – present
- ❖ *The Journal of Educational Psychology* (reviewer) 2013 – present.
- ❖ *The American Educational Research Journal - – Teaching, Learning and Human Development* (reviewer) 2014 – present.
- ❖ *British Journal of Educational Psychology* (reviewer) 2014 – present

Advisory Boards and Councils:

- ❖ School Mental Health Alliance. Member, 2003 to present.
- ❖ Mental Health and Education Integration Consortium (MHEDIC). Member, 2004 to present.
- ❖ Committee on Psychoanalytic Education (COPE): On the development of a curriculum on psychoanalytic thinking applied to community and social problems. American Psychoanalytic Association. Member, 2001 to present
- ❖ International Society of Adolescent Psychiatry.
 - International Research Advisory Board Member, 1997 to present
- ❖ The HOPE Foundation – Harnessing Optimism and Potential through Education. 2000 to present
- ❖ American Psychoanalytic Association, Co-chair, Committee on Schools. 2001 to 2006
- ❖ Award Committee for the Committee on Schools, American Psychoanalytic Association, Co chair and founder ‘*Interdisciplinary Psychoanalysis and pre-K to 12th grade Education Award*’
- ❖ Collaborative for Academic, Social and Emotional Learning (CASEL), The Education and Preparation Group. Co-Chair. 1999
- ❖ Joint Committee on the Standards for Educational & Psychological Testing American Educational Research Association, American Psychological Association & National Council on Measurement in Education. Advisor. 1995-1997
- ❖ National Institute of Mental Health, Child and Adolescent Psychosocial Intervention Research Group. The child and adolescent psychoanalytic psychotherapy review group. Director, 1993-1995
- ❖ Fisher-Landau Project. (A model program for bright learning disabled children and adolescents.) Professional Advisory Board Member. 1987-1993
- ❖ Fisher Landau Interdisciplinary Seminars at Dalton. Originator and Director, New York, New York. 1992
 - Social Disorders and Nonverbal Learning Disabilities in Childhood.
 - The Psychology and Biology of Attentional Disorders in Childhood.
 - Parenting: The Role and Responsibility of Parents of Learning Disabled Children.
- ❖ Elizabeth Seeger School, New York, New York. Advisory Board Member 1984 to 1988
- ❖ Metropolitan College Mental Health Association, New York, N.Y. Advisory Board Member. 1986 to 1988

- ❖ New York State Department of Education *Supportive Learning Environment* Steering Committee, Albany, New York. 2006 to present
- ❖ *Center for Mental Health in Schools, UCLA Dept. of Psychology*, Advisory Board Member, 2009 to present
- ❖ Aspirations Research Advisory Board Member, *Quaglia Institute for Student Aspirations*, Portland, ME, 2010 to present
- ❖ School Mental Health Alliance-Steering Committee (SMHA-SC) organized by the *Resource for the Advancement of Children's Mental Health (REACH) Institute*. 2010 to present
- ❖ The School Climate Public Radio Project: Public radio series produced in association with WGBH/Boston and distributed by National Public Radio (NPR) and Sirius XM: www.humanmedia.org
- ❖ Advisory board member, *The Internet Keep Safe Coalition*
- ❖ The Educational Advisory Board, *Character Education Partnership*, 2011 to 2014
- ❖ Advisory Council, the Creative Coalition (www.TheCreativeCoalition.org).
- ❖ Scientific Advisory Board Member, *Mental Fitness, Inc. – Building Mental Fitness in All Youth* (<http://www.mentalfitnessinc.org/>). 2014 to present
- ❖ Advisory Board for the *Center for Jewish Mindfulness*. 2014 to present
- ❖ International Advisory Board for the Flinders University Centre for 'Student Wellbeing & Prevention of Violence (SWAPv)' (<http://www.flinders.edu.au/ehl/swapv/>) 2016 to present
- ❖ Distinguished Scientist, Aspen Institute *National Council for Social, Emotional and Academic Development* (www.aspeninstitute.org/programs/national-commission-on-social-emotional-and-academic-development/) 2016 to present

Membership in Professional Organizations:

American Psychological Association, Member

American Association of Educational Research, Member.

Academy of Clinical Psychology, Fellow.

American Board of Professional Psychology, Member.

American Psychoanalytic Association

- Co-chair, Committee on Schools (2002-2006)

- Member, Committee on Psychoanalytic Education (COPE): On the development of a curriculum on psychoanalytic thinking applied to community and social problems.

- Member, Committee on Psychoanalysis, Community and Society.

American Psychological Association, Member

- Division of Psychoanalysis (Sections I, II and VI), Member.

Association for Supervision and Curriculum Development, Member.

Character Education Partnership, Member and Educational Advisory Board member

International Psychoanalytical Association, Member.

International Society of Adolescent Psychiatry, Research Advisor and Member.

International Dyslexia Society, Member.

RESOURCE DEVELOPMENT: TOOLS, COUNCILS & COILITIONS

- Teachers College Press *Social Emotional Learning Book Series*, published in partnership with the Collaborative for Academic, Social and Emotional Learning (CASEL). Founder and Series Editor. Several books in this series have won awards from the American Library Association.
- *Comprehensive School Climate Inventory (CSCI)*, 2002 to present. Founder and director. The CSCI is now in its 4th version and is one of the most renowned, scientifically sound school climate surveys that has been endorsed and/or recommended by the three current independent reviews of school climate surveys. (www.schoolclimate.org/climate/practice.php)
- *National School Climate Council*. 2007 to present. Co-founder and emeritus co-chair. (www.schoolclimate.org/about/council.php). The Council has developed the following resources and position papers:
 - ✓ National School Climate Council (2007). *The School Climate Challenge: Narrowing the gap between school climate research and school climate policy, practice guidelines and teacher education policy*. On: <http://www.schoolclimate.org/publications/policy-briefs.php> (Leading author)
 - ✓ National School Climate Council (2009). *National School Climate Standards: Benchmarks to promote effective teaching, learning and comprehensive school improvement*. National School Climate Center (www.schoolclimate.org/climate/standards.php) (lead author)
 - ✓ National School Climate Council (2012). *The School Climate Improvement Process: Essential Elements. School Climate Brief*, No. 4. Available online at: <http://www.schoolclimate.org/climate/schoolclimatebriefs.php> (lead synthesizer)
 - ✓ National School Climate Council (2015). *School Climate and Prosocial Educational Improvement: Essential Goals and Processes that Support Student Success for All. Teachers College Record*, Date Published: May 05, 2015 <http://www.tcrecord.org> ID Number: 17954, Date Accessed: 5/19/2015 6:10:25 PM
- *Education Leadership Coalition on School Climate*, which is made up of the following organizations: Center for Character and Citizenship, University of Missouri-St. Louis; Character Education Partnership; *Making Caring Common Initiative*, Harvard Graduate School of Education; National Dropout Prevention Center/Network; National School Climate Center. Founder, 2013.
- *School Climate Resource Center* (<http://scrc.schoolclimate.org/>) 2011 to present. Visionary and designer.
- *School Climate Improvement Readiness Assessment Self-Study Tool*. 2112. Visionary and designer. (<http://scrc.schoolclimate.org/ReadinessAssessment.html>)
- *End of Stage Assessments: Process measures for school leaders*. 2012. Visionary and designer. (<http://scrc.schoolclimate.org/content-id-52.html>)
- NSCC's school climate *Community Scale and the youth led School-Community Partnership Process*. 2012. Visionary and designer.

INVITED LECTURESHIPS/KEYNOTES

First International Conference of Biofeedback and Self-Regulation. Tubegin, Germany. (1978). *Autonomic self-regulation and the capacity to be alone.*

Annual American Psychological Association Meeting. New York City, (1979)
Attention and the self-regulation of essential hypertension.

Third American Conference on the Fantasy and Imaging Process, New York City, (1979). *Psychological changes associated with guided imagery.*

First Conference of the International Society for Adolescent Psychiatry. Paris, France. (1985). *Learning disorders in adolescence: differential diagnosis and treatment.*

Annual Connecticut Association for Children with Learning Disabilities. Keynote Address (1986). *Learning disabilities and psychological development*

The Thirty-Seventh Annual Conference of the Orton Dyslexia Society. Philadelphia, PA. (1986). *For parents and teachers: working with the learning disabled.*

International Conference of the Association for Children with Learning Disabilities. N.Y.C. (1986). *Mental health professionals and the learning disabled adolescents: international perspectives.*

Boston University Conference. The Dalton School. (1988).
Anxiety, college admissions and the learning disabled student.

First Annual Northeast Conference on Learning Disabilities and Mental Health. Waterbury Connecticut. (1990). *Attentional, learning and affective disorders in childhood: differential diagnosis and treatment.*

New Jersey Orton Dyslexia Society. Dyslexia 1991: Update of Medical, Legal and Psychoeducational Issues. (1991). *The psychology and biology of social learning disabilities: diagnosis and treatment*

Teachers College, Columbia University Conference on 'Learning Disabilities: Social, Emotional, and Attentional Difficulties.' Plenary Address (1991).
The experience of being learning disabled and its relationship to personality development: expected and unexpected findings.

Sixth Annual New York University College for Students with Learning Disabilities Conference. N.Y.C. (1991). *Attentional disorders in college: recognition and treatment.*

International Society for Adolescent Psychiatry 3rd Annual Congress. Chicago. (1992). *The psychobiological spectrum of social disorders in adolescence and its relationship to depression and school failure: a clinical perspective.*

New England Teachers Conference. Springfield, Mass. (1992). *Cognitive flexibility: how do we teach thinking patterns?* (with Elizabeth P. Riegelman).

Princeton YWCA and the Newgrange Community Outreach Center Conference, Princeton, New Jersey. Keynote Address (1993). *Empathizing with the learning disabled child:*

American Psychological Association, Division of Psychoanalysis, Conference (1993). *The case of M: psychotherapeutic work with the child and the family.*

Eastern Shore Interdisciplinary Symposium on Troubled Adolescents. Sponsored by The Queen Anne's and Somerset Counties Departments of Social Service and Family Preservation Fund, Inc. St. Michael's, Maryland (1993). Keynote Address. *Understanding and working with learning and attentional disorders in adolescence.* Keynote Address –

New York University Eighth Annual Conference for Learning Disabled University Students. (1993). *The psychological and social lives of learning disabled college students: building self-esteem.*

Northeast Symposium on Learning Disabilities and Neurological Impairment. Spring Valley, New York Keynote Address (1993). *On the uses and misuses of psychoeducational testing: the pitfalls of a powerful tool.*

American Psychological Association, Division of Psychoanalysis Conference (1994). *Conflicts in girls at adolescence.*

Annual Orthopsychiatry Meetings, Alexandria, Virginia. (1994). *Understanding and working with attentional disorders in childhood: integrating psychoanalytic and psychobiological perspectives.*

Mount Sinai Medical Center Annual Conference on Communication Disorders. N.Y.C., (1995). *Attention disorders: accurate diagnosis and appropriate management.*

Annual American College Health Association Meeting, Chicago, (1994). *An update on assessment of learning disorders in the university student: integrating psychoanalytic and neuropsychological perspectives.*

European Society of Child and Adolescent Psychiatry, Utrecht, Netherlands, Plenary Address (1995). *Recent developments in psychoanalytically informed psychotherapy with children and adolescents*

New Jersey Orton Dyslexia Society Annual Meeting, Newark, New Jersey, (1995). *On the power and pitfalls of psychoeducational testing: tales of a tester.*

The Fieldston School, Bronx, New York, (1995). *Mothers, fathers, adolescent sons and daughters: life cycles in transition.*

Council for Educational Diagnostic Services, Council for Exceptional Children. Hunter College, N.Y.C. (1996). *Psychoeducational diagnostic testing: uses and limits*

Teachers College, Columbia University. The Diana Brewster Clark Lecture
Psychoeducational diagnostic testing and therapeutic action.

Division of Psychoanalysis, American Psychological Association, N.Y.C. (1996).
Moderately severe social disorders in childhood and adolescence: psychobiological origins and psychological meanings.

National Orton Dyslexia Society Conference, Boston, Massachusetts. (1996).
Psychoeducational Testing and Therapeutic Action: Tales of a Tester

William Alanson White Institute of Psychiatry, Psychoanalysis and Psychology, (1997).
Psychoeducational diagnostic testing and therapeutic action: thoughts on the utilization of test findings.

Institute for Child, Adolescent and Family Studies Scientific Meeting. (1997).
Recent developments in psychoanalytically informed psychotherapy with children and adolescents: a critique.

Manhattan School for Children, N.Y., N.Y. (1997).
Social emotional learning: what are we doing? what do we want to do?

New York University Annual Conference on College for Students with Learning Disabilities, (1997). *Psychoeducational diagnostic testing and our narratives about "intelligence": what helps and why?*

Teachers College, Columbia University Conference, Social Emotional Learning and the Passage Into Adolescence. Keynote Address (1997). *Social and emotional learning past and present: a psychoeducational dialogue.*

The Psychoanalytic Institute, New York University Medical Center. (1997).
On the psychoanalysis of a diabetic girl.

The New York Freudian Society & The Project for Social Emotional Learning Conference: The L.D. and ADHD Child: Working Effectively - A Comprehensive Approach. Mt. Sinai Hospital. (1998). *Learning in the classroom, through psychoeducational diagnostic testing and in the psychotherapeutic consultation room: Thoughts on what helps and why*

Institute for Child, Adolescent and Family Studies (1998). *Psychoeducational testing as therapeutic consultation: theory, goals, modes of therapeutic action, process, and methods.*

Teachers College, Columbia University Seminar series on Multisensory Teachers of Basic Language Skills (1998). *Working diagnostically and remedially with dyslexic students: What happens psychosocially and why?*

Packer-Collegiate Institute Faculty Meeting. Brooklyn, N.Y. (1998). *Social and Emotional Development: Past, Present: Theory and Practice.*

Rockville Center, Parent Resource Center. (1998). *Promoting Social and Emotional Learning at Home*

International Dyslexia Society, New York City Conference (1999). *Social Emotional Learning and the Learning Disabled Student*

Psychoanalytic Institute, New York University Medical Center. (1998). *On a child psychoanalytic treatment* (Clinical Seminar Presentation with Peter Neubauer)

Hastings-on-Hudson Union Free School District Meeting. (1998).
Keynote Address *Promoting Social and Emotional Learning At Home and In the Promoting Social and Emotional Learning At Home and In the Community*

New York Branch International Dyslexia Association Conference (1999). *Social emotional learning and the learning disabled student.* (with Margaret Jo Shepherd and Scott Bezsytko)

Center of Renewal and Educational Initiatives, Tel Aviv School District, Israel. (1999).
Plenary Address. *Social emotional education in Israel and America*

Rutgers University Public Education Institute Meeting on Advancing Social and Emotional, (1999). *Social emotional education and teacher preparation.*

University of Gothenburg, The Education Department of Sweden, The Swedish Unit of Communities, and the Federation of Trade Units for Headmasters in Sweden, Norway, Denmark Iceland and Finland. Swedish Exhibition and Congress Centre, Gothenburg, Sweden. Annual Educational Meeting for Teachers.
Keynote Address. (1999). *Social emotional education: core principles and practices.*

Association for the Psychoanalysis of Culture Conference. (1999). *On collaborative abilities, inabilities and disabilities: Psychoanalytic and educational considerations.*

Nassau Board of Cooperative Educational Services (BOCES), (2000). *Social emotional education: School climate and culture – Implications for Administrators*

Mount Sinai Medical Center, New York City. Child Psychiatry Grand Rounds Lecture (2000). *Child Mental Health in Elementary, Middle and High Schools: Research, Theory and Practice*.

New York Branch of the International Dyslexia Society Annual Conference (2000). *Social Emotional Learning for Students with Learning Disabilities* (with Margaret Jo Shepherd, and Scott Bezsylo)

Rockville Center, Parent Resource Center (2000).
Promoting Social and Emotional Learning at Home

Nexus 2000 EQ: An International Conference. (2000).
Keynote Address *Social Emotional Education: Educational and training opportunities for regular educators, special educators and educational administrators*. San Francisco, CA.

Hearts and Minds Conference. Vancouver,
Keynote Address (2000). *Effective Social Emotional Education: Principles and Practice*.

Annual International Conference on Learning Disabilities. Learning Disability Association of America (2001). *Nonverbal Learning Disability: One Perspective on the Syndrome* (with Margaret Jo Shepherd and Scott Bezsylo).

Annual International Dyslexia Society Conference on Dyslexia and Related Learning Disabilities (2001). *Social Emotional Learning for Students with Learning Disabilities*. (Scott Bezsylo).

New York City Board of Education, District 2 - Guidance Counselors. (2001).
Social and Emotional Education and Guidance Counseling.

William Alanson White Institute of Psychiatry, Psychoanalysis and Psychology, NYC. (2001). *On collaborative abilities, inabilities and disabilities*.

Rhode Island Character Education Partnership. 1st Annual Conference: Schools as Communities – Principles and Practices. Rhode Island Department of Education. Plenary Address. (2001). *Social Emotional Learning and Character Education*.

Fordham University, Graduate School of Education, NYC (2001). *Learning Disabilities in Childhood and Adolescence: Furthering social and emotional understanding*.

Livskunskap - skall vi ha det i skolan? Örebro, Sweden, (2001).
Keynote Address. *Social Emotional Education: Current State of Teacher Education*

The After-School Corporation Conference. Keynote Address (2001).

Schools and After-School Settings: Opportunities to Learn How to Face the Tests of Life

Dalton School Parent Association, NYC (2001).
Social Emotional Education: Current Theory and Practice

Bank Street College of Education Conference on Early Adolescence (2002).
The Emotional Life of the Adolescent.

Winston Preparatory School, NYC (2002).
Social and Emotional Learning: Core Principles and Practices

NYC Board of Education's Annual Guidance Counselor Recognition Award Ceremony,
(2002). Keynote Address. *A new definition of school success*

Winston Preparatory School, NYC (2002). *Commencement Address*

Miller Place Union Free School District, Miller Place, New York. (2002).
Keynote Address. *Building Resiliency in Children: Grades K-12.*

Laboratory for Student Success (LSS) at the Mid-Atlantic Regional Educational
Laboratory, Temple University National Invitational Conference – School-Family
Partnerships. (2002) *Board Issues of School-Family Partnerships*

Soziale und Emotionale Bildung - Ein Konzept gewinnt an Bedeutung (Social &
Emotional Education - A Concept Gains Recognition). jung & stark by pro juventute in
collaboration with Health Promotion Switzerland. (2003).
Keynote Address *Social Emotional Education Current Theory, Research and Practice.*

International Congress for the International Adolescent Psychiatry Association Rome,
Italy. Keynote Address (2003). *The case of Mark: individual, family and school issues.*

International Congress for the International Adolescent Psychiatry Association. Rome,
Italy. (2003). *Mental health professionals and schools: International Perspectives and
Opportunities.*

Comprehensive Health Education Foundation, Annual National Prevention
Symposium, San Francisco, CA. (2003).
Keynote Address. *Social Emotional Education: Theory, Research and Practice.*

The Parents League at the 92 Street "Y"(2003).
Keynote Address. *Your Child's Emotional Life: Nurturing Wellbeing in a Complex World*

The 10th National Forum, Character Education Partnership (October, 2003).
*Social emotional/character education: Pre-condition and implementation benchmarks –
A project in progress (with Jennifer Allen)*

8th Annual Nonverbal Learning Disorders Association Symposium, San Francisco (March, 2004) Keynote Address. *Nonverbal Learning Disabilities: Promoting social, emotional and academic learning.*

Partners In Quality: Effective Practices in After-School – A National Conference. (July 16, 2004) New York City The After-School Corporation and New York University School of Education's Metropolitan Center for Urban Education and by The Citigroup Success Fund for Promising Practices. *Social emotional education in after-school.*

The Missing Link in a Time of Accountability: Academic, Social and Emotional Learning. The Hunter College Leadership Center (July 20, 2004) (with Janet Patti). *Social emotional learning and higher education.*

Creating a Caring Jewish Learning Environment - A Lookstein Center Teleconference with eight schools in the US and Canada. (October 18, 2004). *Self Reflection, working, learning and teaching with others.*

National Network of Educational Renewal – Annual Conference. St. Louis, MI. (October 22, 2004). *A Critical Assessment of Social Emotional Learning, Character Education, Risk Prevention/Health Promotion and School-Mental Health/Education Partnerships - P-12 Schools, Colleges and Departments of Education* (with Nicholas M. Michelli and Janet Patti).

Winston Preparatory School Parent Evening, The Winston Preparatory School, NYC. (November 17, 2004) *Social emotional education and the learning disabled student.*

Lehman College, The City University of New York, Division of Education (December 8, 2004) Keynote Address. *Fostering Social Emotional Learning in K-12 Classrooms*

Midyear Clinical-Guidance Conference, District 75 Office of Clinical and Guidance Service, NYC Department of Education (January 26, 2005). Keynote address: *Creating a Positive Climate for Learning; Using Social Emotion Strategies and Interventions*

The Annual Association of Colleges for Teacher Education Conference. Washington, DC. February 21, 2005 “*Teacher Education and Social Emotional and Academic Learning: Integrating developments in education, effective citizenry and mental health.*”

The 2005 National Forum of the Coalition for Community Schools, Chicago, IL, March 9, 2005. *Creating a Climate for Learning: Understanding and Assessing School Climate.*

32nd Annual Conference on Dyslexia and Related Learning Disabilities. New York, NY. March 15, 2005 *The Social, Emotional and Academic Education of Learning Disabled Children.*

U.S. Department of Substance Abuse & Mental Health Services Administration (SAMHSA) Targeted Capacity Expansion: Prevention/Early Intervention and Youth

Violence Prevention Program National Conference: Transformation in Progress-- Building and Leaving a Legacy, June 2, 2005 - Reston, VA. *Current Research and Practice in Social, Emotional & Academic Education*

Lehman College, CUNY in partnership with PS 304, PS 291, SCRL , Supporting Social Emotional Development to Promote Academic Success. Sixth Annual Professional Development School Conference. Tuesday, November 8, 2005 Keynote address: *Social, Emotional and Academic Education: Current Research, Practice and Next Steps*

10th Annual Conference on Advancing School-Based Mental Health Effective School Mental Health Practices: Building a Shared Agenda with Schools, Communities and Families. October 29, 2005 (3-4:30) – Cleveland, Ohio. . *Creating a Climate for Learning: Understanding, Assessing and Shaping School Climate*

Character Education Partnership, 12th Annual National Conference, Atlanta, Georgia, October 21, 2005. *Creating a Climate for Learning: Understanding, Evaluating and Shaping School Climate*

31st Annual Meeting of the Association for Moral Education. Harvard Graduate School of Education November 4, 2005. *Evaluating school climate: Promoting social, emotional and moral learning.*

Lower School Faculty Professional Development. Columbia Grammar School. March 3, 2005. *Social Emotional Education in the Elementary School Years.*

17th Annual National Youth-At-Risk Conference. March 8, 2006 – Savannah, Georgia, Ohio. *Creating a Climate for Learning: Understanding, Assessing and Shaping School Climate.*

Annual ASCD (Association for Supervision and Curriculum Development) Conference: Constructing the Future, Challenging the Past: Excellence in Learning, Teaching, and Leadership. Chicago, IL · April 1, 2006. *Creating a Climate for Learning: Understanding, Assessing and Shaping School Climate.*

National Mental Health Association Annual Meeting. Washington, DC. June 9, 2006. *Creating a climate for learning: Parents, educators and mental health professionals working together to evaluate and shape school climate.*

MCPS Safe and Drug-Free Schools, Montgomery County Collaborative Council. June 21, 2006. Keynote address: *Strategies, Tools, and Frameworks for School Connectedness*

Evaluating and Shaping School Climate: A Strategy to Promote Democratic Practice. The 2006 National Network for Educational Reform Annual Conference, Cincinnati, Ohio. October 20, 2006

Measuring and improving school climate. Character Education Partnership National Forum - Building Cultures of Character Maryland. October 26, 2006

Social emotional learning and learning disabled students. Connecticut Association for Children with Adults and Learning Disabilities (CACLD) Annual Conference. (Keynote) October, 28, 2006.

Evaluating and Shaping School Climate: A Strategy to Promote Democratic Practice. The 2006 National Network for Educational Reform Annual Conference, Cincinnati, Ohio. October 20, 2006

Measuring and improving school climate. Character Education Partnership National Forum - Building Cultures of Character Maryland. October 26, 2006

School Climate: Research, Policy, Practice and Teacher Education. American Academy of Teacher Education (AACTE). A panel chaired by Jonathan Cohen, with Nicholas M. Michelli, Ed.D (CUNY) Elizabeth M. McCabe, MA (Georgetown University), Susie Case, MBA – (CSEE) Terry Pickeral (Education Commission of the States, Discussant), New York City, February 25, 2007

School climate and school boards. Council of Urban Boards of Education (CUBE). 2007 CUBE Conference: Where we teach: Highly qualified urban school teachers and principals. A panel presentation (Nick Michelli, chair). New York City, June 23, 2007.

The Thoughtful School: Social, Emotional, Ethical and Cognitive Education as the School-Wide Landscape for Learning. (keynote) North American Montessori Teachers Association. Baltimore, MD. October 6, 2007.

School climate policy and practice. (Guest lecture) Educational Policy class in the City University off New York's Doctoral Program in Urban Education. October 10, 2007.

Building Communities in our Classrooms. (Keynote) The 29th annual meeting of Long Island Jewish Educators. November 11, 2007, Roslyn Heights, New York

Evaluating and Improving School Climate: A strategy that promotes students learning, and safe, civil and democratic school communities. (Invited address) Policy Forum on "Establishing School Climate for Academic Success" Sponsored by the Office of the State Superintendent of Education, and the DC Education Compact. December 11, 2007, Washington, DC

Social, Emotional, Ethical and Intellectual Learning: Promoting School and Life Success. (Keynote) NADCO-Nassau County - Association of District Curriculum Officers Nassau BOCES, Clinton Avenue, Garden City, NY January 17, 2008.

Creating schools of character. (keynote) - Wooster School, Danbury, New York. February 21, 2008

Violence Prevention and Social Emotional Education: Individual and K-12 School Considerations. (keynote) Mount Sinai Department of Psychiatry, Division of Psychotherapy, Faculty Group and Family Therapy Conference. April 10, 2008

Promoting social skills and dispositions for learning disabled children. (Keynote). Board of Jewish Education, NYC. May 15, 2008

Measuring and improving school climate: Implications for school boards. (Keynote) Pennsylvania State School Board Association – An Educational Symposium. Gettysburg, Penn. July 13, 2008.

Promoting communities of up standers. (Keynote) 2nd Annual “Cradle to College” Parent and Youth Empowerment Seminar. August 23, 2008.

Using School Climate Assessment to Support Student Learning. (keynote). Farmingdale School District, Farmingdale, Long Island, August 27, 2008

School Boards and School Climate: Where are we now and where do we need to go? (Keynote) National School Board Association annual meeting, Washington, DC January 31, 2009

School climate and social-emotional-ethical education: Current research, policy and practice. Bank Street College of Education Faculty Forum. February 18, 2009

Caring Adults/Caring Environments (keynote) Caring Adults/Caring Environments What works in schools and beyond – A special one-day conference. Sponsored by New York Association of Black School Educators/New York City Department of Youth and Community Development/New York City Department of Education—Office of School Health and Office of School and Youth Development/New York State Office of Children and Family Services– NYC Office of Youth Development. Fordham University June 10, 2009

National School Climate Standards Equity Review Team Meeting. (Keynote) Sponsored by: New England Equity Assistance Center, Education Alliance at Brown University and New England College, Henniker, NH. Brown University, Providence, Rhode Island, September 17, 2009.

Setting Standards for School Climate: A Working Discussion. U.S. Department of Education, Office of Safe and Drug-Free Schools, Washington, DC October 19, 2009

School Climate Policy and Practice: Guidelines and Tools from CSEE and the National School Climate Council. Capital Youth Strategies meeting for policy and practice leaders. Roughly 40 people from the US DOE and leaders from schools and not for profits listened to presentations by Kristin Harper (US DOE, Safe and Drug Free Schools) and Jonathan. Washington, DC. February 16, 2010.

Measuring and Improving School Climate: A School Improvement Strategy that Supports the Whole Child and the Whole School Community (keynote) Supporting Students to

Success! A Student Services Symposium. Sponsored by the Pennsylvania Department of Education, in partnership with the Center for Schools and Communities May 17, 2010

School Climate: What it is and why does it matter? (Featured speaker) Jon Terry (Washington, DC lobbyist) organized a hearing for congressman, senators and their educational policy advisories on June 15, 2010.

School climate, social emotional and civic learning and adolescent development. (Invited address) Sponsored by the Future of Sex Education. Washington, DC June 24, 2010

School climate, social norms and supporting student's healthy development. (Invited address) Teen Dating Violence prevention: Why Middle School Matters. Sponsored by the Family Violence Prevention Fund, the Interagency Workgroup on Teen Dating Violence and the Robert Wood Johnson Foundation, Washington, DC July 20, 2010

Understanding and using school climate data: The foundation for school climate reform. (Invited address) Office of Safe and Drug Free Schools School Climate Symposium. New Orleans, March 10, 2011

School climate policy and practice trends. Youth Violence Prevention and Positive Youth Development. A Project Safe Neighborhoods Conference hosted by the U.S. Attorney's Office and the Justice Education Center. Hartford, Connecticut, June 28, 2011.

School climate reform and UNICEF's Child Friendly School Program. (Keynote) National Chinese Educational Conference on Supportive Social Emotional Learning Environments sponsored by the Chinese Educational Ministry and the UN Children's Fund. Beijing, China.

Creating Conditions for learning: Where are we and where do we need to go to stop dropouts and improve graduation rates? Children's Justice and Safety – A national meeting sponsored by the Office of Juvenile Justice and Delinquency Protection, U.S Department of Justice. Washington, DC. October 12, 2011

Understanding school climate findings: Supporting the whole school community learning and working together. Plainview-Old Bethpage School District. October 4, 2011

School Climate Reform and the 11 Principles of Effective Character Education. Character Education Partnership, 18th Annual National Conference, San Francisco, CA. October 19, 2011

How Can We Encourage Student Leadership and Engagement? Character Education Partnership, 18th Annual National Conference, San Francisco, CA. October 20, 2011

Breaking the Bully-Victim-Witness Cycle: Creating a climate of safety and social responsibility. Character Education Partnership, 18th Annual National Conference, San Francisco, CA. October 21, 2011

School Climate Policy and Practice: Supporting the Whole Child. ASCD 2012 Annual Conference. March 24, 2012. Philadelphia, PA.

Understanding Differences and How They Shape our Lives as Learners and Teachers: Gender, Race, Class, Languages, Age, Appearance, Culture and More. Girls Preparatory Charter School of New York. June 7, 2012, NYU

The Development of Positive School Climate Expectations for District 79 Schools: A five part training series delivered to both district staff and site staff from NYC DOE District 79 schools. May 4, 11, 18, 25, June 1

School Climate Improvement: Creating the Foundation for School Success. Capital Region Educational Council, Conn. April 19, 2012

School Climate and Social, Emotional and Civic Learning: Lessons for Teachers. Adelphi University. Guest lecture in Professor Usha Nayar's Human Development and Learning course. April 29, 2012

Understanding differences and how they shape our lives as learners and teachers: Gender, race, class, language, age, appearance, culture and more. Girls Prep Middle School. June 7, 2012

Why Special Educators Must Address School Climate Issues. LRP's Special Education Directors' Summit. San Diego, July 28, 2012

Creating Safe Supportive Conditions for Learning: Directions for the Nation - A pod cast: On April 24, 2012 Jonathan Cohen and Sean Slade (Director, Whole Child Programs, ASCD) led a pod cast on Cross Agency Collaboration to Ensure a Healthy Learning Environment for Students. This was moderated and sponsored by the Society for Public Health Education and ASCD.

School Climate Reform: A data driven process that supports safe, supportive, engaging schools and communities of Upstanders (keynote) Bergen County Technical School and the Bergen County Special Services School District

School Climate Reform. Fairfield School District, Fairfield, Conn. October 5, 2012

Character Education Partnership (CEP) 19th Annual Meeting. Washington, DC. November 1-3, 2012. Jonathan was asked to be a member of CEP's Educational Advisory Board, which met during these meeting. In addition, he was involved with the following presentations:

- *School climate reform: International trends.* November 1, 2012
- *Breaking the bully-victim-bystander cycle: School climate reform as effective bully prevention/pro-Upstander efforts* November 2, 2012

- *Why is Character Education an Effective Tool for Transforming School Climate?* November 3, 2012. (with Phil Brown)
- *Prosocial Education: A Ship to Carry Us Forward* (panel) November 3, 2012

Cyberbullying. UN International School, NYC. On December 7 and 10th. 2012.

Building Social and Emotional Intelligence in the Classroom, Manhattan High School for Girls, (New York, NY 10021) January 9, 2013 (with Daisy Lopez)

Creating Safe & Positive School Climates. Second Annual Safe and Supportive School Conference. Sponsored by the Louisiana State Department of Education and the Caddo Parish School Board. Shreveport, LA. June 5, 2013

ASCD's February Whole Child podcast: This episode (Feb 12, 2013) focuses on safe schools and what we, as educators, believe is crucial to making our schools not just physically safe, but safe places to teach and learn. The podcast was hosted by Sean Slade, director of ASCD's Whole Child Programs, and included Joe Bergant, superintendent of Chardon (Ohio) Schools, and Howard Adelman, co-director of the Center for Mental Health in Schools at UCLA and Jonathan. www.wholechildeducation.org/podcast. The Whole Child Podcast reaches a worldwide audience. Last year they had nearly 200,000 downloads of the podcast and new episodes garner between 500 and 1,500 downloads in their debut months. The February 2010 ASCD podcast that Jonathan did on school climate was apparently one of their most popular episodes of all time.

What the evidence tells us about bullying and how to prevent it. The New York Conference on Bullying Prevention. Anti-Bullying Leadership Network. CUNY Graduate Center, June 23, 2013

School climate reform: A school improvement strategy that mobilizes the whole village to support the whole child. A SAMPHA sponsored Evidence-Based Prevention Policies Designed to Promote Healthy Youth Development and Well-Being – August 15, 2013 Co-sponsored by the: National Association of State Mental Health Program Directors (NASMHPD). A webinar for: the National Association of State Mental Health Program Directors, the Association of State and Territorial Health Officers (ASTHO); the National Association of State Alcohol and Substance Abuse and the Community Anti-Drug Coalitions of America (CADCA) (Jonathan Cohen, Dan Bellizio, Esq. & Jessica Savage, Esq..)

School climate reform Overview: What is it? How does it support safe, Responsible, engaging and flourishing schools? And, what can you do to help? Plenary, Mid-Hudson Leadership Summit On School-Justice Partnerships: Keeping Kids In School And Out Of Court. New York State Judicial Institute, White Plains, NY. December 11, 2013 -

School Climate Reform: Building bridges between mental health and education. Violence in Schools, Homes, and on the Streets: Psychoanalytic Collaboration with Educators,

Law Enforcers, and Community Leaders. New York Psychoanalytic Association.
February 8, 2014

Supporting youth engagement and leadership. NYC Mayors Youth Leadership Council
March 10, 2014

School Climate Reform: A Dropout Prevention Strategy that Works. Long Island
Regional Leadership Summit on School-Justice Partnerships, Maurice A. Deane School
of Law at Hofstra University, March 7, 2014

Preventing Bullying through School Climate Reform Efforts. An American Educational
Research Association invited panel: Dealing with Bullying--Moving the Needle in Light
of the AERA Report on Prevention of Bullying among Schools, Universities, and
Colleges. American Educational Research Association Annual Meeting. This invited
panel also included Ron Avi Astor Ph.D. (Thor Professor of Urban Social Development
at the University of Southern California); Rami Benbenishty, Ph.D. (Professor in the
School of Social Work at Bar-Ilan University); Dewey G. Cornell, Ph.D. (Bunker Chair
in Education in the Curry School of Education at the University of Virginia) and
Dorothy L. Espelage, Ph.D. (Professor of Child Development and Hardie Scholar in the
Department of Educational Psychology at the University of Illinois, Urbana-Champaign).
Philadelphia. April 4, 2014.

*K-12 School-based Bully Prevention/Mental Health Promotion Trends: Research, policy
and practice in the European Union, North and South America.* A panel presentation at
the American Society for Adolescent Psychiatry & International Society for Adolescent
Psychiatry and Psychology Meetings (NYC) with Professor Catherine Blaya (Université
Nice Sophia Antipolis, France), Jonathan Cohen, Ph.D. (organizer) (National School
Climate Center; Teachers College, Columbia University; USA), Dra. Verónica López
Doctorado en Psicología, Editora Revista Psicoperspectivas, Escuela de Psicología ,Chile
March 28, 2015

*School Climate Reform & The 11 Principles Of Effective Character Education: What To
Do And How To Do It.* 2015 National Forum on Character Education, Atlanta, Georgia
Friday, October 16, 2015. Presented with Barbara Bergseth, M.P.A

1. Courses

1980-1986 Separation and attachment throughout the life cycle.
Identity and role in contemporary society.
Human development. (Undergraduate seminars)
Department of Human Development,
Columbia College, Columbia University

- 1980-1985 Organizational and group process (Small group consultant; graduate course). Department of Psychology, Teachers College, Columbia University.
- 1981 Personality. (Undergraduate course) Department of Psychology, New York University
- 1981-1986 On the theory and practice of psychotherapy.
and
Adult psychotherapy: theory, research and practice. (Undergraduate courses). Department of Psychology, Columbia University
- 1982 Child Development. (Undergraduate course) Department of Psychology, New York University
- 1983 Child psychoanalytic psychotherapy: On the nature of change (Seminar for undergraduate and graduate students). Department of Psychology, Teachers College, Columbia University
- 1992-1996 Psychotherapy with attentionally and learning disordered children.
and
On the nature of therapeutic action: a continuous case conference. (Post-graduate seminars). The Institute for Child, Adolescent and Family Studies, NYC
- 1996-99 Social emotional learning: Assessing the concept, programs and perspectives. (Pre and in-service seminar). Department of Clinical/Counseling Psychology, Teachers College, Columbia University/Continuing Education Department.
- 1999-2000 Applications of Psychoanalytic Thinking in the Community. (Post-graduate course/visiting lecturer) Topeka Institute for Psychoanalysis, Topeka, Kansas
- 1999-present Therapeutic Action in the treatment of children: A case conference. (Post-graduate seminar). Child and Adolescent Psychotherapy Training Program, William Alanson White Institute
- 2001 Social Emotional education: Theory, Practice and Research (Pre and in-service seminar). School of Education, Farleigh Dickinson University
- 2002-2003 Social Emotional Education: Core Concepts and Practices. (Pre and in-service seminar). The Bank Street College of Education, The New Perspectives Program

- 2004-2012 Social, Emotional and Academic Education: Theory, Research and Practice. (Graduate level) School of Professional Studies, City University of New York
- 2013 *Random Acts of Kindness Foundation (RAK)*: Jonathan was filmed for the RAK Foundation talking about prosocial education and school climate reform. Jonathan is one of several experts (e.g. Nel Noddings; Robert Selman) whose commentary as well as suggested readings and learning experiences will provide the foundation for an on line course. In addition to Jonathan, the following people will be a part of this on line course: Randy Testa, PhD, Harvard School of Education; Marilyn Decalo, Education Director, The Random Acts of Kindness Foundation; Daniel P Liston,
- 2015 School climate and restorative practices: A critical comparison. International Institute for Restorative Practices Graduate School. A blended/on-line course

2. Workshops

Biofeedback and the college student: uses and limitations. (with Keith Sedlacek, M.D.). The Metropolitan College Mental Health Association Annual Conference. NYC. 12/79.

Learning: me, my wishes and my worries: a talk to and with children. Vermont Association for Learning Disabilities 'Youth Conference', Putney, Vermont. 4/16/88.

Understanding the psychological and social lives of learning disabled children: a one-day workshop for teachers. The Annual Meeting of the Friends Seminary Schools in Philadelphia, Penn. 10/24/88.

When a parent dies: a workshop for teachers. The Friends Seminary School, New York, New York. 2/10/89.

Strategies for parents to help their child cope of learning weaknesses and learning strengths. The Friends Seminary School Parent Group Network and PTA. 3/21/89.

Working with parents of learning disordered children: integrating psychoanalytic, neuropsychological and educational perspectives. A workshop On Working with Parents Whose Children are in Treatment. The New York Section for Children and Adolescence, The Division of Psychoanalysis, American Psychological Association. N.Y.C., 2/1/92.

Differential diagnosis and intervention in the public schools. A Workshop for Senior Supervising Mental Health Professionals in the Bronx Public Schools. N. Y. C. Board of Education. 12/18/92.

Clinical work with children and parents. A Workshop for Senior Supervising Mental Health Professionals in the Bronx Public Schools. N.Y.C. Board of Education. 2/26/93.

Supervision and clinical work: a case conference. A Workshop for Senior Supervising Mental Health Professionals in the Bronx Public Schools. New York City Board of Education. 4/2/93.

Empathizing with the learning disabled child: integrating psychoanalytic, developmental and educational perspectives. A One Day Course designed for speech/language therapists, teachers and mental health professionals. Sponsored by the Newgrange School, Princeton, New Jersey. 1/18/93.

Learning Disorders and the University Student. Post-Doctoral Fellowship Seminar. Columbia University Counseling and Psychological Service. 7/19/96.

Learning Disabilities in Childhood and Adolescence: Clinical and Developmental Issues. Social Work Staff Workshop, Hawthorne Cedar Knolls, Boys Campus. Jewish Board of Family and Children's Service. 2/14/97.

Social Emotional Learning. The Manhattan School for Children, NYC. 6/6/97.

The 1998 Social Emotional Learning Institute: Promoting Social-Emotional Learning in Elementary and High School, July 13 - 17th and November 7, 1998. Teachers College, Columbia University. Co-director.

Applied psychoanalysis and education: Consultative, collaborative and educative work with K-12 teachers. A discussion group at The Annual American Psychoanalytic Association Meetings. Co-founder and co-leader. Waldorf Astoria Hotel, New York City. December 16, 1998.

Learning disabilities in adulthood: Neuropsychological and psychodynamic perspectives. Discussion group leader. NYU Psychoanalytic Institute at NYU Medical Center. January 30, 1999

Implementing school-wide prevention programs in elementary schools. Wampus Elementary School, Byram Hills School District, Armonk, New York. January 21, 2000

Social emotional education: Building on what you have done. Birch Walthen School, NYC. January 13; February 9 and 16 2000.

Social Emotional Education. Newgrange Educational Outreach Center (with Margaret Jo Shepherd, Ed.D.) Princeton University, Princeton, New Jersey. February 4, 2000.

Troubled Kids: Recognition, prevention and intervention. The Dwight-Englewood School, Englewood, New Jersey. February 22, 2000.

Working with mentees: Diversity, tolerance and conflict resolution. Mentoring U.S.A. – A workshop for mentors. NYC, November 15, 2000.

Nonverbal Learning Disability: One Perspective on the Syndrome. The 38th Learning Disability Association Conference on Learning Disabilities. New York City, with Scott Bezsylo and Margaret Jo Shepherd.

The Multiple Roles of the Psychoanalyst in the Educational Community: Grant Writing and Funding School Consultation and Therapeutic Pre-Schools Discussion Group for the Ad Hoc

Committee on Schools. Fall 2000 Meetings of the American Psychoanalytic Association. December 13th, 2000.

Teaching and Learning with K-12 Educators: Past and Present Efforts. Discussion Group for the Application of Psychoanalytic Thinking to Social Problem. Fall 2000 Meetings of the American Psychoanalytic Association. December 14th, 2000.

Learning about Learning Disabilities in Childhood and Adolescence: A One-Day Workshop for Clinicians. Mid-Coast Mental Health Center, Maine. January 26, 2001.

Learning Styles: Achieving a Balance Between Challenging Homework and Living a Healthy, Happy Life. The Dwight School Parents Association, New York City 10024. February 26th, 2001

Discipline and social emotional education. The Dwight School, New York City 10024. April 7^h, 2001

School Safety: Planning in the After-School Environment. The After-School Corporation in partnership with The New York State Center for School Safety (with Lauren Hyman). November 2, 2001.

Living in uncertain times: Preparing children to face the tests of life. A New York State Center on School Safety Workshop. Fishkill, New York, December 7, 2001.

Living in uncertain times: Preparing children to face the tests of life. A New York State Center on School Safety Workshop. Long Island, January 18, 2002.

Social Emotional Development and Learning: Middle School Students. A faculty workshop, The Trinity School, New York, New York, February 12, 2002

Raising socially and emotionally literate children. Riverdale Country School. The Lower School. February 27, 2002.

Social Emotional Education and the Learning Disabled Student. (with Scott Bezsylo) The 20th Annual Learning Disability Network Conference, Randolph, Mass. April 12, 2002

Social Emotional Education at Home. The Dalton School (Lower School), NYC. April 15, 2002.

Recognizing and preventing trauma in childhood: September 11th and beyond. New York City Board of Education, School District 27. Pupil Personnel Services, June 27, 2002.

Planning for the Anniversary: Strategies for supporting your students on 9/11/02 and beyond. The After-School Corporation. September 3, 2002.

Honoring September 11th With Our Children. The Jewish Community Center in Manhattan. September 3, 2002.

Educating Minds and Hearts: Fostering Academic and Life Success Through Social Emotional Learning. A one day conference sponsored by The Board of Education and New Perspectives at Bank Street College of Education: Ten and Change: Young Adolescents Living and Learning. NYC, October 19, 2002.

Promoting children's social-emotional competencies, safe schools and reflective educators. The Bank Street College of Education, NYC, October 23, 2002.

Educating Minds and Hearts: Raising socially and emotionally intelligent children. The Rodeph Sholom School. New York, New York December 12, 2002.

Recognizing and Dealing with Trauma: Promoting Social Emotional Literacy and Safer, Caring and Responsive Schools and After-School Settings (For Site Directors) With Kecia Hayes, Danny Mallonga and Laura Mandell. The After-School Corporation, New York City. January 17, 2003.

Recognizing and Dealing with Trauma: Promoting Social Emotional Literacy and Safer, Caring and Responsive Schools and After-School Settings (For Program Staff). With Kecia Hayes, Danny Mallonga and Laura Mandell. The After-School Corporation, New York City. January 18, 2003.

Aggression: What is it? What causes it? How can we deal with it constructively: A dialogue between educators and analysts. American Psychoanalytic Association Annual Meetings, New York City, January 25, 2003.

Social Emotional Education and After-School Sites – A Four-Session Workshop (For Site Directors) The After-School Corporation, New York City. First meeting with three TASC sites: January 31, 2003 - With Kecia Hayes.

Educating Minds and Hearts: Theory, Goals and Outcomes. Midwinter Conference, Center for Jewish School Leadership, The Principals Seminar Programs Forth Mid-Winter Conference, The Lookstein Center, Bar Ilan University, February 16, 2003, Nova Southeastern University.

Self Reflections and Organizing Guidelines: Beginning to translate our vision into an action plan. Midwinter Conference, Center for Jewish School Leadership, The Principals Seminar Programs Forth Mid-Winter Conference, The Lookstein Center, Bar Ilan University, February 16, 2003, Nova Southeastern University.

Infusing social emotional learning into school life: Organizing guidelines. Midwinter Conference, Center for Jewish School Leadership, The Principals Seminar Programs Forth Mid-Winter Conference, The Lookstein Center, Bar Ilan University, February 17, 2003, Nova Southeastern University.

Effective Implementation: Lessons learned from the field and planning for the future. Midwinter Conference, Center for Jewish School Leadership, The Principals Seminar Programs Forth Mid-Winter Conference, The Lookstein Center, Bar Ilan University, February 17, 2003, Nova Southeastern University.

Mental Health and Educational Professions Working Together. Support Service Professional Development. New York City Department of Education School District #8. Bronx, New York, March 12, 2003

Furthering Safe and Schools and Communities. Soziale und Emotionale Bildung - Ein Konzept gewinnt an Bedeutung (Social & Emotional Education - A Concept Gains Recognition). jung & stark by pro juventute in collaboration with Health Promotion Switzerland. March 20, 2003.

Risk Prevention/Health Promotion: What are we doing? Where do we want to go? Support Service Professional Development. New York City Department of Education School District #8.

Bronx, New York, April 30, 2003

Fostering academic and life success through social emotional education. Lower School Faculty, Lycee Francais de New York. May 13, 2003.

Social emotional education and learning how to be a friend. The Rodeph Sholom School. New York, New York May 14, 2003.

Social emotional education and learning how to be a friend. The Rodeph Sholom School. New York, New York May 14, 2003.

The Core Principals of a Caring Learning Environment: Reflecting on what we have done and what we want to do. Creating a Caring Learning Environment. The Lookstein Center, School of Education, Bar-Ilan University in collaboration with the Rosh Pina Mainstreaming Network, NYC, July 7, 2003.

The Second Anniversary Of The September 11th Attack On America: Honoring, Learning And Healing. The After-School Corporation. September 8, 2003.

Trauma and social emotional education. The Eugene T. Maleska Intermediate School, IS 174, Bronx, New York. September 29, 2003.

Social, emotional and academic learning: Current practice and next steps. Joliet Public School District, District 86, Illinois. November 9 & 10, 2003

Educating Minds and Hearts: Promoting safe schools and social, emotional and academic learning. A Two-day institute. The 15th Annual Ohio Prevention and Education Conference, Columbus, Ohio. December 8 & 9, 2003.

Promoting a critical mass of social emotional educational leaders: Educators, parents and mental health professionals learning and teaching together. American Psychoanalytic Association, January 22, 2004.

Promoting social-emotional competence and academic achievement: Psychoanalysts and Educators Working and Learning Together. American Psychoanalytic Association- Liaison to Schools Committee Symposium. January 24, 2004

Sports Bullying: Winning, Losing and Everything in Between. Yogi Berra Museum & Learning Center. A pilot educational program presented by the Museum & Learning Center and CSEE. February 6, 2004.

Educating Hearts and Minds: Tools to Promote the Healthy Emotional Development of Our Children. Montclair Kimberley Academy - The MKA Community Well-Being Committee Spring Parent/Teacher Education Participatory Discussion. March 6, 2004

Educating Minds and Hearts: Promoting Safe Schools and Social, Emotional, Ethical and Academic Learning - Working with school districts. Imperial County Office of Education, Student Well-Being and Family Resources. May 6 & 7, 2004.

Social emotional and character education: current practice and next steps. Montclair Kimberly Academy, Senior Leadership Team. Montclair, New Jersey. June 14, 2004

A middle school faculty retreat – further social, emotional, ethical and academic learning. Montclair Kimberly Academy, Middle school faculty - Montclair, New Jersey. September 1, 2004

Creating a climate for learning and healthy development: Talking with kids. Broadway Housing Communities, Youth and Adult Education Service, NYC. November 2 & 11, 2004.

Diversity and social emotional learning. The Brooklyn Friends Seminary School Diversity Committee. December 3, 2004.

The Social, Emotional and Academic Education of Learning Disabled Children. The Churchill Center Parent Series, New York, NY. January 20, 2005

Making the most of your volunteer experience: How to work with difficult children. The New York Junior League, Hunter College, City University of New York. February 3, 2005

Promoting caring and responsibility in high school: Creating a climate for learning and promoting social-emotional literacy. Solomon Schechter High School, New York City. September 6, 2005.

Promoting Social, Emotional, Ethical and Cognitive Competencies in K-12 Students. Region 2 CSE (Committee on Special Education), New York City Department of Education. December 16, 2005.

Promoting Social, Emotional, Ethical and Cognitive Competencies in K-12 Students. Region 2 CSE (Committee on Special Education), New York City Department of Education. December 16, 2005.

Nonverbal learning disabilities in K-12 students: social, emotional and academic educational. New York City Independent School Association. February 9, 2006.

Learning disabled children: Climate for Learning: 33rd Annual Conference on Dyslexia and Related Learning Disabilities: NYC. March 13 2006.

Social Emotional Education in the Elementary School Years: Lower School Faculty Professional Development. Columbia Grammar School. March 3, 2006

Creating a Climate for Learning: Understanding, Assessing and Shaping School Climate. 17th Annual National Youth-At-Risk Conference. March 8, 2006 – Savannah, Georgia,

Creating a Climate for Learning: Understanding, Assessing and Shaping School Climate. Annual ASCD (Association for Supervision and Curriculum Development) Conference: Constructing the Future, Challenging the Past: Excellence in Learning, Teaching, and Leadership. Chicago, IL · April 1, 2006

Bringing SEL to a new level of development. Long Island Social Emotional Literacy Forum. Jericho Middle School, Jericho, NY June 2, 2006 (with Laura Shapiro).

Social, Emotional, Ethical and Academic School Improvement: Promoting student learning, healthy development and authentic learning communities. Jericho School District, Jericho, NY July 10, 2006

Connecting with children: Challenges and Opportunities. Foundling Friends Volunteer Training Meeting, New York Junior League, October 4, 2006

Influencing school climate practice and policy: The work of the Center for Social and Emotional Education. Doctoral class in Urban Educational Policy (Professor Nick Mitchell), Graduate Center, City University of New York. October 11, 2006

Evaluating and improving school climate: Current practice and future directions. Social Emotional Literacy Conference: The Missing Piece: A Team Approach for Student Success. Hofstra University. November 3, 2006 (Jonathan Cohen, Cecile Wren and Dena Wallerson)

Adolescents and service learning. The Jewish Coalition for Service and Hillel. October 23, 2006. Temple Emmanuel.

Understanding and shaping school climate: What new teachers need to know and why? The New Educator's Conference: Building and Sustaining Learning Communities in Challenging Times October 21, 2006, The City College of New York (Jonathan and Dena Wallerson)

The Socially, Emotionally, Ethically and Academically "Smart" School. Wilton CT. School District. February 5, 2007

Talking with diverse audiences at the New York Junior League. March 1, 2007

Creating Advisory Programs in Middle and High School: Helping Adolescents Better Understand Themselves and Others. New York Association of Independent Schools. (with Sue Ruskin-Mayer) April 26, 2007

Building Communities in our Classrooms: The Fundamentals of Effective Social, Emotional, Ethical and Academic Education. Jewish Educational Leadership Meeting. Temple Or Elohim, September 20, 2007

Measuring and Improving School Climate. (A pre-forum workshop) National Forum on Character Education. Investing in America's Future" November 1, 2007, Arlington, Virginia (with Dena Wallerson)

Transforming School Climate: Educational and Psychoanalytic Perspectives –Symposium, American Psychoanalytic Association. January 19, 2008

The bully-victim-witness cycle: Promoting student skills/dispositions and creating a climate for learning. National Forum on Character Education. Investing in America's Future" November 1, 2007, Arlington, Virginia (with Dena Wallerson)

Promoting Children's Healthy Social and Emotional Development and Capacity to Learn. 35th Annual Conference on Dyslexia and Related Learning Disabilities, The International Dyslexia Association, New York Branch March 8 2006.

Evaluating School Climate: Integrating Community-building with Effective School Practice, Community Schools National Forum. Portland, Oregon, (With Arnie Fege) May 2, 2008

Measuring and improving school climate to enhance student success. 2008 National Charter Schools Conference and the National Alliance for Public Charter Schools. New Orleans. June 24, 2008 (with Vanessa Camilleri)

Measuring and Improving School Climate. National Forum on Character Education. Washington, DC October 17, 2008 (with Rhia Hamilton)

The bully-witness-victim-cycle: Strategies to reduce bullying and make schools safer and responsive. National Forum on Character Education. Washington, DC October 18, 2008 (Rhia Hamilton)

Evaluating and improving school climate: Guidelines and tools. National Middle School Association Annual Conference, Houston, Texas. October 30, 2008

Social, Emotional and Ethical Learning: Supporting positive youth developmental and student learning – A daylong workshop for school counselors. The Archdiocese of NY Drug Prevention Program, Bronx, New York. March 9, 2009

Understanding, evaluating and shaping school climate for the whole child. Annual ASCD Conference. March 15, 2009. Florida (Jonathan with Molly McCloskey)

Social, emotional and civic education. The British International School, NYC. June 11, 2009

Prosocial Education Panel (with Phil Brown, Linda McKay, Marvin Berkowitz); *Measuring and improving school climate: Current practice and policy developments future* (workshop) and, *Character Education and Social Emotional Learning: Similarities and Differences Panel* (with Kathy Beland and Ed Dunkelblau) The 16th National Forum, Character Education Partnership (October 29, 30 and 31, 2009). Alexandria, VA

Crisis Preparedness for Social and Emotional Dangers. The After School Experience - 14th Bi-annual Professional Development Training “Educating the 21st Century Student — A Broader, Brighter Approach” New York College of Technology, 300 Jay Street Brooklyn, New York 11201, December 15, 2009 – 9:45 to 11:45. Jonathan Cohen & Joakim Lartey (~150)

Breaking the Bully-Victim-Passive Bystander Cycle: Infusing understandings and skill-based learning into the life of the classroom and lesson planning - St. HOPE Leadership Academy, 222 West 134 Street, NYC, January 13, 2010.

Creating a School Climate that Supports Student Learning and Positive Youth Development. This conference was directed U.S. Department of Educational and the Institute for Educational Sciences: Turnarounds: Learning from Research and Practice.

It was also sponsored by REL West, California Comprehensive Center, and Southwest Comprehensive Center at WestEd, Hilton Los Angeles Airport Hotel September 31, 2010. Phil Brown, Jonathan Cohen & Vanessa Camilleri

School climate standards and the improvement process: Mobilizing the “whole village” to support the “whole child”. 5th Annual New England Conference on Multicultural Education - Improving Student Achievement through Multicultural Learning: Engagement and Success for All October 14, 2010 – Farmington, Connecticut.

School Climate and Culture: A Data-driven Strategy that Works (October 29, 2010)
Integrating Character Education and Social Emotional Learning Research and Practice: Recent Trends (October 29, 2010) with Ross Thompson, Maurice Elias, and Larry

Why is Character Education an Effective Tool for Transforming School Climate? (October 30, 2010) with Ron Berger and Phil Vincent. All presented at the Character Education Partnerships 17th Annual forum in San Francisco.

Breaking the Bully-Victim-Bystander Cycle: Creating a Climate of Safety and Social Responsibility. 11th Annual conference on Character Education - Addressing Bullying, Harassment and Academic Failure: Sharing Best Practice Strategies That Work. November 4, 2010, Sage College, Albany, New York (Kay Bradley and Jonathan

Stand Up to Bullying! Breaking the Bully-Victim-Bystander Cycle: Strategies to Reduce bullying and Promote Safe and Caring School Communities. Department of Educational Support Services

At Eastern Suffolk BOCES, November 19, 2010

Understanding, learning & working with learning disabled graduate students. Wellness Center, Graduate Center, (Room 6422), City University of New York, April 12, 2013

3. Organizing and/or directing national conferences and institutes

Conferences:

- 1997 *Social Emotional Learning and the Passage into Adolescence: what to do, when to do it, and where to get help.* (Director). Teachers College, Columbia University.
- 1998 *Social Emotional Learning and the Elementary School Child - The Second Annual PSEL-CASEL Conference.* (Director) Teachers College, Columbia University, Co-sponsored by the Collaborative for the Advancement of Social Emotional Learning, National Association of Elementary School Principals and BOCES
- 1999 *Social Emotional Learning In the Context of Digital Technologies.* (Director) Teachers College, Columbia University. Co-Sponsored by Project for Social and Emotional Learning, Teachers College, Columbia University; Institute for Learning Technologies, Columbia Center for New Media Teaching and Learning; and, Collaborative for the Advancement of Social and Emotional Learning (CASEL)
- 2000 *Social and Emotional Education.* (Director). Co-sponsored by The Center for Social and Emotional Education and National Professional Resources.
- 2001 *From Bullies to Bullets: Understanding and Preventing Youth Violence in our Homes and Schools* – (Lauren Hyman, conference director) A two-day conference for educators and parents. Co-sponsored by The Center for Social and Emotional Education, the National Center for Children Exposed to Violence, Yale University; The New York State Center for School Safety; and, BOCES.

Summer Institutes:

1998 - *Social Emotional Learning Summer Institute* – (Director). Teachers College, Columbia University and co-sponsored by BOCES of Southern Westchester.

1999 – *Social Emotional Learning Summer Institute – Promoting Social and Emotional Learning in Elementary, Middle and High Schools.* (Director). Cosponsored by Teachers College, Columbia University, Collaborative for the Advancement of Social and Emotional Learning (CASEL), Educators for Social Responsibility, and Southern Westchester BOCES.

2000 - *Social & Emotional Education: The foundation for character development & academic achievement*. (Director) Cosponsored by The Project for Social & Emotional Education, Teachers College, Columbia University; The Columbia Center for New Media, Teaching and Learning, Columbia University; and Nassau BOCES.

2001 – *Safe and Intelligent Schools: Integrating Effective Social and Emotional Education into School Life K through high school - Core principles and practices*. (Director). Cosponsored by the Continuing Education & Public Programs at the Graduate Center of The City University of New York; Nassau BOCES; and, Fairleigh Dickinson University, Department of Education.

2001 - *Educating Minds and Hearts: Safe Schools, healthy character development, academic achievement and social-emotional education - K through high school - Core principles and practices*. (Director) Cosponsored by the Continuing Education & Public Programs at the Graduate Center of The City University of New York; Nassau BOCES; and, Fairleigh Dickinson University, Department of Education.

2002 – *Educating Minds and Hearts: Safe Schools, healthy character development, academic achievement and social-emotional education - K through high school - Core principles and practices*. (Jennifer Allen, Institute Director). Cosponsored by the Continuing Education & Public Programs at the Graduate Center of The City University of New York; Nassau BOCES; American Association of School Counselors; and, the New York State Center for School Safety.

2003 – *Educating Minds and Hearts: Safe Schools, healthy character development, academic achievement and social-emotional education - K through high school - Core principles and practices*. (Jennifer Allen, Institute Director). Cosponsored by the Continuing Education & Public Programs at the Graduate Center of The CUNY; Nassau BOCES; and, the New York State Center for School Safety.

2004 – *Educating Minds and Hearts: Safe Schools, healthy character development, academic achievement and social-emotional education - K through high school - Core principles and practices*. (Jennifer Allen, Institute Director). Cosponsored by the School of Professional Studies, CUNY; Nassau BOCES; and, the New York State Center for School Safety.

2005 – *Educating Minds and Hearts: Safe Schools, healthy character development, academic achievement and social-emotional education - K through high school - Core principles and practices*. Cosponsored by the School of Professional Studies, CUNY; Nassau BOCES; and, the New York State Center for School Safety.

2006 – *Educating Minds and Hearts: Safe Schools, healthy character development, academic achievement and social-emotional education - K through high school - Core principles and practices*. (Laura Shapiro, Institute Co Director) Cosponsored by the School of Professional Studies, CUNY; Nassau BOCES; and, the New York State Center for School Safety.

2007 – *Educating Minds and Hearts: Safe Schools, healthy character development, academic achievement and social-emotional education - K through high school - Core principles and practices.* (Dena Wallerson, Institute Co Director) Cosponsored by the School of Professional Studies, CUNY; Nassau BOCES; the New York State Center for School Safety, the Character Education Partnership and endorsed by the Anti defamation League.

2008 - *Promoting Safe and Civil Schools: Creating the Foundation for Positive Youth Development and Student Achievement in K-12 education.* Co-sponsored or endorsed by The City University of New York (CUNY) School of Professional Studies; Center for Social and Character Development, Rutgers University; New York Statewide Center for Student Support Services; New York State Center for School Safety; Public Education Network, Center for Character and Citizenship, University of Missouri-St. Louis– College of Education; Character Education Partnership, National Center for Learning and Citizenship; Education Commission of the States; and, the National Network for Educational Renewal

2008 – *Safe and Civil Schools Network* (Cecile Wren, co-director). Sponsored by the Board of Cooperative Educational Services, Nassau, Long Island

2009 – *Comprehensive School Climate Reform and Bully Prevention: Promoting Healthy and Democratic K-1 School Communities.* Co-sponsored or endorsed by The City University of New York (CUNY) School of Professional Studies; Center for Social and Character Development, Rutgers University; New York Statewide Center for Student Support Services; New York State Center for School Safety; Public Education Network, Center for Character and Citizenship, University of Missouri-St. Louis– College of Education; Character Education Partnership, National Center for Learning and Citizenship; Education Commission of the States; and, the National Network for Educational Renewal

2010 – *Comprehensive School Climate Reform: Promoting Healthy and Democratic K-1 School Communities.* Co-sponsored or endorsed by The City University of New York (CUNY) School of Professional Studies; Center for Social and Character Development, Rutgers University; New York Statewide Center for Student Support Services; New York State Center for School Safety; Public Education Network, Center for Character and Citizenship, University of Missouri-St. Louis– College of Education; Character Education Partnership, National Center for Learning and Citizenship; Education Commission of the States; and, the National Network for Educational Renewal

2011 – *Comprehensive School Climate Reform: Promoting Healthy and Democratic K-1 School Communities.* Co-sponsored or endorsed by The City University of New York (CUNY) School of Professional Studies; Center for Social and Character Development, Rutgers University; New York Statewide Center for Student Support Services; New York State Center for School Safety; Public Education

Network, Center for Character and Citizenship, University of Missouri-St. Louis– College of Education; Character Education Partnership, National Center for Learning and Citizenship; Education Commission of the States; and, the National Network for Educational Renewal

2012 – *Comprehensive School Climate Reform: Promoting Healthy and Democratic K-1 School Communities*. Co-sponsored or endorsed by

The City University of New York (CUNY) School of Professional Studies; Winston Preparatory Schools, Center for Social and Character Development, Rutgers University; New York Statewide Center for Student Support Services; New York State Center for School Safety; Public Education Network, Center for Character and Citizenship, University of Missouri-St. Louis– College of Education; Character Education Partnership, National Center for Learning and Citizenship; New England Equity Center, National Association of School Psychologists, National Network for Educational Renewal, iKeepSafe Coalition, PACER Center, Search Institute and the National Dropout Prevention Center/Network.

2013 – *Comprehensive School Climate Reform: Promoting Healthy and Democratic K-1 School Communities*. Co-sponsored or endorsed by Winston Preparatory Schools, New York State Center for School Safety; Public Education Network, Center for Character and Citizenship, University of Missouri-St. Louis– College of Education; Character Education Partnership, National Center for Learning and Citizenship.

2014 – *School Climate Reform and the Common Core*. Co-sponsored or endorsed by Winston Preparatory Schools

2015 – *School Climate Improvement: Policy, Practice and Leadership Development. What to do and how to do it.*

2017 - *School Climate Improvement: Policy, Practice and Leadership Development. What to do and how to do it.*

4. Media work

WABC Radio (national) (2002)
Channel 9 (television) (2002)
CBS evening news (2002)
CBS channel 2 at noon (2002)
Japanese Public Television (2002)
Big Apple Parent Magazine (2002)
CNN "Headline News" (2002)
Channel 1 television (2002)
The Daily News (2002)
Education Week (2003).
Channel ABC News (2005)
The God Squad television show (2007)
New York Times, (July, 2008)
USA Today (April, 2009)
US News & World Report (April, 2009)

HappyChild.com.au, October 20th – Jonathan featured in podcast about NSCC and our school climate supports: <http://www.happychild.com.au/audio/emotional-intelligence-and-academic-success-with-professor-jon-cohen>

Education Week (the leading education news publication) – Jonathan was interviewed for their online publication in 12/2010 about the importance of School Climate. You can read the wonderful profile piece at:

http://blogs.edweek.org/edweek/finding_common_ground/2011/11/the_issue_of_school_climate_a_conversation_with_jonathan_cohen.html.

Jonathan as interviewed on April 20, 2012 by a senior editor (Willona Sloan) of *Education Update*, the monthly member newsletter of ASCD on “What is the purpose of public education in the 21st century?” This will appear in the monthly Education Update newsletter and it will run in the July issue. It will be mailed to our 160,000 members around the world and will also be available online.

Jonathan was interviewed in a podcast sponsored by the ASCD-SOPHE initiative (Society of Public Health Educators) on the following topic: “Cross Agency Collaboration to Ensure a Healthy Learning Environment for Students” (April 24, 2012) (Available on: <http://www.sophe.org/YouthHealthDisparities.cfm>)

- Jonathan and our Bully prevention/Pro-Upstander efforts are quoted and talked about in the *News-Press – Southwest Florida* news on Sunday (2-12-2012) for their “Stand Up to Bullies” (<http://www.newspress.com/apps/pbcs.dll/article?AID=2012302120047>). (March, 2012)

- Forest of the Rain Productions - an Internet Education Communications Company. Jonathan was interviewed on May 21, 2011 about school climate and bully prevention. These radio productions have listeners in 55 countries. These discussions are reportedly downloaded in more than 70 countries, and they have a followership of over 300,000 when you combine our radio, podcast, blogs, and networks.

- *Chicago Tribune*: Jonathan was interviewed by Vikki Ortiz Healy from the *Chicago Tribune* about school improvement efforts (August 30, 2013). This became a front page story on September 9, 2013: *New inclusive approach helps schools fight bullying- Students learn to show others respect through music videos, perks.* (http://articles.chicagotribune.com/2013-09-09/news/ct-met-anti-bully-tokens-20130909_1_fight-bullying-students-stratford-middle-school)

- *The Atlantic Journal Constitution*: Jonathan was interviewed by Daarel Burnette II -- Education reporter from the *Atlantic Journal Constitution* about school climate reform and disciplinary practice (August 19, 2013).

- Pioneer Press, St. Pauls, Minn. May 24, 2013

- Jonathan was interviewed by Daarel Burnette II, education reporter from the *Atlantic Journal Constitution*, about school climate reform and disciplinary practice (August 19, 2013).

5. Classroom teacher

1972-1973 The Marianne Frostig Center for Educational Therapy, (7 grade) L.A., CA.

CLINICAL and CONSULTATION ACTIVITIES

1. Clinical work with children, adolescents, adults and families

1979-present Private practice in child, adolescent and adult psychotherapy and psychoanalysis, individual and school consultation

2. Clinical supervisory activities

1981-1990 Adjunct Clinical Supervisor in Clinical and School Psychology
Ferkauf Graduate School of Yeshiva University, New York, NY.

1985-present Clinical Associate, Supervisor of Child and Adolescent
Psychotherapy, Doctoral Program in Clinical Psychology,
City University of New York

1986 - present Adjunct Clinical Supervisor (Child and Adult)
Doctoral Program in Clinical Psychology
Teachers College, Columbia University.

1992-1993 Adjunct Clinical Supervisor (Child and Adolescent)
Adjunct Assistant Professor in Applied Psychology
School Psychology Doctoral Program, New York University

1992-1998 Clinical Supervisor, The Institute for Child, Adolescent and Family
Studies, New York, New York

1999 - present Supervisor/Instructor, Child and Adolescent Psychotherapy
Program, The William Alanson White Institute of Psychiatry,
Psychoanalysis and Psychology.

3. Consultative activities

1986-1987 Consulting Psychologist.
Psychological Counseling Service. Columbia College,
Columbia University

1987-1988 Consultant in Learning Disorders.
Office of Disabled Students. Columbia University

1987-1999 Senior Consulting Psychologist.
The Riverdale Country School. Riverdale, New York.

1992 to 1993 Consulting Psychologist.
The Randolph School. Becon, New York.

1992-1993 Consulting Psychologist.
Senior Mental Health Professionals. NYC Public Schools,
Bronx Regional Office,

1993-1998	Consulting Psychologist and Supervisor. Counseling and Psychological Services, University Health Service, Columbia University.
1996-present	National School Climate Center Consultation work with public, parochial and independent schools; The After-School Corporation; National School Board Association; State Departments of Education (Arizona, Connecticut, Iowa, Louisiana, New Jersey, New York, Ohio, Pennsylvania, Rhode Island Washington, DC); State Departments of School Safety (New York and Ohio); The New York City Department of Education; and, Ministries of Education in Sweden, Israel and Switzerland, Singapore, Malaysia, Peru, Japan, The United States Department of Education, the BI-EQ-CAMP in China
2002	U.S. Department of Education, Safe and Drug-Free Schools Program. <i>On the development of Remembering September 11: Suggestions for Commemorations in Schools.</i>
2006	M2 Corporation, Kuala Lumpur, Malaysia. On the integration of social, emotional, ethical and academic education.
2007	Ohio State Department of Education, Office of the State Superintendent of Education, Washington, DC, The Council for Exception Children, RBI Harlem Charter School, New York State Department of Education <i>Supportive Learning Environment</i> Steering Committee
2008	Ohio State Department of Education; New York State Department of Education <i>Supportive Learning Environment</i> Steering Committee
2009-10	Pennsylvania State Department of Education. School climate related consultations.
2009-10	U.S. Department of Education, Safe and Drug-Free Schools Division. Consulting around a range of school climate measurement improvement related issues.
2011-present	UN Children's Fund (UNICEF): Supporting the development of their <i>Child Friendly Schools Program</i> in China.
2012 to present	French Educational Ministry, Paris, France
2012	University of Santander and the Botin Foundation, Spain.

2012	World Bank and the Educational Ministry of Peru
2012-13	<i>School Discipline Consensus Project</i> , coordinate by the Council of State Governments Justice Center and funded by the U.S. Department of Justice's Office of Juvenile Justice and Delinquency Prevention, the U.S. Department of Education, the Atlantic Philanthropies, the California Endowment, and the NoVo Foundation.
2013-present	<i>Virginia Secondary School Climate Survey</i> Development Project: Jonathan is consulting to <i>Dewey Cornell and Curry School of Education</i> , University of Virginia about the development of this survey (9-12-13).
2014-present	UNICEF
2016-present	Japanese Educational Ministry (12-2 through 6 th , 2016)
2017 to present	World Bank, Northern Africa and Middle East