

## *Curriculum Vitae*

**Date Prepared:** 9/02/2025

**Name:** Laura Alicia Alba, Ph.D.

**Office Address:** 1341 W. Mockingbird Lane, Ste 240W, Dallas, TX 75247

**Work Phone:** 214-456-7700

**Work E-Mail:** Laura.alba@utsouthwestern.edu

### **Education**

Year	Degree (Honors)	Field of Study (Thesis advisor for PhDs)	Institution
2015	BA	Psychology	San Diego State University
2017	MS	Neuroscience and Education	Teachers College, Columbia University
2020	MA	Education, Specialization in School Psychology	University of California, Riverside
2022	PhD	School Psychology	University of California, Riverside

### **Postdoctoral Training**

Year(s)	Titles	Specialty/Discipline (Lab PI for postdoc fellows)	Institution
2021-2022	Pre-Doctoral Internship	School Psychology	Lewisville Independent School District
2022-2023	Postdoctoral Fellowship	Child and Adolescent Psychology	Center for Autism Care, UT Southwestern Medical Center

### **Professional Development Training**

Year(s)	Course or Program, Degree if any	Institution
2021	Monteiro Interview Guidelines for Diagnosing the Autism Spectrum (MIGDAS)	Lewisville Independent School District
2019	PREPaRE Training WS1: Crisis Prevention and Preparedness	University of California, Riverside
2018	Autism Diagnostic Observation Schedule, 2nd Edition (ADOS-2) Clinical Training	University of California, Riverside
2018	Program for the Education and Enrichment of Relational Skills (PEERS)	UCLA Semel Institute of Neuroscience and Human Behavior

### **Faculty Academic Appointments**

Year(s)	Academic Title	Department	Academic Institution
2024-present	Clinical Assistant Professor	Psychiatry	UT Southwestern Medical Center

### **Appointments at Hospitals/Affiliated Institutions**

<u>Past</u>			
Year(s)	Position Title	Department/Division	Institution
2022-2023	Postdoctoral Fellow	Psychiatry	Children's Health
<u>Current</u>			
Year(s)	Position Title	Department/Division	Institution
2024-present	Pediatric Psychologist	Psychiatry	Children's Health

### **Other Professional Positions**

Year(s)	Position Title	Institution
2023-2024	School Psychologist	Lewisville Independent School District

### **Current Licensure and Certification**

#### Licensure

Year(s)	State
2024-Current	Texas Licensed Psychologist
2023-Current	Texas Licensed Specialist in School Psychology

### **Honors and Awards**

Year	Name of Honor/Award	Awarding Organization
2021	Noyce Scholars Symposia Scholarship	National Science Foundation
2021	Dean Irving H. Balow Fellowship	University of California, Riverside
2020-21	Gates Collegiate Forum Fellowship	Melinda and Bill Gates Foundation
2019-20	Leadership Education in Neurodevelopmental Disabilities Fellowship	University of California, Los Angeles
2019	Travel Award	University of California, Riverside
2019	Travel Award	University of California, Riverside
2017-21	Eugene Cota-Robles Award (ECRA)	University of California, Riverside
2014-15	Faculty Mini-Grant for Undergraduate Research	San Diego State University

## **Professional Societies**

Dates	Society Name, member
2022-current	American Psychological Association (APA), member
2017-current	National Association of School Psychologists (NASP), member

## **Community Engagement**

Year(s)	Role, brief description	Organization or institution
2025	Presenter, Presentation on Intellectual and Neurodevelopmental Disabilities	UT Southwestern Medical Center, Health Equity Forum
2024	Panelist, Panel discussion on non-apparent disabilities to highlight Invisible Disabilities Week.	UT Southwestern Medical Center, Equally Able Alliance BRG

## **Educational Activities**

### **1. Mentoring and Advising**

Date	Mentee Name	Mentee Level/ Program and Institution	Role	Mentee Outcomes, Current Position
2024-present	Monica Garza-Saenz, PhD	Postdoctoral Fellow	Supervisor	Completing postdoctoral training
2024-present	Ekene Nwosisi, BA	Research Mentee	Dissertation Co-Chair	Completing dissertation

## **Editorial Activities**

Year(s)	Journal Name
<b><u>Ad Hoc Reviewer</u></b>	
2025	International Journal of Developmental Disabilities
2025	Contemporary School Psychology
2024	Journal of Latinos and Education

## **Invited Lectures**

Year(s)	Title	Location
<b><u>Regional/Local</u></b>		
2021	<i>The role of early life stress in children and adolescents' daily lives: Research and educational implications</i>	Invited Talk for the National Science Foundation (NSF) Noyce Scholars program, Riverside, CA.

## **Bibliography**

### **Peer-Reviewed Publications**

#### **Original Research Articles**

1. Katic, B., & **Alba, L. A.** (2025). From Local Classrooms to Global Impact: Exploring the Intersection Between Restorative Justice and Global Citizenship. *School Psychology Review*, 1-17. <https://doi.org/10.1080/2372966X.2025.2509322>
2. **Alba, L.A.** (2024). Emphasizing the experiences of Spanish-speaking parents of children in special education: A review. *Journal of Latinos and Education*, 1-16. <https://doi.org/10.1080/15348431.2024.2413516>
3. Mercado-Anazagasty, J., Ramirez, A., **Alba, L. A.**, & Johnson, A. H. (2024). Exploring differences in Spanish-and English-speaking parents' experiences with individualized education program meetings. *Remedial and Special Education*, <https://doi.org/10.1177/07419325241267240>
4. Fallon, L., Robinson-Link, P., Womack, T.A., **Alba, L.A.**, Sunda, R., Ballard, S., Veiga, M., Johnson, A. H. (2023). Learning to decenter whiteness in schools through teacher professional development. *School Psychology*, 1-17. <https://doi.org/10.1080/2372966X.2023.2194236>
5. Méndez Leal, A.\*, **Alba, L. A. \***, Cummings, K., Jung, J., Waizman, Y., Guassi Moreira, J., Saragosa-Harris, N., Ninova, E., Waterman, J., Langley, A., Tottenham, N., Silvers, J.+, Green, S.+ (2022). Sensory processing challenges as a novel link between early caregiving experiences and mental health. *Development and Psychopathology*, 1-14.
6. Johnson, A. H., Yu, R., Bains, B. K., **Alba L. A.**, & Womack, T. A. (2022). Understanding preferences of general educators for addressing disruptive classroom behavior. *School Psychology*, 38(2), 100. <https://doi.org/10.1037/spq0000521>
7. **Alba, L. A.**, Mercado Anazagasty, J., Ramirez, A., & Johnson, A. H. (2022). Parents' perspectives about special education needs during COVID-19: Differences between Spanish and English-speaking parents. *Journal of Latinos and Education*, 21(3), 239-250. <https://doi.org/10.1080/15348431.2022.2056184>
8. Waisman, T. C., **Alba, L. A.**, & Green, S. A. (2022). Barriers to inclusive learning for autistic individuals. *Pediatrics*, 149 (Supplement 4).
9. Katic, B.\*, **Alba, L. A.\***, & Johnson, A. H. (2020). A systematic evaluation of restorative justice practices: School violence prevention and response. *Journal of School Violence*, 1-15. <https://doi.org/10.1080/15388220.2020.1783670>
10. Losh, A.\*, **Alba, L. A.\***, Blacher, J., & Stavropoulos, K. K. M. (2020). Neuroimaging research with diverse children with ASD: Impact of a social story on parent understanding and likelihood of participation. *Research in Autism Spectrum Disorders*, 71, 101511. <https://doi.org/10.1016/j.rasd.2020.101511>
11. **Alba, L. A.**, Flannery, J., Shapiro, M., & Tottenham, N. (2019). Working memory moderates the association between early institutional care and separation anxiety symptoms in late childhood and adolescence. *Development and Psychopathology*, 31(3), 989-997. <https://doi.org/10.1017/S0954579419000452>
12. Abbott, A. E., Linke, A. C., Nair, A., Jahedi, A., **Alba, L. A.**, Keown, C. L., ... & Müller, R. A. (2018). Repetitive behaviors in autism are linked to imbalance of corticostriatal connectivity: A functional connectivity MRI study. *Social Cognitive and Affective Neuroscience*, 13(1), 32-42. <https://doi.org/10.1093/scan/nsx129>

13.	Stavropoulos, K. K., & <b>Alba, L. A.</b> (2018). “It’s so cute I could crush it!”: Understanding neural mechanisms of Cute Aggression. <i>Frontiers in Behavioral Neuroscience</i> , 12, 300. <a href="https://doi.org/10.3389/fnbeh.2018.00300">https://doi.org/10.3389/fnbeh.2018.00300</a>
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\*-Shared first author

+ -Shared last author

### Reviews, Book Chapters, Monographs and Editorials

1.	<b>Alba, L. A.</b> , Baker, E., & Stavropoulos, K. K. (2021). In Vivo Electrophysiology for Reward Anticipation and Processing. <i>The Brain Reward System</i> (pp. 307-326). Humana, New York, NY.
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### Clinical Practice Guidelines

1.	<b>Alba, L. A.</b> , Womack, T. A., & Katic B. (2021). Fostering social justice and anti-racist approaches in graduate training. <i>The School Psychologist</i> 70 (2), 9-14
2.	<b>Alba, L. A.</b> & Bains, B. K. (2022). School psychology graduate training to support students experiencing homelessness. <i>Communiqué</i> 50 (7).

### **Non-peer reviewed scientific or medical publications/materials in print or other media (no abstracts)**

1.	Interview with Tess Eyrich for Inside UCR (August 12, 2020). <i>Restorative Justice Shows Promise in K-12 Schools</i> . <a href="https://insideucr.ucr.edu/stories/2020/08/12/restorative-justiceshows-promise-k-12-schools">https://insideucr.ucr.edu/stories/2020/08/12/restorative-justiceshows-promise-k-12-schools</a>
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