

**Bianca De Bellis**  
**LCSW, M.Ed, Doctoral Candidate**

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### EDUCATION

- University of Pittsburgh School of Social Work, PhD Candidate, April 2025 (*anticipated*)
- Rutgers University, Master of Social Work, January 2019
- Hunter College, Master of Education, June 2017
- Boston College, Bachelor of Arts, Sociology, January 2014
- Bergen Community College, Associate of Arts, May 2011

### PRINCIPAL SCHOLARLY INTERESTS

- Examining effective community and school-based supports for children with Post-Traumatic Stress Disorder (PTSD)
- Designing and evaluating targeted trauma-responsive mental health interventions within restorative practice frameworks
- Assessing how trauma intersects with racial and gender disproportionalities in school disciplinary policies and practices
- Exploring the ways in which caring educator relationships can ameliorate the pathways between exposure to traumatic stimuli and PTSD outcomes in school-aged youth

### RESEARCH FUNDING

#### **Current Funding**

- 2023-2024: **Principal Investigator, *Empowering Trauma-Affected Youth: The Transformative Potential of Trauma-Informed Restorative Practices on Student Mental Health, Academic, and Behavioral Outcomes***  
Funder: University of Pittsburgh, Center for Civil Rights and Racial Justice, \$1,000
- 2023-2024: **Principal Investigator, *The Effect of Educator Support on Adult Survivors of Childhood Sexual Abuse: Attachment Security & Post-Traumatic Stress Severity***  
Funder: University of Pittsburgh, School of Social Work, \$300
- 2022-2023: **Co-Principal Investigator, *Socio-Emotional Learning and Trauma Supports within the Just Discipline Restorative Framework***  
Funder: Staunton Farm Foundation, \$75,000  
PI: James P. Huguley, Co-PIs: Rachel Vaughn-Coaxum, Shaun Eack

#### **Funding Under Review**

- 2025-2028: **Co-Investigator: *Developing Relational, Emotional, and Adaptive Minds: Feasibility Study***  
Funder: National Institute of Mental Health R34 (revised submission)

PI: Vaughn-Coaxum, R., Co-Is: Huguley, J.P., Eack, Shaun, & Nook, E.

### HONORS AND AWARDS

- The New Teacher Project: *TNTP AmeriCorps Award*, 2016
- Arthur Miller Teacher Fellowship, 2015-2016
- New York City Teaching Fellow, 2015-2017

### PUBLICATIONS

#### Peer-Review Journal Publications

**De Bellis, B. R.**, & Huguley, J. P. (under R&R review). The Effect of Educator Support on Adult Survivors of Childhood Sexual Abuse: Attachment Security & Post-Traumatic Stress Severity. *Journal of Interpersonal Violence*.

**De Bellis, B. R.**, Huguley J. P., Vaughn-Coaxum, R., Henderson, M., & Hunter-Rue, D. (under review). Trauma-Responsive Restorative Practices: Developing Relational, Emotional, Adaptive Minds Program (DREAMs). *Children and Schools*.

Huguley, J. P., Fussell-Ware, D. J., Wang, M. T., Haynik, R., McQueen, S. S., & **De Bellis, B. R.** (provisionally accepted). Suspensions Rates, Race, and Overall School Performance across High Schools. *Urban Education*.

Huguley, J.P., Davis, C.D., Stief, E.M., Haynik, R.H., Henderson, M.A., **De Bellis, B. R.**, Blair, S.O., et al. (2023). From Practice-to-Research-to-Practice: Leveraging Reciprocal Partnerships to Advance Racial Justice in Education Across Contexts and Ecological Levels. *Journal of Community Practice*, 1-22.

Huguley, J. P., Fussell-Ware, D. J., McQueen, S. S., Wang, M. T., & **De Bellis, B. R.** (2022). Completing the Circle: Linkages Between Restorative Practices, Socio-Emotional Well-Being, and Racial Justice in schools. *Journal of Emotional and Behavioral Disorders*, 30(2), 138-153.

#### Peer-Review Journal Manuscripts in Process

**De Bellis, B.**, & Huguley J.P. (final preparation). *Closing the Gap: Trauma-Informed Restorative Practices*.

**De Bellis, B.**, Vaughn-Coaxum, R., Huguley, J.P., Henderson, M., & Hunter-Rue, D. (final preparation). *Empowering Trauma-Affected Youth through DREAMs: Assessing the Feasibility of the Developing Relational, Emotional, and Adaptive Minds Program*.

Gale, A., Huguley, J.P., & **De Bellis, B.** (final preparation). *School Structure as a Moderator of Racial Patterns in Math Course-Taking in High School*.

Steward McQueen, S., Huguley, J.P., **De Bellis, B.R.** (final preparation). *Striving Toward Equity through Restorative Practices: Teacher Leadership for Successful Initiative Implementation.*

Fussell-Ware, D., Huguley, J.P., **De Bellis, B.**, & Thyberg, C. (in progress). *Trauma-responsive programming in schools: A systematic review.*

### **Peer Reviewed Book Chapters**

**De Bellis, B.R.**, & Huguley, J.P. (in press). Exclusionary discipline: The independent and intersecting roles of race, gender, and disability. In E.E. Blair & S. Deckman (Eds.), *The Sage Encyclopedia of Education and Gender.*

### **Manuals and Reports**

Huguley, J.P., Henderson, M.A., **De Bellis, B.**, Davis, C.D., Blair, S.C., & Hunter-Rue, D. (final preparation). *Race and Youth Development Research Group: Community Impact Report.* Pittsburgh, PA: Center on Race and Social Problems.

**De Bellis, B. R.**, Vaughn-Couxum, R., Huguley, J. P., Eack, S., Henderson, M. (2023). *Developing Rational, Emotional, Adaptive Minds (DREAMs): Program Manual.* Pittsburgh, PA: University of Pittsburgh Center on Race and Social Problems.

Huguley, J.P., Henderson, M., & **De Bellis, B.** (2023), grant report to the Staunton Farms Foundation). *Annual Report: Developing Relational, Emotional, Adaptive, Minds Program.* Pittsburgh, PA: Race and Youth Development Research Group.

## **PRESENTATIONS**

### **Peer-Reviewed Research Conference Presentations**

**De Bellis, B. R.**, Vaughn-Coaxum, R., Huguley, J.P., Henderson, M. (Accepted, January, 2025). *Empowering Trauma-Affected Youth through DREAMs: The Developing Relational, Emotional, and Adaptive Minds Program.* Paper presentation at the Society for Social Work and Research National Conference, Seattle, Washington.

**De Bellis, B. R.** (Accepted, October, 2025). *Teaching Principles of Restorative Practices within Social Work Generalist Practice Curriculum.* Paper presentation at the Council for Social Work Education Annual Meeting, Kansas City, MO.

**De Bellis, B. R.**, (January, 2024). *The Effect of Educator Support on Adult Survivors of Childhood Sexual Abuse: Attachment Security & Post-Traumatic Stress Severity.* Poster presentation at the Society for Social Work and Research National Conference, Washington, DC.

**De Bellis, B. R.**, Huguley, J.P., Henderson, M., Haynik, R.H., Thyberg, C. (April, 2024). *Race, Resources, and Restoration: Teacher Perspectives on Adequate Supports for Effective and Equitable Restorative Practices.* Paper presentation at the American Educational Research

Annual Meeting, Philadelphia, PA.

Huguley, J.P., Moon, D., **De Bellis, B. R.**, Henderson, M. (May, 2024). *Building a Thriving Ecosystem with Peers in Middle Childhood*. Paper presentation at the Society for Prevention Research, Washington, DC.

**De Bellis, B. R.** (April, 2023). *The Effect of Educator Support on Adult Survivors of Childhood Sexual Abuse: Attachment Security & Post-Traumatic Stress Severity*. Poster presentation at the Adolescent and Young Adult Research Annual Symposiums. UPMC Children's Hospital, Pittsburgh, PA.

### **Invited Academic Presentations**

**De Bellis, B. R.** (September 19, 2023). *Suicide: Warning Signs, Screening, and Safety Planning*. University of Pittsburgh School of Social Work. Presiding Professor, Elizabeth Mulvaney.

**De Bellis, B. R.** (November 7, 2023). *Cognitive Theory and Practice*. University of Pittsburgh School of Social Work. Presiding Professor, Elizabeth Mulvaney.

**De Bellis, B. R.** (March 1, 2023). *Suicide: Warning Signs, Screening, and Safety Planning*. University of Pittsburgh School of Social Work. Presiding Professor, Alicia Johnson.

### **Professional Trainings:**

**De Bellis, B.**, Vaughn-Coaxum, R. (August, 2024). *Understanding Trauma and Adversity: Impact on Students in School Spaces and Trauma-Responsive Approaches*. Just Discipline Project, Pittsburgh, PA.

**De Bellis, B.**, Vaughn-Coaxum, R., Henderson, M. (August, 2024). *Trauma-Informed Restorative Practices: Developing Relational, Emotional, Adaptive, Minds (DREAMs)*. Just Discipline Project, Pittsburgh, PA.

**De Bellis, B.**, Vaughn-Coaxum, R., Henderson, M. (July, 2023). *Trauma-Informed Restorative Practices: Developing Relational, Emotional, Adaptive, Minds (DREAMs)*. Just Discipline Project, Pittsburgh, PA.

**De Bellis, B.**, Vaughn-Coaxum, R., Henderson, M. (September, 2022). *Trauma-Informed Restorative Practices: Developing Relational, Emotional, Adaptive, Minds (DREAMs)*. Just Discipline Project, Pittsburgh, PA.

## **ACADEMIC SERVICE**

### **Research Assistantships**

- Research Fellow, University of Pittsburgh - Center on Race and Social Problems: Race and Youth Development Group, 2021-present

- Participated in manuscript preparation, contributing to the publication of influential articles in peer-reviewed journals.
- Managed multiple research projects simultaneously, ensuring timely completion and adherence to high-quality standards.
- Presented research findings at conferences and workshops, fostering professional growth and collaboration within the academic community.
- Designed surveys and interview protocols for primary data collection, ensuring accurate representation of target populations.
- Implemented robust data management strategies, safeguarding sensitive information and maintaining compliance with IRB.
- Contributed to the development of research and grant proposals, securing funding for critical projects.

### **Committee Service**

- University of Pittsburgh, Working Group on Interprofessional Education, 2024-present
- University of Pittsburgh, University Council on Graduate Studies, 2024-present
- University of Pittsburgh School of Social Work, MSW Curriculum Development, 2023-2024
- University of Pittsburgh School of Social Work, Just Discipline Professional Partnerships, 2022-2023
- University of Pittsburgh School of Social Work, Diversity, Equity and Inclusion Student Liaison, 2021-2022
- University of Pittsburgh School of Social Work, Doctoral Student Organization, 2021-2022
- New York City DOE
  - Restorative Implementation Team, 2015-2020
  - District Charter Collaborative, 2016-2019
  - Kid Talk Advisory Board, 2015-2021
  - Interdisciplinary Student Support Team, 2017-2021
  - Community Service Planning Committee, 2015-2021
  - National Honors Society, Teacher Advisor, 2017-2021
  - Peace Rally Planning Committee, 2015-2021
- Boston College Splash Instructor, 2013

### **COMMUNITY-ENGAGED SERVICE**

#### **Invited Community Presentations**

**De Bellis, B. R.** (June 23, 2022). *Trauma-Informed Restorative Practices*. Center of Life Community Center, Pittsburgh PA.

**Research-to-Practice Partnerships**

<b>Just Discipline Project School Partners</b>		<b>DREAMs School Partners</b>
Pittsburgh Arlington K-8	Pittsburgh Science and Technology Academy	<b><u>School Partners</u></b> Aliquippa Elementary School
Brookline K-8 School	6-12	Duquesne Elementary
Pittsburgh Classical 6-8	Sto-Rox Elementary School	Liberty K-5
Duquesne Elementary	Sterrett Classical Academy	Manchester Academic Charter School
Edgewood STEAM Academy	Turtle Creek STEAM Academy	Penn Hills Charter School of Entrepreneurship
Environmental Charter Schools	Urban Academy	Clairton Elementary School
Pittsburgh Greenfield K-8	Wilkins STEAM Academy	Wilkins Elementary STEAM Academy
Pittsburgh Langley K-8		Young Scholars of Western Pennsylvania Charter School
Logan Elementary School		
Manchester Academic Charter School		
Pittsburgh Milloines 6-12		

**UNIVERSITY TEACHING****University of Pittsburgh, School of Social Work**

- Instructor, Models of Intervention, Spring 2024
  - Created lesson materials, visuals, and digital presentations to supplement lesson plans.
  - Participated in lesson planning to promote student knowledge, engagement, and growth.
  - Creating an inclusive environment conducive to learning for all students.
  - Increased student engagement by incorporating hands-on activities and project-based learning into daily instruction.
- Teaching Assistant, Models of Intervention, Fall 2023
  - Assisted professor with classroom instruction, grading, and student support to maintain effective learning environment.
- Curriculum Design: Models of Intervention, 2023-2024
  - Enhanced curriculum by conducting thorough research and incorporating best practices and most relevant research in instructional design.
  - Participated in strategic planning for curricular initiatives, ensuring alignment with institutional goals and accreditation standards.
  - Designed comprehensive assessment tools to measure learner progress and evaluate the effectiveness of instructional strategies.

**New York University, Silver School of Social Work**

- Practicum Instructor, Fall 2024-present
  - Enhancing student knowledgebase of research-based interventions and anti-oppressive therapeutic interventions by co-designing care plans and progress monitoring.
  - Engaging students in creating a reflective clinical practice by creating a supportive space to seek feedback, allowing students to build on existing skillsets for client intervention and supports.

- Developing strong rapport with students by utilizing a strengths-based approach to foster trust and engagement in the therapeutic process.
- Reviewing records for HIPPA compliance and accuracy, adhering to professional standards and confidentiality guidelines.

## **PROFESSIONAL EXPERIENCE & LICENSURE**

### **Hudson River Care & Counseling, Hoboken, NJ**

- Psychotherapist, 2021-present
  - Providing individual, family and group psychotherapy to reduce client symptoms.
  - Specialization in Cognitive Behavioral Therapy and Psychodynamic psychotherapy.
  - Conducting thorough assessments to accurately diagnose mental health conditions and develop appropriate treatment strategies.
  - Maintaining detailed case notes and assessments, ensuring effective progress tracking and intervention strategies.
  - Improve patient outcomes by implementing evidence-based therapeutic techniques and interventions.

### **New York City Department of Education - Bronxdale High School, Bronx, NY**

- School Social Worker, 2018-2022
  - Provided counseling, case management services, psychoeducation and life-skills training to diverse, at-risk student population.
  - Performed biopsychosocial evaluations to write social emotional goals and present levels of performance for special education students with Individual Education Plans.
  - Monitored students for signs of trauma, abuse and neglect.
  - Supported students, teachers, and families during crisis situations.
  - Developed Functional Behavioral Assessments and Positive Behavioral Intervention Plans to identify causes of problem behaviors, formulate strategies to address behaviors, and teach new behavioral skills.
  - Collaborated with multidisciplinary teams of school psychologists, teachers and administrators to create and implement Individualized Education Plans.
- Literacy Specialist, 2017-2018
  - Enhanced vocabulary knowledge through engaging word study activities and explicit instruction on word parts and meanings.
  - Improved student engagement with interactive, multisensory literacy activities for various age groups.
  - Utilized data-driven assessments to monitor student progress and adjust instructional strategies accordingly.
- Special Education Teacher, 2015-2021
  - Created and managed IEPs to define student learning objectives and educational strategies, in addition to applying instructional knowledge and methods to support goals.

- Cultivated connections and strong student rapport to foster classroom engagement, in addition to recording student progress via ongoing assessments.
- Delivered effective and differentiated classroom instruction based on learner needs.

**Ridgefield Park Junior-Senior High School, Ridgefield Park, NJ**

- Psychology Teacher, 2014
  - Assisted in creating a safe and nurturing classroom environment that promoted emotional well-being and academic growth for all students.
  - Enhanced classroom engagement through the use of interactive teaching methods, such as group projects and hands-on activities.
  - Maintained accurate records of student progress and growth
  - Differentiated instruction to accommodate diverse learning needs, ensuring each student had an equal opportunity for success.

**NJ LCSW License #:** 44SC06380300

**NY LCSW License #:** Pending

**NY Professional Teacher License #:** 3718590

**SIFI Certification:** NYU, Expected December 2024