

**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. (in press). 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. (provisionally accepted). 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, April, 2025). *Strengthening Restorative Practices through DREAMs: A Trauma-Responsive Restorative Model.* Paper presentation at the American Educational Research Annual Meeting, Denver, CO.

**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.** (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, RH., 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
  - Conducted comprehensive quantitative and qualitative data analyses using statistical software (e.g., STATA, R) and thematic coding methods, providing insights that informed research outcomes and policy recommendations.
  - 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     | Aliquippa Elementary School   |
| Brookline K-8 School                           | Technology Academy         | Duquesne Elementary           |
| Pittsburgh Classical 6-8                       | 6-12                       | Liberty K-5                   |
| Duquesne Elementary                            | Sto-Rox Elementary         | Manchester Academic Charter   |
| Edgewood STEAM Academy                         | School                     | School                        |
| Environmental Charter                          | Sterrett Classical Academy | Penn Hills Charter School of  |
| Schools                                        | Turtle Creek STEAM         | Entrepreneurship              |
| Pittsburgh Greenfield K-8                      | Academy                    | Clairton Elementary School    |
| Pittsburgh Langley K-8                         | Urban Academy              | Wilkins Elementary STEAM      |
| Logan Elementary School                        | Wilkins STEAM Academy      | Academy                       |
| Manchester Academic Charter                    |                            | Young Scholars of Western     |
| School                                         |                            | Pennsylvania Charter School   |
| Pittsburgh Milloines 6-12                      |                            |                               |

## UNIVERSITY TEACHING

### University of Pittsburgh, School of Social Work

- Instructor, Models of Intervention, Spring 2024
  - Centered engaged pedagogy to increase student engagement by integrating co-constructive learning into daily instruction.
  - Creating an inclusive environment conducive to learning for all students.
  - Created lesson materials, visuals, and digital presentations to supplement lesson plans.
  - Participated in lesson planning to promote student knowledge, engagement, and growth.
- 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 evidence-based 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 knowledge base of research-based interventions and anti-oppressive therapeutic approaches 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
  - Specialization in supporting individuals affected by trauma through psychodynamic psychotherapy and Cognitive Behavioral Therapy.
  - Providing individual, family and group evidence-based psychotherapy to reduce client symptoms.
  - 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.

**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, culturally-responsive, and differentiated classroom instruction based on learner needs.

**NJ LCSW License #:** 44SC06380300

**NY LCSW License #:** Pending

**NY Professional Teacher License #:** 3718590