

**Dakota L. King-White, PhD, PC, LPSC**  
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***ACADEMIC TRAINING***

**Doctorate of Philosophy in Counselor Education and Supervision**, University of Toledo, Toledo, Ohio, CACREP Accredited, May 2012

Dissertation Topic: The Effects of the Children Having Incarcerated Parents Succeeding Group on Delinquent Behavior, Academic Achievement, Self-Esteem, Attendance and Aggressive Behavior with Seventh and Eighth Grade Students who Have Incarcerated Parents or Guardians

**Master of Arts in Counseling**, Heidelberg University, Tiffin, Ohio, May 2004  
Area of Specialization: School Counseling

**Bachelor of Arts**, Notre Dame College of Ohio, South Euclid, Ohio, May 2001  
Area of Study: Psychology

***PROFESSIONAL LICENSE/CERTIFICATION***

**Professional School Counseling Licensure (LPSC) #20660446**  
Ohio Department of Education

**Licensed Professional Counselor (LPC) #C.1000051**  
Ohio Counselor, Social Worker, and Marriage and Family Therapist Board

**Neurosequential Model in Education Certification**  
ChildTrauma Academy

***ACADEMIC APPOINTMENT HISTORY***

**Assistant Professor Tenure-Track in Counseling**  
School Counseling Coordinator  
August 2016-Present  
Cleveland State University, Cleveland, Ohio

**Assistant Professor Tenure-Track in Counseling**  
August 2012-July 2014  
Malone University, Canton, Ohio

**Adjunct Professor in Counseling**  
August 2006-July 2012  
Heidelberg University, Tiffin, Ohio

**Year Awarded Graduate Faculty Status:** 2016-2021 (Cleveland State University)

**Research/Areas of Interest:** Mental Health of Children and Adolescents in Pre-K to 12 Education; Children of Incarcerated Parents; and Trauma-Informed Care in Pre-K to 12 Schools

## ***PROFESSIONAL COUNSELING EXPERIENCE***

### **Co-founder /Program Coordinator, 2006-Present**

Making A Difference Consulting, LLC, Cleveland, Ohio

- Explore strategic funding partnerships with organizations to promote opportunities for youth in K-12 schools
- Collaborate with institutions to provide workshops for parents/caregivers, teachers, staff, and community members
- Provide therapeutic services (consultation, groups, and individual counseling) to children and adolescents
- Prepare and disseminate written and oral reports regarding programming and collaborative relationships with organizations
- Provide professional development training opportunities pertaining to mental health

### **Mental Health Therapist for the District, 2014-2016**

Sandusky City Schools, Sandusky, Ohio

- Developed a multi-tiered system mental health model to support academic achievement by addressing mental health in K-12 schools
- Implemented district-wide social and emotional curricula
- Provided individual counseling services for students with clinical counseling diagnoses, academic, personal/social, and career development concerns
- Consulted and collaborated with administrators, teachers, parents/caregivers, and staff members pertaining to mental health concerns impacting students
- Conducted professional development trainings for faculty and staff
- Disseminated resources to parents/caregivers, faculty, and staff about mental health services within the community
- Collected and analyzed data to ensure that counseling services were relevant to the needs of students

### **Professional School Counselor, 2007-2012**

Sandusky High School, Sandusky, Ohio

- Provided individual counseling services for students with academic, personal/social, and career development concerns
- Consulted with administrators, teachers, parents/caregivers, and staff members about students' concerns
- Proctored ACT, Advanced Placement and Ohio Graduation Tests
- Collaborated with Stein Hospice to provide grief counseling groups for students
- Conducted freshmen orientation
- Offered college and career information to seniors through individual guidance
- Coordinated annual college night for juniors
- Provided resources to parents/caregivers, staff, teachers, administrators, and students during National Bullying Prevention Month
- Initiated outreach programs for students who were in juvenile detention center

### **Counselor Trainee, 2009- 2011**

Firelands Counseling & Recovery Services, Sandusky, Ohio

- Co-facilitated youth substance abuse groups to clients under court-imposed conditions

- Provided mental health counseling for children, adolescents, and adults
- Designed and implemented curriculum for social skills group and administered the program to participants who were diagnosed with ADHD
- Created treatment plans for clients

## ***TEACHING***

### **Courses Taught in the past 10 Years (Graduate Level)**

- Foundations of School Counseling
- Career Development
- Counseling Adolescents
- Counseling Children and Adolescents
- Counseling Theories and Techniques
- Human Growth and Development
- Internship for School Counseling
- Multicultural Counseling
- Practicum for School Counseling
- Program Management of School Counseling (Quality Matters Approved October 2018)
- Trauma-Informed Approaches when Working with Children and Adolescents (Developed Fall 2018 in collaboration with the ChildTrauma Academy and integrated the course into the core curriculum for Fall 2020)

## ***CONFERENCE PRESENTATIONS***

King-White, D. (2019). Trauma-informed approaches to support youth in our communities. Alcohol, Drug Addiction, and Mental Health Services (ADAMHS) Board of Cuyahoga County Road to Recovery Conference. Cleveland, Ohio.

King-White, D. & Lipford-Sanders, J. (2019). Developing mental health models in K-12 schools to support students academically, socially, and emotionally. All Ohio Counselors Conference Pre-Conference. Columbus, Ohio.

Ingersoll, R., MacCluskie, K., **King-White, D.** & Campbell, C. (2019). Diversity in practice: How far does inclusion go for counselor educators. All Ohio Counselors Conference Pre-Conference. Seattle, Washington.

King-White, D., Gadsden, K., Barney, S. (2019). An exploratory study to assess attitudes related to trauma-informed care amongst educators in an urban high school setting. Cleveland State University Undergraduate Student Research Poster Presentation. Cleveland, Ohio.

King-White, D., Vega, S., Petty, N., & Jones, J. (2018). Developing mental health models in K-12 schools to support students academically, socially, and emotionally. All Ohio Counselors Conference Pre-Conference. Columbus, Ohio.

King-White, D. & Jones, J. (2018). Developing mental health models in K-12 schools to support students academically, socially, and emotionally. All Ohio Counselors Conference. Columbus, Ohio.

King-White, D. (2018). An eight-session group model to support children of incarcerated parents. All Ohio Counselors Conference. Columbus, Ohio.

King-White, D. (2018). Children having incarcerated parents succeeding: An eight-session group model to support children of incarcerated parents. American School Counselor Association Conference. Los Angeles, California.

Mensah, F.M., **King-White, D.**, & Jones, M. (2018). A personal writing team for accountability and productivity. Textbook and Academic Authoring Annual Conference. Santa Fe, New Mexico.

King-White, D. (2018). Children having incarcerated parents succeeding. National School Social Work Conference. Columbus, Ohio.

King-White, D. & Rogers, E. (2018). Promoting self-care and a balanced quality of life for adult practitioners. Adult Higher Education Alliance Conference. Orlando, Florida.

King-White, D. (2018). Ten strategies of trauma-informed schools to support all students. The International School Counseling Association Conference. Bangkok, Thailand.

Walsh-Brickman, J. & **King-White, D.** (2017). Addressing discipline issues for students with disabilities. The Ohio School Board Association. Columbus, Ohio.

King-White, D. & Flowers, A. (2017). Collaborating with community partners and families to support students socially, emotionally and academically. The Ohio Department of Education Statewide Summit for Enrichment & Education. Columbus, Ohio.

### ***INVITED PRESENTATIONS***

King-White, D. (2020). Supporting students in K-12 schools socially and emotionally during a pandemic. Cleveland Heights-University Heights City Schools Administrator Leadership Retreat. Cleveland Heights, Ohio.

King-White, D. & Flowers, A. (2020). A call to action for administrators: Trauma-informed practices to support students in K-12 settings. Cleveland Metropolitan School District. Cleveland, Ohio.

King-White, D. & Flowers, A. (2020). A call to action for educators: Trauma-informed practices to support students in K-12 settings. Cleveland Metropolitan School District. Cleveland, Ohio.

Flowers, A. & **King-White, D.** (2020). What's on your plate: Stress, coping, and setting goals during a pandemic. Richmond Heights City School District. Richmond Heights, Ohio.

King-White, D. (2020). 5 strategies to support children and adolescents socially and emotionally during the pandemic. Alcohol, Drug Addiction, and Mental Health Services (ADAMHS) Board of Cuyahoga County. Cleveland, Ohio.

King-White, D. (2020). Mental health care for youth. City Club of Cleveland. Cleveland, Ohio.

King-White, D. (2020). The RESPECTFUL Model: K-12 professionals embracing differences to help students to succeed. Warrensville Heights City Schools. Warrensville Heights, Ohio.

King-White, D. (2020). Culturally responsive teaching: a respectful model for k-12 professionals to help all students to succeed. Center for Educational Leadership CMSD Post Institute. Cleveland, Ohio.

King-White, D. (2020). The trauma-informed practices: A call to action to support students exposed to trauma. Richmond Heights City Schools. Richmond Heights, Ohio.

King-White, D. (2020). Understanding the impact of poverty from a trauma-informed lens. Monticello Middle Schools in Cleveland Heights-University Heights City Schools. Cleveland Heights, Ohio.

King-White, D. (2019). A Call to Action: Trauma-Informed Practices to Support Students in K-12 Settings. Cleveland Heights-University Heights City Schools. Cleveland Heights, Ohio.

King-White, D. (2019). Mental health in schools. First Ring Leadership Academy. Lyndhurst, Ohio.

King-White, D. (2019). A call to action: Trauma-informed approaches to strengthen our communities. Alcohol, Drug Addiction, and Mental Health Services (ADAMHS) Board of Cuyahoga County Road to Recovery Conference Keynote Address. Cleveland, Ohio.

Evans, N., Spates, K., & **King-White, D.** (2019). Demystifying the research process for graduate students. Presented at KCA University, Nairobi, Kenya.

Spates, K., **King-White, D.**, Evans, N., & Bagakas, J. (2019). Effective strategies for balancing teaching and research. Presented at the Western Campus of KCA University, Kisumu, Kenya.

King-White, D., Spates, K., & Evans, N. (2019). National dialogue: Trauma-informed approaches to thrive. Presented at KCA University, Nairobi, Kenya.

Bagakas, J., Evans, N., **King-White, D.**, & Spates, K. (2019). The art of publishing. Presented at KCA University, Nairobi, Kenya.

King-White, D. (2019). Five effective strategies to support the unique needs of students in K-12 education. Canton City Schools. Canton, Ohio.

King-White, D. (2018). The trauma-informed school: Approaches to support students impacted by trauma. Cleveland Heights-University Heights City Schools. Cleveland Heights, Ohio.

King-White, D. (2018). Effective strategies to support children of incarcerated parents. Cleveland Heights-University Heights City Schools. Cleveland Heights, Ohio.

King-White, D. (2018). Five approaches to support students impacted by trauma. Scranton Elementary School at Cleveland Metropolitan School District. Cleveland, Ohio.

King-White, D. (2018). The trauma-informed school. Emmanuel Christian Academy. Akron, Ohio.

King-White, D. (2018). Supporting mental health needs of students in K-12 schools. Akron City Public Schools Professional Development for School Counselors. Akron, Ohio.

King-White, D., Vega, S., Petty, N. (2018). Assessing the social, emotional, and mental health needs in urban high schools to support academic achievement. Cleveland State University Undergraduate Student Research Poster Presentation. Cleveland, Ohio.

King-White, D. (2018). Social, emotional, and mental health support in K-12 schools to support academic achievement. Center of Educational Leadership Principal Preparation Advisory Board Meeting. Akron, Ohio.

King-White, D. (2018). Five strategies to developing mental health models in schools to support students academically, socially, and emotionally. Ohio School Counselor Association Summer Academy 2018. Mount Vernon, Ohio.

King-White, D., Farmer-Cole, L. Petty, N. (2018). Developing mental health models in K-12 schools to support students academically, socially, and emotionally. Education Policy Fellowship Program. Cleveland, Ohio.

King-White, D. (2018). Resolving conflict and improving communication to help students to succeed. Michael R. White Elementary School. Cleveland, Ohio.

King-White, D. (2018). Building rapport with our children to help them to succeed. Greater Bethel Church. Canton, Ohio.

King-White, D. (2018). Trauma-informed care in schools and effective strategies to help children of incarcerated parents. Cleveland State University. Cleveland, Ohio.

MacCluskie, K., **King-White, D.**, Litam, S., King, E., Hess, M., and Mate, M. (2018). Helping skills for caring educators and counselors. KCA University. Nairobi, Kenya.

King-White, D., MacCluskie, K., and King, E. (2018). Healthy coping strategies for students to succeed. Babadoa Secondary School. Nairobi, Kenya.

King-White, D. (2018). Understanding your child's special needs. Michael R. White Elementary School. Cleveland, Ohio.

King-White, D. (2017). The trauma-informed school. East Cleveland City Schools. East Cleveland, Ohio.

King-White, D. (2017). The trauma-informed school. Ginn Academy at Cleveland Metropolitan School District. Cleveland, Ohio.

King-White, D. (2017). Handling challenging behaviors with students with disabilities by addressing mental health. Warrensville City Schools. Warrensville, Ohio.

King-White, D. (2017). Trauma-informed schools and best practices. Humanware Department at Cleveland Metropolitan School District. Cleveland, Ohio.

King-White, D. (2017). Mental health considerations when working with students with disabilities. Warrensville City Schools. Warrensville, Ohio.

King-White, D. (2017). Developing mental health models in schools. East Cleveland City Schools. East Cleveland, Ohio.

King-White, D. (2017). The trauma-informed school. Warrensville City Schools. Warrensville, Ohio.

King-White, D. (2017). The impact of trauma on minority children and effective strategies to help them to succeed. The Black Coalition of Health Conference. Beachwood, Ohio.

King-White, D. (2016). Mental health in the community. Zion Church. Cleveland, Ohio.

Johnson, S. & **King-White, D.** (2015). Effective communication and multicultural considerations. Lorain County Community College. Lorain, Ohio.

King-White, D. (2015). Helping children to succeed in an academic setting. Sandusky City Schools Parent Summit. Sandusky, Ohio.

King-White, D. (2015). The importance of data in the academic setting. Sandusky City Schools Waiver Day. Sandusky, Ohio.

Kaelber, K., **King-White, D.**, and Schnyders, C. (2014). Spiritually-charged ethical dilemmas in counseling. Malone University. Canton, Ohio.

King-White, D. (2014). The impact of stress. Sandusky City Schools Waiver Day. Sandusky, Ohio.

King-White, D. (2010). Working with students with ADHD. Heidelberg University. Tiffin, Ohio.

King-White, D. (2009). Legal and ethical issues while counseling minors. Heidelberg University. Tiffin, Ohio.

King-White, D., Bush, C. & Trent, J. (2007). The duties of school counselors in elementary schools. Sandusky City School's Board of Education. Sandusky, Ohio.

King-White, D. (2006). The duties of an elementary school counselor. Heidelberg University. Tiffin, Ohio.

## ***PUBLICATIONS***

Voight, A. & **King-White, D.** (2020). School counselors' role in supporting student voice initiatives in secondary schools. *Multicultural Learning and Teaching*. Retrieved from <https://www.degruyter.com/view/journals/mlt/ahead-of-print/article-10.1515-mlt-2020-0003/article-10.1515-mlt-2020-0003.xml>

King-White, D. (2020). Intergenerational trauma: What it is & how to heal. *Choosing Therapy*. Retrieved from <https://www.choosingtherapy.com/intergenerational-trauma/>

King-White, D. (2020). Anxiety symptoms, signs, and what to watch for. *Choosing Therapy*. Retrieved from <https://www.choosingtherapy.com/anxiety-symptoms-signs/>

King-White, D. (2020). Grief and loss: How to cope and when to get help. *Choosing Therapy*. Retrieved from <https://www.choosingtherapy.com/grief-and-loss/>

- King-White, D. (2020). Childhood trauma: Types, Causes, Signs and Treatments. *Choosing Therapy*. Retrieved from <https://www.choosingtherapy.com/childhood-trauma/>
- King-White, D. and Kurt, L. (2020). Post-traumatic stress disorder: Symptoms, Causes, and Treatments. *Choosing Therapy*. Retrieved from <https://www.choosingtherapy.com/post-traumatic-stress-disorder/>
- King-White, D., Vega, S., & Petty, N. (2019). Five social, emotional and mental health supports that teens need to succeed. *Counseling Today*. Retrieved from <https://ct.counseling.org/2019/09/five-social-emotional-and-mental-health-supports-that-teens-need-to-succeed/>
- King-White, D. & Kurt, L. (2019). The Role of School Counselors in the RTI Process at the Secondary Level. In P. Epler (3<sup>rd</sup> Edition), *Advanced Strategies and Models for Integrating RTI in Secondary Schools* (pp. 78-88). Hershey, PA: IGI Global. doi:10.4018/978-1-5225-8322-6
- King-White, D. and Jeffries, S. (2019). An eight-session exploratory group model for children of incarcerated parents. *School Social Work Journal*, 43(2), 1-17.
- King-White, D., Kurt, L. & Seck, M. (2019). A qualitative study of online school counselors' ethical practices in K-12 schools. *Journal of Counselor Practice*, 10(1), 40-58.
- King-White, D. L. (2019). The role of school counselors in supporting mental health models in schools. *Journal of School Counseling*, 17(4). Retrieved from <http://www.jsc.montana.edu/articles/v17n4.pdf>
- Gachigi Njoki, P., **King-White, D.**, Kinai, T., & Kigen, E (2019). Assessing the Correlation Between Academic Self-Concept and Mathematics Achievement in Secondary Schools in Nairobi County, Kenya. *Journal of Education and Learning*, 8(3), 102-111.
- King-White, D. (2018). Five strategies to develop mental health models in schools. *Counseling Today*, 60(9), 44-47.
- King-White, D. (2018). *Oh no! When a parent goes away*. San Antonio, Texas: Halo Publishing International.
- King-White, D. and Rogers, E. (2018). Strategies to promote self-care and a balanced-quality of life for adult practitioners in higher education, presented at Adult Higher Education Alliance Conference, Orlando, FL, 2018. Retrieved from <https://files.eric.ed.gov/fulltext/ED590245.pdf>

### **PROFESSIONAL LEADERSHIP AND SERVICE**

- Ohio Department of Education Whole Child Implementation Team, Present
- Ohio Department of Education Whole Child Advisory Board, 2019-Present
- Ohio Department of Education Trauma-Informed Advisory Group, Present
- Ohio School Counselor Association Equity and Inclusion Task Force Chair, Present
- Jack and Jill of America Foundation Co-Chair, Present



- Cleveland Heights-University Heights City Schools College and Career Readiness Task Force, 2019-Present
- Cleveland Heights-University Heights City Schools Equity Task Force, 2019-Present
- Cleveland State University Parker Hannifin Living Learning Community Faculty Affiliate, 2019-Present
- Editorial Board Member for the Multicultural Learning & Teaching Journal, 2018-Present
- Co-Editor for the North Central Association for Counselor Education and Supervision Newsletter, 2018-Present
- Board Member for the Ohio School Counselor Association, 2018-2020
- Faculty Affairs Committee Member at Cleveland State University, 2017-2019
- Mayfield City Schools Innovation Committee Member, 2017-2019
- Cleveland Metropolitan School District Say Yes to Education Survey Adaption Work Group Member, 2018-2019
- Martha Holden Jennings Foundation’s Leadership Series Cohort, 2018-2019
- North Central American Counselor Education & Supervision Professional Development Committee Member, 2017-2019
- Delta Sigma Theta Sorority Risk Management Committee Member, 2017-2019
- Ohio Department of Education Social and Emotional Learning Writing Team for State Standards, Summer 2018
- Board Member for the Ohio Association for Counselor Education and Supervision, 2017-2018
- Reviewer for Faculty Service Initiative Grant at Cleveland State University, 2018
- Principal Innovation Grant Cohort at Cleveland State University, 2017-2018
- National Education Policy Program Fellow, 2017-2018
- Board Member of the Erie County Educational Foundation, 2017-2018
- Vice-President of the Business and Professional Women Organization, 2016-2017
- Member of Students Services Leadership Team at Sandusky City Schools, 2014-2016
- Member of the Behavior Response Team at Sandusky City Schools, 2014-2016
- Lead Member of the Mental Health Component of the Sandusky City Schools Transformation Plan, 2014-2016
- Member of the Graduate Academic Policy Committee at Malone University, 2013-2014
- Co-Advisor for Chi Sigma Iota National Honor Society at Malone University, 2012-2014
- Member of the Intervention Assessment Team of Sandusky City Schools, 2007-2012
- Board Member of Safe Harbor Domestic Violence Board, 2008-2011
- Board Member of the Ohio School Counselor Association, District 2 Representative 2008-2011
- Board Member of Links East Mental Health Board, Treasurer, 2002-2003

***GRANTS AND RESEARCH FUNDING***

- Researcher for the Cleveland Foundation Out of School Time Collaboration for Making A Difference Consulting, Ohio, 2020: \$15,000. Principal Investigator: Angela Flowers, MSSA (funded)
- Content Expert for the Ohio Department of Education Evidence for School Climate and School Climate Improvement Process Research Project, Ohio, 2020: \$199,986.59. Principal Investigator: Adam Voight, Ph.D. (funded)

- Content Expert for the City of Cleveland NRRC Standards, Assessment and Leadership Evaluation in Collaboration with Case Western Reserve University, Cleveland, Ohio, 2020: \$243,411. Principal Investigator: Megan Holmes, Ph.D. (accepted)
- KCA University Research Grant for Exploring Trauma-Informed Strategies to Support College-Age Students in Nairobi, Kenya, 2019: \$5,100 (funded)
- Cleveland State University Faculty Scholarship Initiative Award for Exploring Trauma-Informed Strategies to Support College-Age Students in Nairobi, Kenya, 2019: \$4,400 (funded)
- Cleveland State University Undergraduate Summer Research Award for An Exploratory Study of Trauma-Informed Strategies to Support Students in Urban Schools, 2019: \$4,500 (funded)
- Cleveland State Action Research Mini-Grant, 2019: \$500 (funded)
- Cleveland State University Undergraduate Summer Research Award, Cleveland, Ohio 2018: \$5,000 (funded)
- Brady Education Foundation Grant for Developing Mental Health Models in Urban Schools to Support Academic Achievement, 2017: \$98,000 (unfunded)
- Cleveland State University Start-Up Grant, Cleveland, Ohio 2016-2019: \$20,000 (funded)
- MyCOM Grant for Making A Difference Consulting summer camps, Cleveland, Ohio 2009: \$19,000.00; 2015: \$45,000; 2016: \$45,000; 2017: \$45,000 (funded)
- Alpha Kappa Alpha Sorority Grant for Making A Difference Consulting, Cleveland, Ohio 2010: \$3,000.00 (funded)
- Miller Entrepreneurship Grant for Making A Difference Consulting, Chicago, Illinois, 2007: \$5,000.00 (funded)
- Ohio School Counselor Association Grant for a Male Empowerment group project, Sandusky, Ohio, 2007: \$1,000.00 (funded)
- McDonald's Grant for a Girl Empowerment group project, Sandusky, Ohio, 2006: \$500.00 (funded)
- Wal-Mart Grant for Stein Hospice Camp, Sandusky, Ohio, 2006: \$1,000.00 (funded)
- Safe Schools, Healthy Students Asset Building Grant for Osborne Elementary School, Sandusky, Ohio, 2006-2007: \$1,000.00 (funded)

## ***AWARDS AND HONORS***

- Chi Sigma Iota National Honor Society
- Crain's 40 under 40
- Cleveland State University Merit Recognition for Teaching and Community Engagement in 2019
- Cleveland State University Merit Recognition for Teaching and Community Engagement in 2020
- National Education Policy Program Fellow
- Ohio Association of Black School Educators Award
- Ohio Counseling Association Professional Leadership Award
- Ohio School Counseling Association Counselor Educator of the Year Award
- Woman of Influence Award
- YWCA Greater Cleveland's Distinguished Young Woman Award