

# ELIZABETH NYE

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## ACADEMIC APPOINTMENTS

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**Research Associate** *Oct 2017 - Present*  
St Catherine's College, University of Oxford, UK

**Departmental Lecturer** *Sept 2015 - Present*  
Department of Social Policy and Intervention, University of Oxford, UK

**Deputy Course Director**, Master's in Evidence-Based Social Intervention and Policy Evaluation, *Sept 2017-Present*

**Convener**, Centre for Evidence-Based Social Intervention Research Group, *Sept 2015-Present*

## NON-ACADEMIC EMPLOYMENT

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**Special Education Teacher** *Sept 2009 - Aug 2011*  
Milwaukee Public Schools, Wisconsin, USA

**Emotional and Behavioural Disorders**, Self-contained classroom in mainstream school, Grades 6-8 (ages 11-14)

**Mild-Moderate Cognitive Disorders**, Self-contained classroom in mainstream school, Grades 3-4 (ages 8-11)

## EDUCATION

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**D.Phil. (Ph.D.) Social Intervention**, University of Oxford, UK *July 2017*  
*Clarendon Scholarship*

**M.Sc. Evidence-Based Social Intervention**, University of Oxford, UK *Nov 2013*  
*Distinction*

**M.A. Urban Special Education**, Cardinal Stritch University, USA *Aug 2011*  
*GPA 4.0/4.0*

**B.A. Psychology**, University of Notre Dame, USA *May 2009*  
*Cum Laude, Departmental Honors*

## RESEARCH FUNDING

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**ECPN Travel Award (\$250)** *2018*  
Society for Prevention Research, USA

**EADP Travel Fellowship (€250)** *2017*  
European Association of Developmental Psychology, NL

<b>DSPI Student Grant (£1,000)</b> Department of Social Policy and Intervention, University of Oxford, UK	<i>2017</i>
<b>Graduate Research Grant (£558)</b> St Catherine's College, University of Oxford, UK	<i>2016</i>
<b>Clarendon Scholarship (£99,413)</b> University of Oxford, UK	<i>2013-2016</i>
<b>Graduate Research Grant (£175)</b> St Catherine's College, University of Oxford, UK	<i>2013</i>
<b>Undergraduate Research Opportunities Program (\$1,635)</b> University of Notre Dame, USA	<i>2008</i>

## AWARDS

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<b>Poster Award, 1<sup>st</sup> Place (£100)</b> Association of Child and Adolescent Mental Health, UK	<i>2017</i>
<b>Poster Award, 3<sup>rd</sup> Place</b> Association of Child and Adolescent Mental Health, UK	<i>2015</i>
<b>Poster Award, 2<sup>nd</sup> Place (£25)</b> Association of Child and Adolescent Mental Health, UK	<i>2014</i>
<b>Book Prize for M.Sc. Distinction (£60)</b> St Catherine's College, University of Oxford, UK	<i>2013</i>
<b>Department of Psychology Senior Recognition Award</b> University of Notre Dame, USA	<i>2009</i>

## MEDIA COVERAGE

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<b>Interview with André Tomlin (🐦 @Mental_Elf)</b> Available at <a href="https://soundcloud.com/user-664361280/elizabeth-nye">https://soundcloud.com/user-664361280/elizabeth-nye</a>	<i>Jun 2017</i>
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## PUBLICATIONS

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*Peer-reviewed articles*

*\* indicates a student co-author*

10. Titheradge, D., Hayes, R., Longdon, B., Allen, K., Price, A., Hansford, L., **Nye, E.**, Ukoumunne, O., Byford, S., Norwich, B., Fletcher, M., Logan, S., & Ford, T. (2019). Psychological distress amongst primary school teachers; a comparison with clinical and population samples. *Public Health*, 166, 53-56, doi.org/10.1016/j.puhe.2018.09.022.
9. **Nye, E.**, Melendez-Torres, G.J., & Gardner, F. (2018). Context and implications document for: Mixed methods systematic review on effectiveness and experiences of the Incredible Years Teacher Classroom Management program. *Review of Education*, doi.org/10.1002/rev3.3150.

8. **Nye, E.**, Melendez-Torres, G.J., & Gardner, F. (2018). Mixed methods systematic review on effectiveness and experiences of the Incredible Years Teacher Classroom Management program. *Review of Education*, doi.org/10.1002/rev3.3145.
7. Sivaraman, B.\*, **Nye, E.**, & Bowes, L. (2018). School-based anti-bullying interventions for adolescents in low- and middle-income countries: A systematic review. *Aggression and Violent Behaviors*, doi.org/10.1016/j.avb.2018.07.007.
6. Gronholm, P., **Nye, E.**, & Michelson, D. (2018). Stigma related to targeted mental health interventions in schools: a systematic review of qualitative evidence. *Journal of Affective Disorders*, 240, 17-26, doi.org/10.1016/j.jad.2018.07.023.
5. **Nye, E.**, Melendez-Torres, G.J., & Bonell, C. (2016). Context and implications document for: Origins, methods and advances in qualitative meta-synthesis. *Review of Education*, 4(1), 80-83, doi:10.1002/rev3.3072.
4. **Nye, E.**, Melendez-Torres, G.J., & Bonell, C. (2016). Origins, methods and advances in qualitative meta-synthesis. *Review of Education*, 4(1), 57-79, doi:10.1002/rev3.3065.
3. **Nye, E.**, Gardner, F., Hansford, L., Edwards, V., Hayes, R., & Ford, T. (2016). Classroom behaviour management strategies in response to problematic behaviours of primary school children with special educational needs: Views of special educational needs coordinators. *Emotional and Behavioural Difficulties*, 21(1), 43-60, doi:10.1080/13632752.2015.1120048.
2. Melendez-Torres, G.J., **Nye, E.**, & Bonell, C. (2016). Is location of sex associated with sexual risk behaviour in men who have sex with men? Systematic review of within-subject studies. *AIDS and Behavior*, 20(6), 1219-1227, doi:10.1007/s10461-015-1093-z.
1. Melendez-Torres, G.J., **Nye, E.**, & Bonell, C. (2015). Internet sex-seeking is inconsistently linked with sexual risk in men who have sex with men: Systematic review of within-subjects comparisons. *Sexual Health*, 12(3), 183-187, doi:10.1071/SH14183.

#### *Protocols*

2. Gronholm, P., Michelson, D., & **Nye, E.** (2016). Stigma related to targeted mental health interventions in schools: a systematic review of qualitative evidence. PROSPERO: CRD42016039541.
1. **Nye, E.**, Melendez-Torres, G.J., & Gardner, F. (2015). Mixed methods systematic review of a teacher classroom management programme: effectiveness and stakeholders' experiences. PROSPERO: CRD42015020359.

## PRESENTATIONS

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#### *Invited talks*

6. Mixed methods systematic review on effectiveness and experiences of the Incredible Years Teacher Classroom Management programme. (Upcoming, Apr 9, 2019). National Congress for IY Norway - 20th Anniversary, Bergen, Norway.

5. Exploring validity: Questioning the idea of evidence. (Jun 11, 2018). Green Templeton College Human Welfare Conference, University of Oxford, UK.
4. Cross-synthesising effectiveness and experiential evidence of a teacher classroom management programme. (Dec 19, 2016). Faculty of Social and Behavioural Sciences, University of Amsterdam, NL.
3. Semi-structured qualitative telephone interviews with UK educators in Devon. (Mar 8, 2016). M.Sc. in Comparative Social Policy Qualitative Methods Class, University of Oxford, UK.
2. Mixed methods systematic review: evidence for the Incredible Years Teacher Classroom Management Programme. (Mar 4, 2015). Families, Effective Learning and Literacy Research Group, Department of Education, University of Oxford, UK.
1. Education equity. (May 31, 2014). Chevening Scholar-Led Conference, Sheffield, UK.

*Conference papers*

10. Innovative research methods to optimize child and youth interventions. (May 30, 2018). 20 x 20 presentation at the Society for Prevention Research (SPR) 26<sup>th</sup> Annual Meeting, Washington D.C., USA.
9. The Incredible Years Teacher Classroom Management program: A mixed methods systematic review. (May 16, 2018). Paper presented at the 2018 Vereniging Nederlandse OntwikkelingsPsychologie (VNOP) Conference, Wageningen, NL.
8. Mixed methods systematic review of the Incredible Years Teacher Classroom Management programme. (Aug 30, 2017). Paper presented at the 18<sup>th</sup> European Conference on Developmental Psychology (ECDP), Utrecht, NL.
7. Mixed methods systematic review and multilevel meta-analysis of a teacher classroom management programme: effectiveness and stakeholders' experiences. (Mar 3, 2017). Paper presented at the Society for Research on Educational Effectiveness (SREE) Spring 2017 Conference, Washington D.C., USA.
6. The future of research synthesis. (Sep 24, 2016). Pre-conference workshop at the What Works Global Summit, London, UK.
5. Classroom behaviour management strategies in response to problematic behaviours of primary school children with special educational needs: views of special educational needs coordinators. (Sep 15, 2016). Paper presented at the meeting of the British Educational Research Association (BERA), Leeds, UK.
4. The future of research synthesis. (Sep 15, 2016). Symposium at the meeting of the British Educational Research Association (BERA), Leeds, UK.
3. Mixed methods systematic review: Cross-synthesising findings from a qualitative metasynthesis and a quantitative meta-analysis. (Mar 18, 2015). Paper presented at the STORIES Annual Conference, Oxford, UK.

2. Supporting children with SEN who have behavioural needs: Views of special educational needs coordinators. (Mar 17, 2015). Paper presented at the STORIES Annual Conference, Oxford, UK.
1. Effectiveness of the Incredible Years Teacher Classroom Management Programme: Systematic review and meta-analysis. (Mar 18, 2014). Paper presented at the STORIES Annual Conference, Oxford, UK.

*Conference posters*

4. Multilevel meta-analysis and qualitative meta-synthesis of a teacher classroom management programme: Cross-synthesising evidence for decision-making. (Sep 14, 2017). Poster presented at the Global Evidence Summit, Cape Town, South Africa.
3. Multilevel meta-analysis and qualitative meta-synthesis of a teacher classroom management programme: Cross-synthesising evidence for decision-making. (Jun 16, 2017). Poster presented at the ACAMH Jack Tizard Memorial Lecture and Annual Conference, London, UK. *Award: 1<sup>st</sup> place, £100.*
2. Classroom behaviour management strategies in response to problematic behaviours of primary school children with special educational needs: Views of special educational needs coordinators. (Jun 5, 2015). Poster presented at the ACAMH Jack Tizard Memorial Lecture and Annual Conference, London, UK. *Award: 3<sup>rd</sup> place.*
1. Effectiveness of the Incredible Years Teacher Classroom Management Programme: Systematic review and meta-analysis. (Jun 13, 2014). Poster presented at the ACAMH Jack Tizard Memorial Lecture and Annual Conference, London, UK. *Award: 2<sup>nd</sup> place, £25.*

## TEACHING

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**Associate Fellow of The Higher Education Academy (Ref. PR102123)**

UK Professional Standards Framework for teaching and learning support

**Courses Taught, University of Oxford, UK**

*2015-Present*

**Evaluation Methods** (e.g., cluster RCTs, systematic reviews, multilevel meta-analysis, qualitative meta-synthesis, mixed methods)

**Integrative Policy Exercise** (multiple-day group exercise to simulate researcher response to an on-going and emergency policy scenario)

**Social Interventions** (e.g., evidence-based practice, specifying intervention components, structural interventions, implementation fidelity, cultural adaptation)

**Qualitative Research Methods** (e.g., interviews, focus groups, thematic analysis, grounded theory, critical appraisal, reporting qualitative research)

**Community Analysis and Large-Scale Interventions** (e.g., case studies on social capital, hot spots policing, urban greening projects, Moving to Opportunities study, participatory action research, community engagement)

**Promoting the Welfare of Children and Families** (e.g., school-based interventions, adapting interventions from HICs to LMICs)

**Special Education Content Team, TFA Milwaukee Corps, USA** 2010-2011

**Professional Development** (delivered monthly sessions to 20 first-year teachers)

**One-to-one Consultations** (supported educators teaching children with special educational needs)

## OTHER ACADEMIC ACTIVITIES

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### **Reviewer**

*Prevention Science, European Journal of Special Needs Education, Implementation Science, Journal of Children's Services, Systematic Reviews*

### **Conference Organiser**

*Apr 2017*

BERA Education Effectiveness and Improvement SIG, UK

Theme: *Social emotional well-being and mental health of school-aged children*

One-day conference for 40 attendees from local schools, charities, government agencies, and universities

### **Departmental Research Ethics Committee**

*2015-Present*

Department of Social Policy and Intervention, University of Oxford, UK

### **Chair of Management Board**

*2014-2015*

Global Scholars Group, UK

Developed initial plan for organisation's £500,000 growth over the next 10-15 years and oversaw allocation of £65,000 annual budget

### **Co-Convenor for Graduate Research Student Seminar Series**

*2014-2015*

Department of Social Policy and Intervention, University of Oxford, UK

### **Graduate Research Student Representative**

*2014-2015*

Department of Social Policy and Intervention, University of Oxford, UK

### **Peer Supporter**

*2013-2015*

St Catherine's College, University of Oxford, UK

Completed 30 hours of training and attended on-going supervision at University Counselling Centre to provide one-to-one support for students experiencing personal difficulties

### **Women's Welfare Officer**

*2013-2015*

St Catherine's College, University of Oxford, UK

Member of three College committees: Equity, Graduate, and Welfare

### **Director of Logistics**

*2013-2014*

Global Scholars Symposium, Global Scholars Group, UK

Led team of six to organise logistics for three-day, £55,000 conference for 190 international attendees

## PROFESSIONAL MEMBERSHIPS

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<b>Association of Child and Adolescent Mental Health (ACAMH)</b>	<i>since 2014</i>
<b>British Educational Research Association (BERA)</b>	<i>since 2016</i>
<b>European Association of Developmental Psychology (EADP)</b>	<i>since 2017</i>
<b>Society for Prevention Research (SPR)</b>	<i>since 2018</i>
<b>Society for Research in Educational Effectiveness (SREE)</b>	<i>since 2017</i>
<b>Vereniging Nederlandse OntwikkelingsPsychologie (VNOP)</b>	<i>since 2018</i>

## CERTIFICATES AND LICENSURES

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### **Emergency First Aid at Work**

St John Ambulance, Certificate no. 1600295171, Delegate no. 5749048

Valid: Sept 30, 2016 - Sept 29, 2019

### **Enhanced Certificate: Research Assistant Adult and Child Workforce**

UK Disclosure and Barring Service, Certificate no. 001430021558

Issued: Dec 23, 2013

### **Initial Educator: Middle Childhood to Early Adolescence (age 6-13), Cross-Categorical Special Education**

Wisconsin Department of Public Instruction, File no. 721443

Valid: July 1, 2011 - June 30, 2016

### **Emergency Teacher: Middle Childhood to Early Adolescence (age 6-13), Cross-Categorical Special Education**

Wisconsin Department of Public Instruction, File no. 721443

Valid: July 1, 2009 - June 30, 2011