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## CURRICULUM VITAE

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### Education:

1982 BA Princeton University (English)  
1983 Columbia University (Postgraduate concentration in Science)  
1988 MD Tufts University

### Postdoctoral Training:

1988 - 1989 Intern, Pediatrics, Massachusetts General Hospital  
1989 - 1992 Resident, Adult Psychiatry, Mass General Hospital  
1992 - 1995 Fellowship Child and Adolescent Psychiatry, The Cambridge Hospital

### Licensure and Certification:

1988 Massachusetts Medical License  
1994 Board Certified Adult Psychiatrist  
(recertified 2003)  
1996 Board Certified Child and Adolescent Psychiatrist  
(recertified 2005)

**Academic Appointments:**

1990 - 1995            Clinical Fellow, Harvard Medical School  
1996 - 2002            Clinical Instructor, Harvard Medical School  
2002 - June 2003      Instructor, Harvard Medical School  
2003 - present         Assistant Professor of Psychiatry, Harvard Medical School

**Hospital or Affiliated Institution Appointments:**

1995 - present         Active Staff, Cambridge Hospital

**Other Professional Positions and Major Visiting Appointments:**

1996 - present         Attending Child and Adolescent Psychiatrist, Cambridge Public  
School System  
1996 - 2003            Consultant to Cambridge Superintendent and Cambridge High  
School

**Hospital and Health Care Organization Service Responsibilities:**

1996 - present         Attending Psychiatrist, Teen Health Center, The Cambridge  
Hospital

**Major Administrative Responsibilities:**

1996 - present         Mental Health Director, Teen Health Center, The Cambridge  
Hospital  
2001 - present         Director of School Based Programs, Division of Child Psychiatry,  
Department of Psychiatry, Cambridge Health Alliance

**Committee Assignments:**

1998 - present         Child and Adolescent Psychiatry Fellow Residency Training  
Committee, The Cambridge Hospital  
2003 - present         Executive Committee of the Child Fellow Residency Training  
Committee  
2004- present         Child Complex Care Review Committee

**Professional Societies:**

1995 - present         American Academy of Child and Adolescent Psychiatry, Member  
1997 - 2001            Work Group on Schools, Member  
1997 - present         Mass Medical Society, Member  
1998 - present         Society for Research on Adolescence, Member  
1998 - present         American Psychiatric Association, Member

**Community Services Related to Professional Work:**

1983 - 1984	Grade school teacher in Harlem, New York
1991 - 1993	Better Homes Foundation, Researcher developing instrumentation for a National Institute of Mental Health grant for Worcester homeless families
1999 - 2000	Member, Interdisciplinary research team of Harvard Children's Studies integrating research and practice around resiliency
1999 - 2001	Member, Health of the City Committee, Cambridge, MA
1999 - 2004	Acute Response Team, Cambridge Public Schools
1999 - present	Cambridge Hospital Faculty Seminar member: "Strategic Plan for Child Psychiatry Residency Training"
2001 - 2004	Chair, Cambridge Hospital Continuity of Care Committee, Cambridge, MA
2001 - present	Board of Trustees, Winsor School, Boston, MA
2006	Executive Committee for the Mental Health Component of the MA Attorney General's Safe Schools Initiative
2006	Board member Research and Policy Council of Mentoring

**Editorial Boards**

2006	Reviewer	Journal of Pediatrics
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**RESEARCH, TEACHING, AND CLINICAL CONTRIBUTIONS**

**A. Narrative Report**

My research, teaching and clinical expertise focuses on the collaboration between education and psychiatry. I was first inspired through my work in Harlem, New York as a science teacher for an innovative elementary school in between college and medical school. I learned that a child's barrier to learning was created by a combination of uneven access to resources, broken promises, and mental anguish. Now I have the privilege to work with public school administrators and teachers to provide them with critical support and a framework about how to challenge students while also suggesting strategies useful in overcoming systemic obstacles. I chose Cambridge Hospital for my child psychiatry training because I recognized their commitment to community psychiatry. I selected my chief residency at the Teen Health Center at Cambridge Rindge and Latin High School as it was one of the first school-based health centers in the nation and it seemed an ideal opportunity to explore providing quality clinical care for high risk students. Over the next five years, I designed and implemented an advising program in the high school. The goal of the advising program was to understand how the mentoring role of teachers can increase student motivation and academic engagement; the program was institutionalized in the high school. I am often asked to provide direction to other school systems regarding implementation of advising. My clinical work at the teen health center has focused me on improving the continuity of care between schools and Cambridge Health Alliance and to concentrate on fortifying interdisciplinary provision of services.

I currently assist the Cambridge Public School system with professional development required for crisis management and how to establish viable protocols for emergency situations. I designed numerous courses for Cambridge teachers and Malden teachers regarding psychopharmacology, differential diagnosis, adolescent development, and instructional strategies for disruptive students. I also collaborated with the Special Education Director in the Cambridge Public School system to develop a unique risk assessment of violent and aggressive children who are at risk of suspension or expulsion in Cambridge Public Schools. These assessments address the question of the students' safety to return to school and suggest therapeutic interventions and modifications in educational plans to improve students' potential for success. From my clinical assessments I recognize that there are frequent gaps in services for these vulnerable high acuity children and adolescents. I want to research about how to enhance school engagement for these vulnerable students and to increase the safety net of integrated service delivery. With my work on the National level with the Work Group on Schools of the American Academy of Child and Adolescent Psychiatry I was able to craft the substance of the practice parameters that would be endorsed by AACAP. Nationally I have been asked to make multiple presentations about the relevant school arenas that I have developed clinical expertise: school violence, school based health centers and managing high acuity adolescents.

My commitment to teaching child psychiatry fellows derives from recognizing that effective child psychiatrists need a familiarity with how schools operate, as this is where their child and adolescent patients spend the majority of their time. With supervision and didactic material I like to expose them to the rewards of the collaborative process in effectively advocating for their patients. I also want to share the excitement about supporting school teachers and administrators' effort to address complex problems and the possibility for shaping the lives of students at a crucial point when they are defining their potential. In the last two years I have taught adult psychiatry residents "Frameworks for Understanding Child and Adolescent development". The goal of teaching the theoretical ideas, research findings and perspectives related to the study of child and adolescent development and how to extrapolate this to a deeper understanding of adult patients and their families.

**B. Funding Information:**

1996 - 1997	Orchard Foundation	Rappaport/ Reynolds	Small Group Discussion Program Evaluation
1997 - 1998	Children's Studies	Rappaport/ Reynolds	Building Resiliency at Harvard: The Academic Advisory Program
1997 - 1998	Hirsh Family Foundation	Rappaport	A Model Advising Program Promoting Academic Success in High Schools
1997 - 1998	Roy A. Hunt Foundation	Rappaport	Evaluation of Advising

1997 - 1998	William J. Rappaport and Lia G. Poorvu Foundation	Rappaport	Foundation Program Advising Program Evaluation
2003 - present	National Center on Minority Health and Health Disparities	Alegria	Project EXPORT: School Systems Enhancement Project
2006	Katz Foundation	Frazier	Reducing Stigma Associated with Emotional and Learning Disorders

**C. Report of Current Research Activities:**

Principal Investigator of Evaluation in Cambridge Rindge and Latin High School Advising program (seeking to understand gap in the literature of different pathways and trajectories of advisor’s role in shaping adolescent adjustment; developing appropriate interventions with adolescents to prevent psychopathology and foster resilience; professional development with teachers to strengthen positive relationships with students that promote educational success.)

Project Export (Alegria PI) I developed system intervention in a school setting with the application of community based participatory research to improve service delivery (social and academic functioning) and outcomes of racial and ethnic minority populations in Cambridge Public Schools. Qualitative methods were used in the process of problem definition and intervention planning.

Developed a case evaluation model for violent students. I also conducted a retrospective chart review of 33 students in an urban public school district referred for comprehensive psychiatric evaluation.

Participated in cognitive behavioral therapy research for Adolescents with PTSD

Researcher and curriculum development funding from anonymous family Grant to Center for Child and Adolescent Development “Reducing stigma associated with Emotional and Learning Disorders in Children” a qualitative investigation of children’s experience with emotional and learning disorders with direct interviews with parents, teachers and group activities with participating children. (clinical Application)

**1. Local contributions**

**a. Graduate Medical Courses:**

*Residents, Post-doctoral Fellows, and Graduate Students*

- 1996 - 2000 Supervision of child psychiatry fellows during rotation at Cambridge Hospital Teen Health Center; four fellows/year four hours/week
- 1996 - 2000 Supervision of chief resident at Teen Health Center, Cambridge Hospital
- 1999 - 2003 Supervision of adult psychiatry resident at Cambridge Hospital, year rotation at Teen Health Center. 1 resident per year
- 2000 - present Supervisor of child fellows' nine month School Consultation rotation, Cambridge Hospital, Cambridge, MA. Two hours per week to five child fellows
- 2000 - 2005 "Foundations of School Consultation", First-year Cambridge Hospital child psychiatry fellows (five), Attending psychiatrist for 10 weeks/20 hours of preparation
- 2001 - 2006 "Adolescent Development", Three lectures per year to eight postdoctoral psychology fellows at Cambridge Hospital
- 2004 - present "Frameworks for Understanding Child and Adolescent Development" Course director for weekly lectures to eight adult psychiatry (PGY 3) residents Two hours per week
- 2005 ADHD and Depression integrated HMS clerkship one lecture
- 2006 Personal Narrative and Professional Identity HMS integrated Clerkship lecture
- 2006 School Psychiatrist and Safety assessments HMS Psychiatry interest group
- 2006 Understanding psychological development, disorder and treatment: learning through literature and research (Harvard Freshman Seminar)

**b. Local Invited Teaching Presentations:**

- 1996 Lecturer: "Evaluation of an Urban High School Program to build resilience" Psychiatry Grand Rounds/Boston Regional Medical Center

- 1997           Lecturer: “Fight or Flight: Strengthening adolescent engagement in an urban high school: a primary prevention violence program”  
Massachusetts General Hospital/Psychiatry Grand Rounds
- 1999           Developer and Presented: Fenway High School Training/Facilitation on  
“Adolescent Healthy Choices” All-day retreat, two follow-up sessions.  
October-December
- 1999           Keynote Speaker: “Missing the Mark – Responding to School Violence”  
Massachusetts Medical Society: Youth Violence Physician’s Round Table,  
Waltham, MA
- 2000           Lecturer: “The Romance of Risk-Taking with Adolescents” Somerville  
Mental Health Center Grand Rounds
- 2000           Course Director: Special Education Symposium “Identification and  
Treatment of Asperger/Pervasive Developmental Disorder and OCD as it  
Pertains to the Classroom” Cambridge Public Schools
- 2000           Developer and Lecturer: “Change, Stability, and Renewal” Weekly  
training course for Cambridge Public Schools two month seminar, March-  
June
- 2000           Lecturer: “Mental Health Services” Massachusetts Medical Society:  
Violence Prevention: New Approaches for Clinical Application, Waltham,  
MA
- 2000           Lecturer: “Adolescents and Schools” Tufts University Department of  
Education Adolescent Development Course
- 2000           Presenter: “Psychopharmacology and Students” Charter Schools  
Massachusetts Regional Conference
- 2001           Lecturer: “Adolescent Depression and Suicide Prevention” American  
Foundation for Suicide Prevention, Brockton, MA
- 2001           Lecturer: “Adolescence” Cambridge Hospital, Department of Psychiatry,  
Psychology Division
- 2001           Invited Speaker: “Risk-Taking with Adolescent Girls” UMass Boston,  
Psychology Department, Boston, MA
- 2001           Key Note Speaker: “All you wanted to know about medications and were  
afraid to ask” Lecture given to special education teachers of Cambridge  
Public Schools on pediatric psychopharmacology and its application in the  
classroom

- 2001            Presenter: “Adolescent Suicide – Improving the Safety Net” Family Loss Project and Massachusetts School of Professional Psychology, Boston, MA
- 2002            Invited Speaker: “ Depression and Suicide in Children and Adolescents- Intervening on the front lines” Department of Public Health, Framingham, MA
- 2002            Invited Speaker: “Accessing Violent and Aggressive Children in the School Context.” Department of Public Health, Framingham, MA
- 2003            Invited Speaker: Understanding our students- Differential diagnosis Chelsea School system, Chelsea, MA
- 2003            Lecturer: All You Wanted to Know About Psychiatric Diagnosis But Were Afraid to Ask: Part I. Harvard Graduate School of Education, PAER (Program in After-school Education and Research) Workshops, Cambridge, MA
- 2004            Lecturer: “Bipolar and Attention Deficit Disorders.” Boston University/Chelsea Public Schools Partnership, Pupil Personnel Special Education Series, Chelsea, MA
- 2004            Lecturer: “Post Traumatic Stress Disorder and Oppositional Defiant Disorder.” Boston University/Chelsea Public Schools Partnership, Pupil Personnel Special Education Series, Chelsea, MA
- 2004            Lecturer: “Differential Diagnosis – Understanding the Needs of Students in Distress.” Chelsea Collaborative, Chelsea, MA
- 2005            Invited Speaker: “Mad, Bad or Sad Understanding our children” Commonwealth of Mass Mental Health Legal Advisors Committee, Boston, MA
- 2005            Invited Speaker: “Suicide Prevention: Providing Sanctuary for Adolescents in Crisis, Mass Dept of Mental Health Tewksbury, MA
- 2005            Invited Speaker: Prescription for Sanity: How to deal with Pediatric Aggression in 15 minutes. Mass General Hospital Pediatric Forum, Boston, MA
- 2006            Invited Speaker: Lost in the Black Box, Controversies in Treating Children. Mass Department of Public Health, Sturbridge, MA
- 2006            Invited Speaker: Is It a Bad Day or Is It Something Worse? Learning and

understanding the signs and symptoms of mental health difficulties.  
Psychopharm update : Controversies in Child psychiatry, Newton Public  
Schools and Project Interface, Newton, MA

- 2006 Key Note Speaker: From Zero to a hundred in a Split second: Survival 101  
with Aggressive students, National Assoc School Social Work  
Conference,  
Worcester, MA
- 2006 Invited presenter: Children and Medication: Making Clinical Sense of the  
Controversies. National Assoc School Social Work, Worcester, MA

**c. Continuing Medical Education Courses:**

- 1997 Moderator: “Treating Adolescent Vulnerabilities” Cambridge  
Hospital/Harvard Medical School Adolescent Self-Harm Prevention and  
Treatment Course
- 1997 Lecturer: “Child and Adolescent Psychiatry in Urban High Schools: A  
primary prevention program” Harvard Consolidated Child Psychiatry  
CME Course
- 1999 Lecturer: “School Based Interventions with Aggressive Urban  
Adolescents” and “Violence in Children, Adolescents and Families:  
Strategies for Prevention and Clinical Intervention” Harvard Consolidated  
Child Psychiatry CME Courses
- 2004 Course Director: “Adolescent Self Destruction,” Harvard Medical School  
Continuing Medical Education Course
- 2004 Course Director and Lecturer. “The meaning of medication to Children  
and Adolescents” Harvard Medical School CME Course
- 2005 Course Co-Director and Lecturer. “Being a Danger to Self or Others: the  
importance of assessing safety in children and Adolescents in Schools and  
in the Community” and “Treating Posttraumatic Stress Disorders in  
Adolescents” Harvard Medical School CME Course
- 2006 Course Co- Director and Lecturer. Treating Students K to 12: Clinicians  
and Educators Working together. Presentation entitled, “Strategies for  
Overcoming Impasses: Lessons in Humility and Humor” Harvard Medical  
School CME Course

**d. Supervisory Responsibilities:**

1996 - 2000: Facilitated teacher groups of twenty-five advisors/teachers for four hours/wk, Cambridge Rindge and Latin High School, MA.

1996-present: Consultation to principal, administrators, guidance counselors, and superintendent of Cambridge Public Schools, Cambridge, MA.

**e. Advisees or Trainees:**

1997 – 1999	Lee Reynolds, MD	Director of Intensive Treatment of DMH Facility for Adolescents
1998 – 1999	Lisa Nelson, MD	Attending Child psychiatrist
1999 – 2000	Ayelet Barkai, MD	Child and Adolescent Psychiatrist, Developing Researcher
2000 – 2001	Alex Chen, MD	Child and Adolescent Psychiatrist
2000 – 2001	Nicole Danforth, MD	Child and Adolescent Psychiatrist
	David Gendron, MD	Child and Adolescent Psychiatrist
2004 – 2006	Nada Milosavljevic, MD	Child and Adolescent Psychiatrist-forensic
2004	Aruna Rao, MD	Child and Adolescent Psychiatrist
2005	Lauren Shen, MD	Child and Adolescent Psychiatrist
2006	Margaret Benningfield, MD	Child and Adolescent Psychiatrist
	Sara Auerbach, MD	Child and Adolescent Psychiatrist

**2. Regional, National, and International Contributions:**

**a. Invited Presentations:**

1995	Presenter, “Adolescence and Popular Culture”, American Academy of Child and Adolescent Psychiatry, New Orleans, LA
1996	Presenter, “How Can Psychiatry Encourage Hope for Adolescents? A primary Prevention Program in an Urban High School”, New England Council of Child and Adolescent Psychiatry, Belmont, MA
1997	Presenter, “Collaborative Primary Prevention for Adolescents”, American Psychiatry Association, San Diego, California
1998	Lecturer, “Advising: The Magic Match”, American Academy of Child and Adolescent Psychiatry, Los Angeles, CA
2000	Lecturer, “An Advising Program in a Large Urban High School: The Magic Match”, Center for School Mental Health Assistance, National Conference on Advancing School-Based Mental Health Programs, Atlanta, GA

- 2000 Presenter, “Practical Approaches to Developing a School Based Mental Health Program”, American Academy of Child and Adolescent Psychiatry symposium, New York City, NY
- 2000 Chair and Presenter, “Missing the Mark: Theory and Practice in Response to School Violence”, American Academy of Child and Adolescent Psychiatry symposium, New York City, NY
- 2000 Chair and Presenter, “Advising – Building a Safety Net”, American Academy of Child and Adolescent Psychiatry symposium, New York City, NY
- 2001 Key Note Speaker, “Missing the Mark: School Violence”, “Identifying Students at Risk: Increasing the Safety Net”, and “Adolescent Depression and Suicide”, Conducted Annual MacNamee Memorial Day Conference, “School violence and the clinician’s assessment of violent children,” co-sponsored by Dartmouth Medical School and the MacNamee Memorial Foundation, Dartmouth, NH
- 2002 Chair, “Foundations of School Consultation”, American Academy of Child and Adolescent Psychiatry symposium, San Francisco, CA
- 2003 Chair and Presenter, “Aggression in Children and Adolescents” and “Threat in the School Setting”, American Academy of Child and Adolescent Psychiatry Institute, Miami, FA
- 2003 Presenter, “Threat Assessment in the School Setting”, American Academy of Child and Adolescent Psychiatry Institute, Miami, FL
- 2006 Facilitator, “Community Engagement and Partnership: New Directions in Mental Health Services Research”, RAND Corporation and NIMH Centers for Health Services Research, Arlington, VA

**b. Professional Leadership:**

- 1999 - 2002 Designated by the American Academy of Child and Adolescent Psychiatry as one of the lead child and adolescent psychiatrists in school consultation to write Clinical Parameters, the national guidelines for school consultation.

**3. Description of Major Curriculum Offerings:**

- 1997 - 1999 Advising curriculum for high school students prepared with two revisions that has been utilized by other schools in initiating advising programs

2000 – present School consultation curriculum prepared for training Cambridge Hospital child and adolescent psychiatry fellows

2004 – present Framework for understanding child and adolescent development for training Cambridge Hospital adult psychiatry residents

**D. Report of Clinical Activities:**

My major clinical activity is primarily with children and adolescents referred by administrators to provide crisis evaluation, threat assessments, diagnostic evaluations, and school consultation. I also have a small mixed private practice that includes families, young adults with mental illness, and treating complicated high-risk adolescents

**BIBLIOGRAPHY**

**Original Articles**

1. Rappaport N. An advising program in a large urban high school: the magic match. In: Esman AH, Flaherty L, Horowitz H, editors. *Adolescent Psychiatry*, Vol. 24. London: The Analytic Press; 1999 p.109-117.
2. Rappaport N, Chubinsky P. The meaning of medication to children, adolescents, and their families. *J Am Acad Child Adol Psychiatry* 2000; 39(9):1198-1200.
3. Rappaport N. Psychiatric consultation to school-based health centers: lessons learned in an emerging field. *J Am Acad Child Adol Psychiatry* 2001; 40(12):1473-1475.
4. Rappaport N. Survival 101: Assessing children and adolescents' dangerousness in school settings . In : Esman AH, Flaherty L, Horowitz H, editors. *Adolescent Psychiatry*, Vol. 28. London: The Analytic Press; 2004 p. 157-181.
5. Rappaport N, Thomas C. Recent Research findings on Aggressive and Violent Behavior in youth: Implications for Clinical Assessment and Intervention. *J Adol Health* 2004; 35:260-277.
6. Rappaport N, Prince JB, Bostic JQ. Lost in the Black box: Juvenile Depression, Suicide and the FDA's Black Box . *J of Pediatrics* 2005; 47:719-720.
7. Daley ML, Becker DF, Flaherty LF, Harper G, King RA, Lester P, Milosavljevic N, Onesti J, Rappaport N, Schaw-Stone M. Case Study: The Internet as a developmental tool in an adolescent boy with psychosis. *J Am Acad Child Adolesc Psychiatry* 2005. 44: 187-190
8. Hacker KA, Suglia SF, Fried LE, Rappaport N, Cabral H. Developmental differences in risk factors for suicide attempts between 9th and 11th graders. *Suicide and Life Threatening Behavior* 36 (2): 154-165.

9. Chubinsky P, Rappaport N. Medication and the Fragile Alliance- The Complex meaning of psychotropic medication to children, adolescents and families. *J of Infant, Child and Psychotherapy*. 2006 5:111-123.
10. Rappaport N, Bostic JQ, Prince J, Jellinek MS. Treating pediatric depression in primary care: Coping with the patient's blue mood and the FDA's Black Box. *J of Pediatrics* 2006; 48:567-8.
11. Mulvaney- Day NE, Rappaport N, Alegria M, Codianne LM. Developing systems interventions in a school setting: An application of community based participatory research for mental health. *Ethnicity & Disease* 2006. 16:107-117.
12. Rappaport N, Flaherty LT, Hauser ST. Beyond psychopathology: Assessing seriously disruptive students in school settings. *J of Pediatrics*. 2006 149:252-256

### **Clinical Communications**

1. Walter, H, Berkovitz, I, Work Group on Schools, Rappaport, N member and contributing author. Practice parameters for psychiatric consultation to schools. *J Am Acad Child Adol Psychiatry* 2005 44:1068-1083.
2. Rappaport N, Frazier J, Connor D, Mattison R. From Zero to a Hundred in a Split Second: Understanding Aggression in an Eight- Year- Old Child. *Harv Rev Psychiatry* 2006;14:1-12.

### **Reviews, Chapters, and Editorials**

1. Rappaport N, Jellinek M. The grieving parent. In: *Psychiatric Aspects of General Hospital Pediatrics*. Chicago: Yearbook Publishers; 1990 p.277-286.
2. Rauch P, Rappaport N. Child psychiatry emergencies. In: *Manual of Psychiatric Emergencies*. Boston: Little and Brown; 1994 p.53-59.
3. Rappaport N. Preventing child and adolescent violence: the clinician's role. *Psychiatric Times* 2001; 18:60-65.
4. Rappaport N. Emerging models of school consultation. In: *Child and Adolescent Psychiatric Clinics of North America*. Philadelphia: WB Saunders; 2001 p.13-24.
5. Rappaport N. Letter to the editor. School violence. *J Am Acad Child Adolesc Psychiatry* 2001; 40:992.
6. Rappaport N. Can advising lead to meaningful relationships? A critical view of youth mentoring. *New Directions for Youth Development: Theory, Practice, Research* 2002; 93:109-125.

7. Machoian L, Rhodes J, Rappaport N, Reddy R. Preventing school failure and promoting positive outcomes. In: Jason LA, Glenwick DS, editors. Innovative strategies for preventing psychological problems. New York: Springer Publishing Company; 2002 p.106-125.
8. Rappaport N. Response to Twemlow et. al: Zero tolerance and searching for premeditated school shooters. *J Am Acad Child Adolesc Psychiatry* 2002; 41:1271.
9. Rappaport N. Response to Brent and Birmaher: Adolescent depression. *NE J Med* 2003; 348(5):473-474.
10. Rappaport N. School based interventions for children exposed to violence. *JAMA* 2003;290 (19) :254.
11. Rappaport N, Osher D, Greenberg-Garrison E, Anderson-Katchmark C, Dwyer K. Enhancing collaboration within and across disciplines to advance mental health programs in schools. In: Weist M, editor. *Handbook of School Mental Health*. Baltimore, MD: Kluwer Academic Press; 2003 p.107-129.
12. Rappaport N, Coffey B. Psychopharmacology in the school setting: therapeutic challenges in the school setting: therapeutic challenges in an adolescent with attention deficit hyperactivity disorder, possible bipolar disorder and other comorbidities. *J Child Adolesc Psychopharmacology* 2004 (1) 3-7.
13. Rappaport N. Advising high school students. In: Miller JR, Lerner RM, Schiamberg LB, Anderson PM, editors. *Human ecology: An encyclopedia of children, families, communities, and environments*. Santa Barbara, CA: ABC-Clio; In Press.
14. Murakami S, Rappaport N, Penn JV. An Overview of Juveniles and School Violence. In: *Child and Adolescent Psychiatric Clinics of North America*. Philadelphia,PN: WB Saunders 2006 29 (3) 725-741.

### **Educational Material**

1. Rappaport N. Building a way to connect with high school students. *AACAP News* 1998; July/Aug:134-136.
2. Rappaport N. Special education alert. *AACAP News* 2000; Jan/Feb:25-27.
3. Rappaport N. Small advising groups: relationships for success. *High School Magazine* 2000; 7(9):45-47.

4. Rappaport N. Missing the mark: school consultation-assessing students' potential for violence. AACAP News 2000; July/Aug:164-165.
5. Rappaport N. Increasing teachers' caring potential through advising. Middle Matters 2002; 11(1):4-6.
6. Rappaport N. How to safeguard aggressive impulsive students in a school setting: Tips from the trenches. Brown Child and Adolescent University Behavior Letter March 2005 page 1, 4 and 5.
7. Rappaport N. Narrow Escape. Auscultations, 2006. Cambridge Health Alliance.

**Non-print Materials**

1. Videotape of my work at Children's Storefront, an elementary school in Harlem, NYC (nominated for Oscar for best documentary). 1983.
2. Rappaport N. Discussant of introducing innovative program on adolescent unit: Animals as intermediaries. Washington, DC: National Public Radio, 1994.
3. Videotape produced with students on orientation to advising, Cambridge, MA 1997.