Stanford



Teresa LaFromboise

Professor of Education

Graduate School of Education

Curriculum Vitae available Online

CONTACT INFORMATION

- **Admin. Support**

  Melissa Cromosini

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Bio

BIO

Teresa LaFromboise is counseling psychologist by training and a professor of education in Developmental and Psychological Sciences in the Graduate School of Education at Stanford University. Her research has focused on efforts of non-dominant racial/ethnic groups to thrive in the face of adversity including acculturation demands, discrimination, and major life challenges. She has extensive experience in developing and testing school and community-based psychological interventions with AIAN adolescents, as exemplified in the American Indian Life Skills Curriculum (AILS). She has long-standing collaborations with tribal communities in the area of AI/AN mental health and education. She contributes to the Centers for American Indian and Alaska Native Health at the University of Colorado School of Public Health and the Child Health Research Institute in the Stanford University School of Medicine. In addition to extensive clinical experience with AI/AN populations, she directs the Native American Studies program in the Center for the Comparative Study of Race and Ethnicity, School of Humanities and Sciences at Stanford. She is a past-President of the Society of Indian Psychologists. Within the American Psychological Association she is past-President of the Society for the Psychological Study of Culture, Ethnicity, and Race, past-President of the Section on Alaska Native, Native American and Indigenous Women Psychologists, Fellow of Divisions 17, 35, and 45, and has served on the Committee on Rural Health. She is a Fellow of the Association for Psychological Science. Professor LaFromboise is currently advising research in a community-based collaborative study of the mental health and food security needs of Native American early adolescents attending secondary schools in a multi-reservation setting.

ACADEMIC APPOINTMENTS

- Professor, Graduate School of Education
- Member, Maternal & Child Health Research Institute (MCHRI)

ADMINISTRATIVE APPOINTMENTS

- Professor, Graduate School of Education, Stanford University, (2009- present)
- Associate Professor of Counseling Psychology, School of Education, Stanford University, (1994-2009)
- Assistant Professor of Counseling Psychology, Stanford University, (1985-1989)
- Visiting Assistant Professor of Counseling Psychology, Stanford University, (1984-1985)
- Visiting Assistant Professor of Psychology, Stanford University, (1983-1984)
- Director, Native American Studies, Center for the Comparative Study of Race and Ethnicity, (2011-2024)

BOARDS, ADVISORY COMMITTEES, PROFESSIONAL ORGANIZATIONS

- Scholar in Service, Stanford Impact Labs (2021 - 2022)
- Member, Child Health Research Institute, School of Medicine, Stanford University (2013 - present)
- Affiliated Scholar, Institute for the Study of Societal Issues, University of California-Berkeley (2010 - present)
- Andrew J. Mellon Scholar, Institute for Urban and Minority Education and Teachers College, Columbia University (2004 - 2004)
- Libra Distinguished Professor, College of Education and Human Development, University of Southern Maine (2000 - 2001)
- Affiliated Scholar, Center for the Comparative Study of Race and Ethnicity, Stanford University (1995 - present)
- Associate Professor of Counseling Psychology and Counselor Education, University of Wisconsin-Madison (1990 - 1994)
- Faculty Associate, Wisconsin Center for Education Research (1990 - 1994)
- Research Associate, National Center for American Indian/Alaska Native Health Research, University of Colorado (1984 - present)
- Assistant Professor of Counseling Psychology, University of Nebraska-Lincoln (1979 - 1984)

PROGRAM AFFILIATIONS

- Center for Comparative Studies in Race and Ethnicity (CCSRE)

PROFESSIONAL EDUCATION

- PhD, University of Oklahoma , Counseling Psychology (1979)
- M Ed, University of North Dakota-Grand Forks , Elementary Education (1975)
- BA, Butler University, Indianapolis , Liberal Arts (1971)

LINKS

- Recent talk: https://mediasite.stanford.edu/Mediasite/Play/8142214f29644c708df711c1cc0f2ad01d
- Youtube: The Potential for School as Sacred Spaces in American Indian/AK Native Adolescent Suicide Prevention: https://www.youtube.com/watch?v=ci4YskWV9YA

Research & Scholarship

RESEARCH INTERESTS

- Child and Adolescent Development
- Community-Engaged Research
- Culturally Responsive Pedagogies
- Indigenous Education
- Mental Health
- Race, Culture, and Identity
- Youth Identity, Agency, and Voice

CURRENT RESEARCH AND SCHOLARLY INTERESTS

Dr. LaFromboise is concerned with helping students respond effectively to acculturation pressure, cultural adjustment, discrimination, major life transitions and other stresses that are so typical--and so often neglected--in children and adolescents. As a counseling psychologist with clinical and teaching experience in a wide variety of university and American Indian/Alaska Native reservation/village settings, Dr. LaFromboise is well-equipped to guide new professionals in school and community evidence-based interventions. She is the developer of the American Indian Life Skills Development Curriculum of problem-based lessons aimed at increasing social emotional competence and reducing the risk of suicide among American Indian/Alaska

Native adolescents. Proven successful with high school students, this curriculum has been extended to younger students. She is investigating cultural, social, and psychological indicators of adolescent risk behavior, school belongingness, and bicultural involvement.

PROJECTS

- Integration of Conventional and Indigenous Therapeutic Interventions with a Native American University Client
- Bullying, depression, and suicidal ideation
- Co-authoring manuscripts from the School Belonging, Ethnic Identity and Academic Engagement Project
- Revising the American Indian Life Skills Development Curriculum for Early Adolescents

Teaching

COURSES

2026-27

- Psychology and American Indian/Alaska Native Mental Health: EDUC 340, NATIVEAM 240, PSYCH 272 (Spr)
- Understanding Racial and Ethnic Identity Development: AFRICAAM 245, CSRE 245, EDUC 245, NATIVEAM 245, PSYCH 245A (Win)

2025-26

- Advanced Partnership Research: EDUC 352C (Spr)
- Psychology and American Indian/Alaska Native Mental Health: EDUC 340, NATIVEAM 240, PSYCH 272 (Spr)
- Understanding Racial and Ethnic Identity Development: AFRICAAM 245, CSRE 245, EDUC 245, PSYCH 245A (Aut)

2024-25

- Community Engaged Psychology and Education Field Experience: EDUC 461, PSYCH 161 (Aut)
- Psychology and American Indian/Alaska Native Mental Health: EDUC 340, NATIVEAM 240, PSYCH 272 (Spr)
- Understanding Racial and Ethnic Identity Development: AFRICAAM 245, CSRE 245, EDUC 245, PSYCH 245A (Win)

2023-24

- Understanding Racial and Ethnic Identity Development: AFRICAAM 245, CSRE 245, EDUC 245, PSYCH 245A (Spr)

STANFORD ADVISEES

Doctoral Dissertation Reader (AC)

Emma Keller, . Zamora

Postdoctoral Faculty Sponsor

Oswaldo Rosales

Doctoral Dissertation Advisor (AC)

Lillian Wolfe

Doctoral (Program)

Andrew Huckins-Noss, Steve Juarez, Emma Keller, Lillian Wolfe, . Zamora

Publications

PUBLICATIONS

- **The role of perceived discrimination, bicultural competence, and indigenous language learning on the psychological well-being of Native American tribal college students** *Social Science and Medicine - Mental Health*
  LaFromboise, T., Hosseini, Z., Rosales, O.

2026; 10

- **Ethnic Racial Identity Development and Self-Esteem among Native American1 1 Adolescents: The Mediating Role of Peer Belonging** *AMERICAN INDIAN AND ALASKA NATIVE MENTAL HEALTH RESEARCH*
  Hosseini, Z., LaFromboise, T.
  2024; 31 (1)
- **Effects of bicultural competence and racial identity on intrinsic motivation: The mediating role of belonging to Native American tribal colleges** *CONTEMPORARY EDUCATIONAL PSYCHOLOGY*
  LaFromboise, T., Rosales, O., Hosseini, Z.
  2023; 74
- **Preventing Suicidal Behavior Among American Indian and Alaska Native Adolescents and Young Adults.** *Public health reports (Washington, D.C. : 1974)*
  Mpofu, J. J., Crosby, A., Flynn, M. A., LaFromboise, T., Iskander, J., Hall, J. E., Penman-Aguilar, A., Thorpe, P.
  2022: 333549221108986
- **The Public Psychology for Liberation Training Model: A Call to Transform the Discipline** *AMERICAN PSYCHOLOGIST*
  Neville, H. A., Ruedas-Gracia, N., Lee, B., Ogunfemi, N., Maghsoodi, A. H., Mosley, D., LaFromboise, T. D., Fine, M.
  2021; 76 (8): 1248-1265
- **The public psychology for liberation training model: A call to transform the discipline.** *American Psychologist*
  Neville, H. A., Ruedas-Gracia, N., Lee, B. A., Ogunfemi, N. M., Maghsoodi, A. H., Mosley, D., LaFromboise, T. D., Fine, M.
  2021
- **Parent education level and motivation among Native American adolescents: Mediating role of school belonging.** *Journal of American Indian Education*
  Ruesdas-Gracia, N., LaFromboise, T., Hussain, S., Malik, S.
  2020; 59 (2 & 3): 121-145
- **John D. Krumboltz (1928-2019) In Memoriam** *COUNSELING PSYCHOLOGIST*
  LaFromboise, T., Williams, E., Jackson, M. A.
  2019
- **American Indian and Alaska Native Mental Health** *MASSACHUSETTS GENERAL HOSPITAL TEXTBOOK ON DIVERSITY AND CULTURAL SENSITIVITY IN MENTAL HEALTH, 2ND EDITION*
  Trimble, J. E., King, J., LaFromboise, T. D., BigFoot, D.
  edited by Parekh, R., Trinh, N. H.
  2019: 127–48
- **CONCEPTUALIZING SCHOOL BELONGINGNESS IN NATIVE YOUTH: FACTOR ANALYSIS OF THE PSYCHOLOGICAL SENSE OF SCHOOL MEMBERSHIP SCALE** *AMERICAN INDIAN AND ALASKA NATIVE MENTAL HEALTH RESEARCH*
  Hussain, S., Domingue, B. W., LaFromboise, T., Ruedas-Gracia, N.
  2018; 25 (3): 26–51
- **Development and evaluation of an enhanced diabetes prevention program with psychosocial support for urban American Indians and Alaska natives: A randomized controlled trial** *CONTEMPORARY CLINICAL TRIALS*
  Rosas, L. G., Vasquez, J. J., Naderi, R., Jeffery, N., Hedlin, H., Qin, F., LaFromboise, T., Megginson, N., Pasqua, C., Flores, O., McClinton-Brown, R., Evans, J., Stafford, et al
  2016; 50: 28-36
- **A culturally informed approach to American Indian/Alaska Native youth suicide prevention.** *NYS TSOL Journal*
  LaFromboise, T., Malik, S. S.
  2016
- **Advancing Suicide Prevention Research With Rural American Indian and Alaska Native Populations** *AMERICAN JOURNAL OF PUBLIC HEALTH*
  Wexler, L., Chandler, M., Gone, J. P., Cwik, M., Kirmayer, L. J., LaFromboise, T., Brockie, T., O'Keefe, V., Walkup, J., Allen, J.
  2015; 105 (5): 891-899
- **Healing One Story at a Time: American Indian/Alaska Native Social Justice** *The Praeger Handbook of Social Justice and Psychology [3 volumes]*

Moorehead, V., LaFromboise, T. D.
2014: 135

- **The Interrelationship Between the Society of Indian Psychologists and Counseling Psychology** *COUNSELING PSYCHOLOGIST*
  Gray, J. S., Carter, P. M., LaFromboise, T. D., BigFoot, D. S.
  2012; 40 (5): 685-698

- **Toward an applied developmental science for Native children, families, and communities** *Child Development Perspectives*
  Spicer, P., LaFramboise, T., Markstrom, C., Niles, M., West, A., Fehringer, K., Grayson, L., Sarche, M.
  2012; 6 (1): 49-54

- **American Indian life skills: A community-based intervention for indigenous mental health** *American Indian and Alaska Native Children and mental health: Development, context, prevention and treatment*
  LaFromboise, T. D., Fatemi, A. S.
  2011: 309-336

- **Hopelessness Among White- and Indian-Identified American Indian Adolescents** *CULTURAL DIVERSITY & ETHNIC MINORITY PSYCHOLOGY*
  Albright, K., LaFromboise, T. D.
  2010; 16 (3): 437-442

- **Patterns of Hopelessness Among American Indian Adolescents: Relationships by Levels of Acculturation and Residence** *CULTURAL DIVERSITY & ETHNIC MINORITY PSYCHOLOGY*
  LaFromboise, T. D., Albright, K., Harris, A.
  2010; 16 (1): 68-76

- **The Zuni Life Skills Development Program: A school/community-based suicide prevention intervention** *SUICIDE AND LIFE-THREATENING BEHAVIOR*
  LaFromboise, T. D., Lewis, H. A.
  2008; 38 (3): 343-353

- **Psychosocial and cultural correlates of suicidal ideation among American Indian early adolescents on a northern plains reservation** *Research in Human Development*
  LaFromboise, T. D., Medoff, L., Lee, C. C., Harris, A.
  2007; 4 (1-2): 119-143

- **Family, community, and school influences on resilience among American Indian adolescents in the upper Midwest** *JOURNAL OF COMMUNITY PSYCHOLOGY*
  LaFromboise, T. D., Hoyr, D. R., Oliver, L., Whitbeck, L. B.
  2006; 34 (2): 193-209

- **State of the science on psychosocial interventions for ethnic minorities** *ANNUAL REVIEW OF CLINICAL PSYCHOLOGY*
  Miranda, J., Bernal, G., Lau, A., Kohn, L., Hwang, W., LaFromboise, T.
  2005; 1: 113-142

- **Perceived discrimination, traditional practices, and depressive symptoms among American Indians in the upper Midwest** *JOURNAL OF HEALTH AND SOCIAL BEHAVIOR*
  Whitbeck, L. B., McMorris, B. J., Hoyt, D. R., Stubben, J. D., LAFROMBOISE, T.
  2002; 43 (4): 400-418

- **The unretiring John Krumboltz** *COUNSELING PSYCHOLOGIST*
  LaFromboise, T. D., Neumann, H.
  2002; 30 (3): 441-459

- **Effects of cultural identification and disability status on perceived community rehabilitation needs of American Indians** *JOURNAL OF REHABILITATION*
  Pichette, E. F., Berven, N. L., MENZ, F. E., LAFROMBOISE, T. D.
  1997; 63 (4): 38-44

- **Help-seeking behavior of Native American Indian high school students** *PROFESSIONAL PSYCHOLOGY-RESEARCH AND PRACTICE*
  BEEGATES, D., HOWARDPITNEY, B., LAFROMBOISE, T., Rowe, W.

1996; 27 (5): 495-499

- **THE ZUNI LIFE SKILLS DEVELOPMENT CURRICULUM - DESCRIPTION AND EVALUATION OF A SUICIDE-PREVENTION PROGRAM** *JOURNAL OF COUNSELING PSYCHOLOGY*
  LAFROMBOISE, T., HOWARDPITNEY, B.
  1995; 42 (4): 479-486
- **PSYCHOLOGICAL IMPACT OF BICULTURALISM - EVIDENCE AND THEORY** *PSYCHOLOGICAL BULLETIN*
  LAFROMBOISE, T., COLEMAN, H. L., Gerton, J.
  1993; 114 (3): 395-412
- **AN INTERPERSONAL ANALYSIS OF AFFINITY, CLARIFICATION, AND HELPFUL RESPONSES WITH AMERICAN-INDIANS** *PROFESSIONAL PSYCHOLOGY-RESEARCH AND PRACTICE*
  LAFROMBOISE, T. D.
  1992; 23 (4): 281-286
- **DEVELOPMENT AND FACTOR STRUCTURE OF THE CROSS-CULTURAL COUNSELING INVENTORY REVISED** *PROFESSIONAL PSYCHOLOGY-RESEARCH AND PRACTICE*
  LAFROMBOISE, T. D., COLEMAN, H. L., HERNANDEZ, A.
  1991; 22 (5): 380-388
- **COUNSELING INTERVENTION AND AMERICAN-INDIAN TRADITION - AN INTEGRATIVE APPROACH** *COUNSELING PSYCHOLOGIST*
  LAFROMBOISE, T. D., Trimble, J. E., Mohatt, G. V.
  1990; 18 (4): 628-654
- **CHANGING AND DIVERSE ROLES OF WOMEN IN AMERICAN-INDIAN CULTURES** *SEX ROLES*
  LAFROMBOISE, T. D., HEYLE, A. M., Ozer, E. J.
  1990; 22 (7-8): 455-476
- **ORGANIZATIONAL AND POLITICAL ISSUES IN COUNSELING PSYCHOLOGY - RECOMMENDATIONS FOR CHANGE** *COUNSELING PSYCHOLOGIST*
  Brammer, L., Alcorn, J., Birk, J., GAZDA, G., Hurst, J., LAFROMBOISE, T., Newman, R., OSIPOW, S., Packard, T., Romero, D., Scott, N.
  1988; 16 (3): 407-422
- **CULTURAL AND COGNITIVE CONSIDERATIONS IN THE PREVENTION OF AMERICAN-INDIAN ADOLESCENT SUICIDE** *JOURNAL OF ADOLESCENCE*
  LAFROMBOISE, T. D., Bigfoot, D. S.
  1988; 11 (2): 139-153
- **AMERICAN-INDIAN MENTAL-HEALTH POLICY** *AMERICAN PSYCHOLOGIST*
  LAFROMBOISE, T. D.
  1988; 43 (5): 388-397
- **THE ROLE OF CULTURAL-DIVERSITY IN COUNSELING PSYCHOLOGY** *COUNSELING PSYCHOLOGIST*
  LAFROMBOISE, T. D.
  1985; 13 (4): 649-655